

YEAR 5

Subject content Key stage 2

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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 Human and physical geography
- describe and understand key aspects of:
 - 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 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 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.

	AUTUMN	SPRING	SUMMER
Topic	Earth and Space / Maps	China/Vikings and Anglo Saxons	Rivers
Brief	MAPS	CHINA	RIVERS
Key enquiry questions	<ol style="list-style-type: none"> 1.Where are Bournemouth, Liverpool and Keswick in the UK? (regions, counties) 2.What physical and human features can be found in: Bournemouth, Liverpool and Keswick? 3.How is the land used in Bournemouth, Liverpool and Keswick? 4.How have the three areas of the UK changed over time? 	<ol style="list-style-type: none"> 1.Where is China on a map of the world/Asia? 2.How has trade developed in China? 3 Why was the Silk Road important? 4.How has China's economy changed? 5.Why is it useful to use 4 figure grid references? 	<ol style="list-style-type: none"> 1.Where are the rivers of the world? 2.Can you describe rivers geographically? and explain the process of the water cycle? 3.Can you record information about rivers? 4.What do you know about the River Stour? 5.How does a river affect the land around it?
Learning objectives	<ol style="list-style-type: none"> 1.To name and locate places in the UK. 2.To compare and contrast the physical/human features of different UK locations. 3.To explore how land may be used in different ways. 4.To explore how topographical features change over time. 	<ol style="list-style-type: none"> 1.To label physical and human features on a map. 2.To explore trade over time. 3.To explore the Silk Road and what was traded on it. 4.To explore China's economic growth and its effect on the country. 5.To use 4 figure grid references to locate places on a map. 	<ol style="list-style-type: none"> 1.To locate and research key rivers of the world. 2.To identify the key features of a river system. 3.To locate local rivers and their feature. 4.To use field work to observe, measure and record features of a local river and surrounding land use. 5. To understand the processes of deposition, transportation and erosion.
Location and place knowledge	ID 3 different/contrasting places in the UK on a map (one must be Bournemouth).	Look at maps of China – where is it in relation to the UK? Look at maps of the world/Asia and locate places using 4 fig grid references	

Human and physical geography	<p>Compare the 3 different places that you have chosen (physical/human). Progression- Explain how each place has changed over time e.g what is the land being used for?</p>	<p>Investigate the human/physical features of modern China – rivers/mountains/cities ... Label a map of China identifying these features. Ask and answer questions about your map. Explore the main trades/industries in China Progression- Compare/contrast trade/industry in China to Ancient China Look at trade links around the world and where food comes from – discuss fair trade (debate)</p>	<p>Describe the process of rivers/the water cycle. Draw a diagram of a river. Progression- Create a 3 model of a river- add on the language of rivers to describe different parts- deposition/ erosion/ depth/transportation ... Explain your model to the class.</p>
Field work			<p>Visit a local river (Stour) Place the river on a map showing its location and the features around it including land use. Find out about the history of the river and how it has been used. Explore measurements – flow / depth/deposition/erosion at different locations Progression- What have you found out from your visit? How could you use this knowledge?</p>

Subject specific Vocabulary			
	trade physical /human features Europe Physical/human features	trade physical /human features Europe	deposition erosion water cycle depth transportation

