



## Year 5 Geography Curriculum Overview

### The Big Picture

As our knowledge of the world around us became clearer, humans began to use resources more readily around the world, building trade links. As population and industry grew, the need for these resources became more frequent and in higher volumes. This has led to our world reaching a crisis level, where we are taking more than we are giving back. In this unit, children will learn how countries (including islands) have built economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They will understand the importance of this for people living in these remote places but will also begin to understand why activists such as Greta Thunberg are becoming more concerned and more vocal about the impact this is having on our planet. Our island in space.

### What do we already know?

#### Knowledge Retrieval:

Children understand the five oceans and seven continents and be able to recognise these on maps with different orientations. They can draw on their understanding of The Equator, Northern and Southern hemispheres and Arctic and Antarctic circles to understand climate zones and begin to name biomes within continents across the world.

Children will know the countries within The UK, Europe and South America, as well as cities within these.

Children will understand human and physical features and will use these to describe known locations. They will be able to use eight compass points and six figure grid references.

### Year 5 Geography – Earth as an Island

#### NC objectives – 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

#### Geographical skills and fieldwork

- 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.

### Key unit objectives

To name and locate islands across the world.

To know how to use a topographical map.

To identify human and physical features within locations and begin to describe the impact this has on land use and trade links.

To identify cities across known locations and use knowledge of physical features to explain why these cities were built in these locations.

To evaluate changes of time to population, human and physical features and land-use.

To understand the effect that climate has on rising sea levels and how this could affect islands.

To use four and six figure grid referencing on a range of maps (such as OS maps) to identify locations.

To understand interdependence and how this relates to islands trade links and economy.

To compare islands across the world.

To identify the Tropics of Cancer and Capricorn and understand their significance in relation to climate.

#### Key Questions

Can children use topographical maps?

Can children identify the Tropics of Cancer and Capricorn?

Can children explain trade links and interdependence between islands?

### Key vocabulary and understanding for concept connectors

A **topographical** map using **contour lines** to show **elevation** in **landforms**.

**Interdependence** is the dependence of two or more people or things on each other.

The **Tropics of Cancer and Capricorn** are located either side of the **Equator** and show the northernmost and southernmost points where the sun's rays are directly overhead. They are often the location of **rainforest** due to **tropical climates**.

#### Key Texts

Noah's Gold – Frank Cottrell-Boyce

Treasure Island – Robert Louis Stevenson with doodles by Jack Noel.

The island that didn't exist – Joe Wilson



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Following on from learning in children's previous unit of work, they will be beginning to understand the pressure being put on Earth's valuable and dwindling resources.

In this unit, children will be building on their knowledge of the word 'sustainability' and how their actions are going to affect the world they are going to live in as well as that of future generations to come. We want to educate our children in how they can make responsible choices and how their knowledge can influence what may happen in the future. We all have a part to play in reducing the strain on our planet and we want children to understand this. Children will learn actions they can take now to reduce the pressure on the planet and educate other in how to do the same.

### What do we already know?

#### Knowledge Retrieval:

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Children will know the countries within The UK, Europe and South America, as well as cities within these.

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### Year 5 Geography – Climate Control

#### NC objectives – Key Stage 2

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Pupils should be taught to:

#### Locational knowledge

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### Key unit objectives

To identify physical features around our local areas and how this impacts the carbon cycle.

To identify what impact human features would have on our local area and the carbon cycle.

To use a range of sources to identify and locate extreme weather conditions – linked back to knowledge of natural disasters.

To name and locate the planets 7 tectonic plates.

To understand that global warming is a rise in the Earth's overall temperature.

To understand the impact global warming can have on wildlife and land use.

To locate local landfill sites.

To understand 'Reduce, Re-use and Recycle'.

To know some alternative sustainable sources of energy.

### Key vocabulary and understanding for concept connectors

There are seven major **tectonic plates: African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American.**

Heat from radioactive processes within the planet's interior causes **tectonic plates** to move.

**Global warming** is a rise in the Earth's overall temperature.

### Key Questions

Can children name alternative energy sources?

Can children name the tectonic plates?

Can children explain global warming and the impact this is having on the planet?

### Key Texts

Dear Greenpeace – Simon James

The Last Tree – Ingrid Chabbert

The Tin Forest – Helen Ward