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|  | <u>Year 5 Scheme of Work</u> <u>2022-23</u> | Coordinator: Barbara Smith Last updated: 07/07/2022 <u>Year 5 updated with suggested activities</u> |
| <u>Statutory requirements (National Curriculum)</u> | <u>Leighton essentials</u> | <u>Suggested activities</u> |
| <p style="text-align: center;">Locational Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <ul style="list-style-type: none"> Use a range of resources to look at, compare and identify different countries in the world. Put pins on world map to show where the children have found and identified. Create an outline of N America using string and label using a range of resources e.g. atlas, internet. To begin to learn that N America is made up of different countries by identifying them on a map. Use BBC Bitesize programme to introduce latitude and longitude During N America lessons discuss these using globes, maps etc so that this is ongoing learning Using atlases, maps and internet locate counties and cities in the UK Look at physical and human characteristics in these counties and cities Continue with a focus on the different counties in the UK and locate them on a given map using atlases and maps to support – Anglo-Saxons – link to Nant'wich' |

Autumn Term

Spring Term

Summer Term

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| | | <ul style="list-style-type: none"> • Children to revisit continents by using playdough to make the world map and research human and physical features. • Children to complete cold task – what do they already know about Central America? • Label countries, capital cities, seas, oceans and mountain ranges on a blank map with an Atlas to support central America • Focus on El Salvador – children to analyse picture of a local native • Central America countries and capital cities games on World Geography Games • Continue to look at the lines of latitude and longitude following on from autumn • |
| <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America | <ul style="list-style-type: none"> • work collaboratively within a group to create a selection of questions to form an interview to compare a region in N America, UK and Europe • Compare similarities and differences between N America and Central America through the study of human and physical geography • Focus on El Salvador • Compare El Salvador, The Lake District and Lucerne – children to create a study of comparison |
| <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and | <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. • human geography, including: types of settlement and land use, economic activity including trade links, and the | <ul style="list-style-type: none"> • identify a range of physical and human features in North America through research e.g Hubbard Glacier, Niagara Falls, Hoover Dam • compare and contrast weather climates across N America with Crewe and Nantwich • Independent research into human and |

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| <p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>distribution of natural resources including energy, food, minerals and water</p> | <p>physical geography of a country in N America</p> <ul style="list-style-type: none"> • Look at UK farming for land use, trade links, how energy is supplied extending into HS2 advantages and disadvantages – link to Crewe • Research into volcanoes and earthquakes in El Salvador – Richter Scale and seismometer use the CAFOD's website • Children to research the water cycle • Children to create their own volcanoes. |
| <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | <p><u>All within context</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> | <ul style="list-style-type: none"> • use a range of resources to look at, compare and identify different countries in the world. Put pins on world map to show where the children have found and identified. • Discuss the points on a compass and previous learning • Extend the 4 points into 8 • Use previous learning to identify the position of different counties in relation to other counties using the 8 points of the compass |