



Place	Space	Environment	Earth Systems	Time	Scale	Diversity	Interconnection
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**Geography Year 5 Autumn Term**  
**UK – CITIES, COUNTIES AND KEY FEATURES**

**How has the UK been impacted by human activity?**

Context:

- Research what, exactly, is meant by the UK and GB. “The United Kingdom of Great Britain and Northern Ireland” is more commonly known as the United Kingdom. Great Britain comprises only England, Scotland and Wales - not Northern Ireland).
- Research counties of special relevance e.g. where your relatives live, where you were born, where you have been on holiday, your own and neighbouring counties etc.
- Investigate the physical and human features of the United Kingdom.
- Discover how mountains are formed.



<b>Country</b>	<b>an area of land that is controlled by its own government</b>	<b>Vocabulary</b>
<b>County</b>	<b>a region of Britain or Ireland which has its own local government</b>	
<b>Human Features</b>	<b>features of land that have been impacted by human activity landscape everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants</b>	
<b>Physical Features</b>	<b>natural features of land</b>	
<b>Population</b>	<b>all the people who live in a country or area</b>	
<b>River</b>	<b>large natural stream of water flowing in a channel to the sea, a lake or another channel</b>	
<b>Rural</b>	<b>places that are far away from large towns or cities</b>	
<b>Mountain</b>	<b>a large natural elevation of the earth’s surface rising abruptly from the surrounding level; a large steep hill</b>	



Tweed	Trent
Tyne	Great Ouse
Ouse	Exe
Thames	Severn
Wye	Tamar



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**Geography Year 5 Spring Term**  
Where Does Our Food Come From?

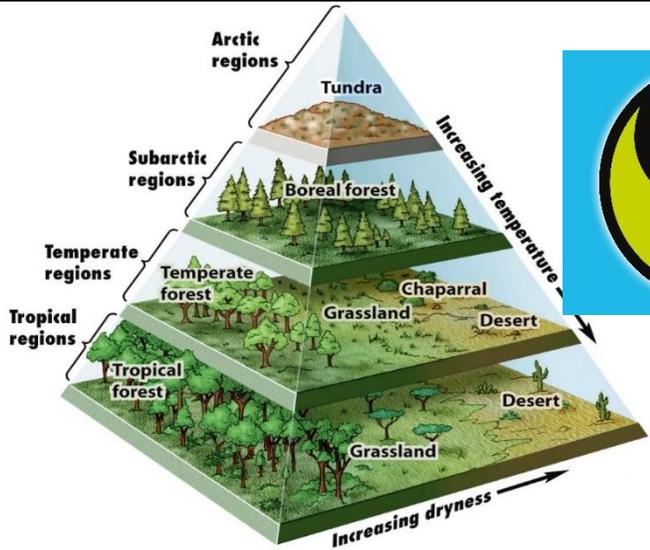


**Context:**

- We learn that food comes from various and diverse places.
- Some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us.
- I know that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables.
- Whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption.

**Key learning:**

- I can locate the world's significant countries: UK, South Africa, India, Greece, Russia, Canada, Spain, France, USA and Brazil.
- I know where the UK imports its oranges, broccoli and bananas from.
- Physical geography, including: climate zones, biomes and vegetation belts in relationship to food production.
- Human geography – I understand economic activity including trade links, and the distribution of natural resources - food and food miles.
- I understand the significance of the worldwide movement: 'Fairtrade'
- I can interpret and use thematic maps relating to food production and natural resources.
- I can use more precise geographical language (e.g. biomes).
- I can plot six figure grid references and understand the term 'self-sufficient.'
- I can use appropriate search facilities when locating places on digital/online maps and websites.



sustainability

**Key Vocabulary:**

- climate
- biomes
- food miles
- consumption
- imports
- exports
- distribution
- natural resources
- self-sufficient
- Fairtrade

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**Geography Year 5 Summer Term**  
**CONTRASTING REGION – AMAZON BASIN,**  
**RAINFOREST, BIOMES**

