

Year 5 Geography Curriculum

Geography Cornerstone Topics

| Topics lending to Geography | 2014 National Curriculum Links | Resources |
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| Hola Mexico | <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 <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, rivers, mountains 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 <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>https://www.twinkl.co.uk/resource/us2-g-12-all-about-mexico-powerpoint</p> <p>https://www.bbc.com/bitesize/clips/zbdmpv4</p> <p>https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/block-c-mexico/114323</p> <p>https://www.twinkl.co.uk/resource/t-g-350-all-about-tocuaro-information-powerpoint Climate and life in Mexcio</p> <p>https://www.twinkl.co.uk/resource/england-and-mexico-comparison-study-research-booklet Comparing with the UK</p> <p>https://www.tes.com/teaching-resource/ks2-compare-and-contrast-the-industries-of-uk-and-mexico-11362209 Comparing the industries of Mexico and UK</p> |

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| <p>Trash (Focus English)</p> | <ul style="list-style-type: none"> 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 <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, rivers, mountains <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>https://www.tes.com/teaching-resource/favelas-of-brazil-11032561 Life in Brazil and Favelas</p> <p>https://www.tes.com/teaching-resource/a-childhood-in-one-of-brazil-s-most-dangerous-slums-6428565</p> <p>What childhood is like in Brazil Slums</p> <p>https://www.oddizzi.com/teachers/explore-the-world/country-close-up/brazil/sneak-peek-brazil/</p> <p>A lesson all about Brazil, including key rivers etc.</p> |
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Local History / Geography Week

| National Curriculum Links |
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| <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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>Human and Physical Geography</p> <ul style="list-style-type: none"> Locate and identify the use and features of both human and physical features of our locality I can explain the human features in a locality and explain their change over time. <p>Resources:</p> <ul style="list-style-type: none"> ♦ A complete unit of activity ideas for getting young people involved in their local area. |

- ♦ [Resources based on the River Thames](#)
A selection of maps and information sheets to help support a local study unit.
- ♦ [Inference grid – Isle of Wight](#)
This resource, which introduces pupils to observation and inference, can be adapted for any area.
- ♦ [KS2 – Explore your area](#)
A fully-resourced set of activities to equip students with everything they need to investigate their local area.
- ♦ [Human or physical?](#)
An activity in which pupils study images of their local area and sort them into human or physical features.
- ♦ [Maps and symbols pairs game](#)
A revision and recap exercise covering the main symbols found on ordinance survey maps.
- ♦ [Grid referencing and map skills](#)
This resource includes activities in which pupils gain experience of using grid references and maps.
- ♦ [Introducing grid references](#)
A presentation that introduces students to four-figure grid references.
- ♦ [Elements of a map](#)
A simple test that includes questions about compass points, symbols and grid references.

Locational knowledge covered in morning task pack

National Curriculum Links

- Locate the world's countries, using maps to focus on North and South America, their countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
- 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)
- I can name and locate the 5 main oceans and 7 continents **(Year 2 objective)**
- **(Geographical Skills and fieldwork)** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Knowledge skills and understanding Breakdown

| Geographical Skills and fieldwork | Physical Geography | Human Geography | Locational Knowledge |
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| <p>I can use a range of scales on a map.</p> <p>I can use different units of measure when collecting information.</p> <p>I can describe what a locality is like using a range of information sources.</p> <p>I can answer questions using OS map.</p> <p>I can collect careful measurements and present my information.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>I can use a range of vocabulary to describe the physical features of different places around the world.</p> <p>I can compare and contrast the physical features of a country in South America and a country in Europe.</p> <p>I can describe the climate of different countries around the world.</p> <p>I can describe the physical features of my locality.</p> | <p>I can use a range of vocabulary to describe the human features of different places around the world.</p> <p>I can compare and contrast the human features of a country in South America and a country in Europe.</p> <p>I can describe and compare the economic activity and trade of a country in a different continent with the UK.</p> <p>I can explore the distribution of natural resources in a country other than my own.</p> <p>I can map land use in a European or South American country and create my own key.</p> <p>I can describe the human features of my locality.</p> | <p>I can name and locate the counties and major cities of England.</p> <p>I can match the major city to it's county.</p> <p>I can name and identify the equator, tropic of cancer, tropic of Capricorn and the Northern and Southern hemispheres, Arctic and Antarctic Circle</p> <p>Children to also name and locate the seven continents and major seas around the world. (Year 2 objective)</p> <p>I can name and locate countries in Europe. Name and locate key countries in Southern and Northern America</p> <p>I can identify some physical and human features in the UK and label them on a map.</p> |

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| <p>Can they confidently explain scale and use maps with a range of scales?</p> <ul style="list-style-type: none"> • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? | <p>Can they give extended descriptions of the physical features of different places around the world?</p> <ul style="list-style-type: none"> • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? | <p>Can they give an extended description of the human features of different places around the world?</p> <ul style="list-style-type: none"> • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? | <ul style="list-style-type: none"> • Can they locate and name the main countries in South America on a world map and atlas? • Can they name and locate different counties in England? • Can they name and locate different major cities in the UK? • Can they name and locate some countries in Europe, South and North America? • Can they name and locate the equator, Tropic of cancer and Capricorn, Antarctic and Arctic circle and the GMT line. |
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