



Geography – Year 5



<u>Honesty</u> Give an honest account of views in the local area.		<u>Love</u> How people have a deeper connection for where they live.		<u>Forgiveness</u> Forgiving others for their wrong doing especially for new land.		<u>Respect</u> Respect for the earth that we live on.		<u>Cultural Capital Opportunities</u> Visit the River Irwell Invite a visitor linking to the Environmental Agency Invite someone who maybe lived in Africa for a discussion OR set up a postcard/letter pen pal using Odizzi				
<u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and Physical Geography</u> <u>Geographical Skills and Fieldwork</u>		<u>Aspirations</u> <ul style="list-style-type: none"> Exploring a new land Travelling to new destinations 		<u>Bringing Learning To Life</u> <ul style="list-style-type: none"> Create a map of a colonial land using four figure grid references Research living animals that live in different biomes and create a home for them. Create a science experiment linking to the water cycle. Create a postcard for African children. 		<u>Emotional Well-Being</u> <ul style="list-style-type: none"> Understanding how colonials would have felt when intruders try to steal their land 		<u>Resilience</u> <ul style="list-style-type: none"> Standing up for what you believe in 		<u>Valuing Our Diversity</u> <ul style="list-style-type: none"> Valuing that different buildings/space is needed for different reasons e.g. care homes, mosques, churches etc. 		<u>Respect and Responsibility</u> <ul style="list-style-type: none"> Respecting the world that we live in.
What will they learn?				In what order?								
Key Concepts		Key Skills		Autumn		Spring		Summer		End points		

<ul style="list-style-type: none"> • Understand the difference between the Northern and Southern hemisphere • Research Africa • Understand the term 'climate zones' and identify some differing ones. • Touch upon global warming and their implications. • A focus on biomes e.g. Tundra, Desert, Grassland, Tropical Rain Forest. • Identify biomes on the map. • Locate countries, mountain ranges, capitals, rivers and oceans of South America. • Investigate settlements and famous people who researched them e.g. John Smith, Thomas Dale, John Rolfe etc. • Begin to experiment with four figure grid reference • Fieldwork task-design question and studies to use in the 	<ul style="list-style-type: none"> • Name and locate countries and cities within the UK. • Compare the human and physical characteristics of cities within the UK. • Identify the position and significance of the Northern and Southern Hemisphere including the Tropics of Cancer and Capricorn. • Describe the key aspects of the water cycle. • Describe the key aspects of rivers. • Describe the key aspects of biomes. • Describe the key aspects of climate zones and vegetation belts. • Use 6 figure grid referencing. • Record the human and physical features in my local area using 	<ul style="list-style-type: none"> • Name and locate countries and cities in the UK providing statistical information. • Identify the position and significance of the Northern and Southern hemisphere including the Tropics of Cancer and Capricorn. • Locate countries, mountain ranges, capitals, rivers and oceans of South America. (North America will be covered in Yr 3) • Compare human and physical features of South America. 	<ul style="list-style-type: none"> • Complete an indepth study of Africa. • Name different biomes e.g. Tundra, Desert, Grassland, Tropical Rain Forest and identify them on a map. • Understand the terms 'climate zones' and 'vegetation belts' and identify some differing ones. • Describe the key aspects of the water cycle. • Describe the key aspects of rivers. 	<ul style="list-style-type: none"> • Recap four figure grid referencing and introduce six figure grid referencing. • Fieldwork task-design question and studies to use in the local area. Don't use Eccles Park or Eccles Town Centre. Maybe gear questions towards Barton Aqueduct and the River Irwell. • Identify local features on a map • Undertake surveys • Record data using tables • Touch upon global warming and their implications eg for rivers there is droughts and flooding and affects water quality for fish and wildlife. 	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> • Explain the differences between the Northern and Southern hemispheres. <p><u>Spring:</u></p> <ul style="list-style-type: none"> • Identify Africa on the map, name countries in Africa. • Name physical and human features of Africa. • Name and identify different biomes. • Describe the water cycle. • Understand aspects of rivers.
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<p>local area</p> <ul style="list-style-type: none">• Identify local features on a map• Undertake surveys• Record data using tables	<p>a range of methods.</p>				<p><u>Summer:</u></p> <ul style="list-style-type: none">• Create a map of the local area and consider factors which hinder and help the local area eg global warming and the affects that this has on a river.• Confident with four figure grid referencing• Gaining confidence with six figure grid referencing.• Record data using tables
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