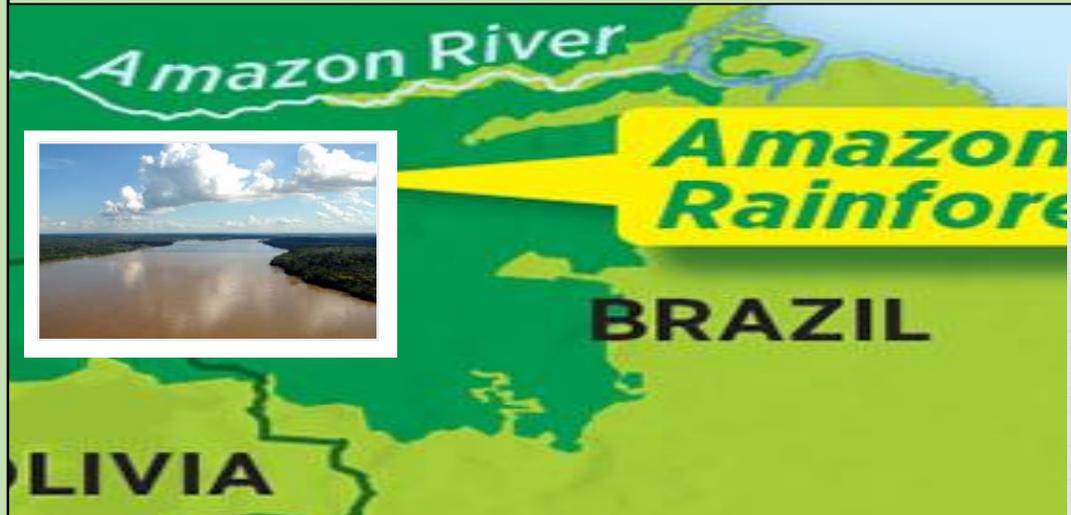
**Why is the Amazon Basin important?**

**Key learning:**

- I can use a range of atlases, globes and online resources to locate the Amazon Basin within South America.
- I can locate some of the major cities in Brazil including the capital city Brasilia. I can say whether or not they are located in the Amazon Basin/rainforest.
- I can investigate the size of the Amazon Basin and which countries it includes.
- I know other rainforests in the world.
- I can investigate the various crops grown in the rainforests using the Living Rainforest website.
- I know which animals live in the Amazon rainforest compared with other rainforests of the world.
- I can investigate the pattern of the Amazon's tributaries.
- I can use my enquiry skills to ask questions.
- I can discuss distinctive images and challenge stereotypes.

**Context:**

In this theme we will study the geography of the **Amazon Basin** which is the region of **South America** drained by the **Amazon River** and its **tributaries**. We will learn that most of the region is covered by **tropical rainforest (biome)**. We will start to learn how the future of tropical rainforests and other **ecosystems** is closely connected to human lives and lifestyles. We will also learn about the wider country of **Brazil** in which most of the Amazon rainforest is located.



diversity	the variety of plants and animals in a place
region	a distinct part of a continent or country
equatorial rainforest	thick forest with a structure: emergents, canopy, under-storey, floor
equatorial climate	hot and wet throughout the year
ecosystem	a network of plants and animals which are interdependent
vegetation zone	zones which have a common group of vegetation
biome	biological communities which develop in response to a shared climate
extinction	when a species dies out
deforestation	clearing the forest legally or illegally
indigenous people	people who have always lived in a particular place
sustainability	meets the needs of the present without compromising the future
equator	imaginary line around the centre of the Earth



**QUICK AMAZON JUNGLE FACTS**

& also home to  
 Pink Dolphins  
 Sloths  
 Jaguars  
 Monkeys  
 Snakes  
 Caiman  
 Blue Butterflies

Home to the Piranha & over 5,000 species of known fish!

**LONGEST RIVER IN THE WORLD**

Over 4,000 miles in length

The Amazon produces 20% of the World's OXYGEN

**WORLD'S LARGEST RAINFOREST**  
 2.3 million mi squared

Runs Through 6 Countries

60%.....Brazil  
 13%.....Peru  
 10%.....Colombia  
 17%.....Ecuador, Bolivia & Venezuela

OVER 1,800 SPECIES OF KNOWN BIRDS



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