



Shawington Primary Geography Curriculum



Year 5- What is life like in the Alps?

National Curriculum- KS End Point	Sticky Knowledge	Vocabulary
<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 • 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 within North or South America • Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied • 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. 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 	<p>Atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation</p> <hr/> <h4 style="text-align: center;">Unit Outcomes</h4> <ul style="list-style-type: none"> • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'



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Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. 	<ul style="list-style-type: none"> Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps? 	<ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.

Golden Threads

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<ul style="list-style-type: none"> To know the name of many countries and major cities in Europe and North and South America. To know some similarities and differences between the UK and a European mountain region. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods. 	<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 within North or South America. 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-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.



Year 5- Would you like to live in the desert?

National Curriculum- KS End Point	Sticky Knowledge	Vocabulary
<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 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 within North or South America Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied 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. 	<ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. 	<p>Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</p> <hr/> <p style="text-align: center;">Unit Outcomes</p> <ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.



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<u>Prior Learning</u>	<u>Key Question(s):</u>	<u>Future Learning</u>
<ul style="list-style-type: none"> • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question: 'What is life like in the Alps?' 	<ul style="list-style-type: none"> • What is a hot desert biome? • Where are deserts located? • What physical features are found in a desert? • How can people use deserts? • What are the threats to deserts? • Would you like to live in the desert? 	<ul style="list-style-type: none"> • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.

Golden Threads

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<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 • 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"> • 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 within North or South America 	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-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



Shawington Primary Geography Curriculum



Year 5- Why do oceans matter?

National Curriculum- KS End Point	Sticky Knowledge	Vocabulary
<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 countries 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 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 within North or South America Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied 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. 	<ul style="list-style-type: none"> To know the location of key physical features in countries studied. To know why the ocean is important. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods. 	<p>Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current Policy, renewable energy, single use plastic, species, water cycle</p>
		Unit Outcomes
		<ul style="list-style-type: none"> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.



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Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> • Identify the lines of latitude where hot desert biomes are located • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why 	<ul style="list-style-type: none"> • How do we use our oceans? • What is the Great Barrier Reef? • Why are our oceans suffering? • What can we do to help our oceans? • How littered is our marine environment? - Data collection • How littered is our marine environment? - Findings 	<ul style="list-style-type: none"> • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment.

Golden Threads

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<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 • 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"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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.