

## **Year 5 Fieldwork Enquiry Unit**

### **Who does the farm benefit?**

In this unit the children will investigate different farms and what they can provide. They will visit a farm to identify the land use and the explore the different ways a farm can generate revenue.

#### **Map Skills**

- Use 8 compass points to describe locational relationships.
- Use 4 figure grid references to identify places/features on an OS map.
- Follow short routes using an OS map.
- Select maps for a specific purpose. (eg. topography, political, population, land use etc)
- Draw sketch maps using standard symbols and a key.
- Use scale to measure straight line distances.

#### **Fieldwork**

- Independently decide how to collect data about a location and present findings in an appropriate form.
- Compare findings with information about other locations and draw conclusions (focus on land use).
- Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.)
- Create a simple scaled sketch map of a location/feature.
- Make semi-independent decisions on how to collect data to answer own questions.

## **Year 5 Fieldwork OS Map Skills**

### **Follow a route on an OS map**

In this unit the children will build on their existing knowledge of OS maps from Year 4 and will plot and follow a route on an OS map in the local area.

#### **Map Skills**

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#### **Fieldwork**

- Independently decide how to collect data about a location and present findings in an appropriate form.
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- Make semi-independent decisions on how to collect data to answer own questions.

## **Year 5 Social Responsibility**

### **Our Changing World**

In this unit children will investigate what climate change is and how human activity is contributing to climate change. They will explore the effects of climate change both locally and globally.

#### **Environment**

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- To understand what climate change is and how it is causing global warming.
- To understand what happened in the 1980's with the ozone layer and CFC's.
- To identify some of the effects of climate change on us locally and globally.

## **Year 5 Social Responsibility**

### **Know Better, Do Better**

In this unit children will build on their existing knowledge of climate change and focus on the effects of a growing population and using non-renewable energy sources. This unit will allow children to suggest how they can help our environment and explore possible 'green' careers.

#### **Environment**

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- To understand how an increased population and consumption are putting pressure on the planet.
- Identify the negative effects of using non-renewable energy sources.
- To investigate alternative energy sources.
- Suggest ways to help save the environment and possibly reverse climate change – turn lights off, electric cars, renewable energy etc.
- To find out about 'green' careers.