

Year 5 Geography SOW

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	North America: A Continent of Contrasts Why is North America so different from place to place? Vocabulary: North America, Canada, USA, Mexico, state, scale, latitude, longitude, Equator, Tropic of Cancer, Arctic Circle, Prime Meridian, coordinates, climate, biome, vegetation, tundra, coniferous forest, grassland, desert, Rocky Mountains, Mississippi River, Great Lakes, Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario, freshwater, settlement. Lesson enquiry questions: - Where in the world is North America? Learning objectives: -Locate North America on a world map. -Identify some of its countries, including Canada, the USA and Mexico. -Locate the Atlantic, Pacific and Arctic Oceans. -Use 'The True Size Of...' to compare the size of North America with Europe and North American countries with the UK. -Understand that maps can sometimes make places appear larger or smaller than they really are. - What would we discover on a journey across the USA? Learning objectives:		Cheshire: Our County, Our Place How well do we really know Cheshire? Vocabulary: Cheshire, county, shire, boundary, Cheshire Plain, lowland, highland, settlement, land use, urban, rural, natural resources, industry, transport, agriculture, development, fieldwork, field sketch, aerial photograph, data, sustainability. Lesson enquiry questions: - Where is Cheshire and how did it become a county? Learning objectives: -Locate Cheshire within England and the United Kingdom using maps and atlases. -Use prior History learning to explain how the Anglo-Saxons divided areas of England into shires to help govern them. -Understand that Cheshire developed from the shire associated with Chester and that many modern county names have their origins in the shire system. -Identify Cheshire's boundaries and neighbouring counties. -Locate some of Cheshire's key settlements, including Crewe, Chester, Northwich and Macclesfield. - What is Cheshire's landscape like? Learning objectives:	Extreme Earth Why is our planet so powerful? Vocabulary: crust, mantle, outer core, inner core, tectonic plate, plate boundary, magma, lava, magma chamber, vent, crater, eruption, volcano, earthquake, fault, focus, epicentre, seismic, tectonic hazard, Ring of Fire, geothermal energy, fertile soil, risk, preparation, El Salvador, Central America, Joya de Cerén. Lesson enquiry questions: - What is happening beneath our feet? - Why do volcanoes erupt? Learning objectives: -Identify and describe the main layers of the Earth: crust, mantle, outer core and inner core. -Understand that the Earth's crust is broken into large tectonic plates. -Locate some of the world's major tectonic plates on a map. -Explain that tectonic plates move slowly over time. Learning objectives: -Explain how the movement of tectonic plates can cause volcanoes to form. -Identify and describe the main features of a volcano, including the magma chamber, vent, crater and lava.		

	- Locate the USA within North America and identify some major states and cities. -Locate key physical features, including the Rocky Mountains, Mississippi River and Great Lakes. -Describe how landscapes and settlements change across the USA. -Use maps and geographical vocabulary to describe a journey from east to west. • How can latitude and longitude help us explore North America? Learning objectives: -Understand the difference between latitude and longitude. -Identify the Equator, Tropic of Cancer, Arctic Circle and Prime Meridian on a world map. -Use latitude and longitude coordinates to locate cities, countries and physical features across North America. -Complete a 'North America Navigators' challenge, using coordinates to identify mystery locations. -Explain how latitude influences climate across North America. • Why does North America have different biomes? Learning objectives: - Locate some of North America's major biomes. -Describe the climate and vegetation of contrasting biomes. -Explain how latitude and climate influence vegetation.	- Identify key physical features of Cheshire. -Explore differences between Cheshire's lowlands, hills, rivers and countryside. -Locate and describe the Cheshire Plain and areas of higher land. -Use physical maps to describe Cheshire's landscape. -Explain how the physical landscape influences how people use the land. • Why did Cheshire's towns grow where they did? Learning objectives: -Locate Crewe, Chester, Northwich and Macclesfield. -Investigate why settlements developed in different locations. -Explain how rivers, transport and natural resources influenced settlement growth. -Compare why different Cheshire towns developed in different ways. Chester → River Dee and location Northwich → salt Crewe → railways Macclesfield → silk and industry • How is the landscape around our school changing? Learning objectives: -Identify different types of land use around the school. -Use fieldwork to observe and record human and physical features. -Identify evidence of land-use change, including housing, roads, Leighton Hospital and green/open spaces. -Collect geographical data using field sketches, photographs, maps and tally charts.	-Understand the difference between magma and lava. -Describe what happens during a volcanic eruption. -Locate examples of volcanoes around the world using maps. • Why does the ground shake? Learning objectives: -Explain how the movement of tectonic plates can cause earthquakes. -Understand what happens along a fault when pressure is released. -Identify the focus and epicentre of an earthquake. -Describe some ways earthquakes can affect people, settlements and landscapes. -Use maps and geographical information to investigate where earthquakes occur. • Why are some places more at risk than others? Learning objectives: -Locate areas where earthquakes and volcanoes are common. -Identify the Pacific Ring of Fire. -Explain how plate boundaries link to earthquakes and volcanoes. -Compare the UK's tectonic risk with higher-risk locations. -Explain why some places are more at risk than others. • Why is El Salvador known as the 'Land of Volcanoes'? Learning objectives:
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