

Geography Curriculum Year 5

Prior learning from Y1/2

- Know that houses/places have an address and postcode
- Identify key Physical (river) and Human (roads/house/shop) geography.
- Explain the meaning of travel in relation to geography and places
- Know and use the terminologies: left and right; below and next to; relate to map work on local area
- Use simple fieldwork and observational skills to study the geography of their school and immediate surrounding area.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Upton/Chester
- Devise simple maps and use and construct basic symbols in a key of the school.
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the names of the four countries that make up the UK and name the three main seas that surround the UK
- Describe the weather in the UK during different seasons
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Know the names of and locate the five oceans of the world
- Know the names of and locate the seven continents of the world
- Know where the equator, North Pole and South Pole are on a globe.
- Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied.

Prior Learning from Y3:

- Name the counties of the North West
- Name the countries and major cities of the UK
- Know the features of a coastline eg caves, cliffs, beaches, tides, waves
- Name coastal areas of England
- Effect of erosion on our coastlines
- Explain how people travel around the UK
- Locate at least 8 counties of England
- Use 8 points of a compass to describe the locations of counties and cities
- Use geographical vocabulary
- Know the names of at least 8 European countries and be able to locate these on a map
- Know the names of a number of European capitals
- Understand land use in cities and how tourists flock to famous landmarks
- Know at least five differences between living in UK and Greece
- Recognise that people in Europe live in different time zones
- Use maps to locate 8 European countries and capitals
- Ask geographical questions and use geographical vocabulary
- Know the names of European countries and cities
- Know the names of a number of European capitals
- Understand land use in cities and how tourists flock to famous landmarks

Prior Learning from Y4:

- Know the impact that humans are having on the environment
- Discuss what changes are needed to improve life for endangered animals
- Know what is meant by a biome and describe the Arctic Tundra
- Describe the wildlife/vegetation in the Arctic Tundra
- Ask geographical questions
- Use geographical vocabulary
- Use a map to locate the polar regions
- Know at least five differences between living in the UK and Italy.
- Know how the climate of Italy and the UK compare.
- Know what causes a volcanic eruption.
- Have simple understanding of the imaginary lines that create time zones and to know that Italy is ahead in time.
- Make links to the water cycle (Science lessons)
- Label the different parts of a volcano
- Ask geographical questions
- Use geographical vocabulary
- Use a map to locate places
- Know the names of, and locate, a number of South American countries and cities.
- Know what is meant by biomes and what are the features of a specific biome; locate the different ones within South America and their climates.
- Label and describe the layers of the rainforest
- Know main human and physical differences between developed and developing countries
- Understand the human impact on the Amazon Rainforest – deforestation

<ul style="list-style-type: none"> ● Identify certain physical features within African continent: dry savannahs; mountains; Great Rift Valley. ● Know the main differences between our town and that of a small place in Africa. ● Use maps and globes to locate continents ● Use aerial photographs to identify features of a locality Use simple maps, atlases and photographs to identify human and physical features of the local area. ● Find their own house on a map ● Ask and answer questions about the local environment. ● Draw/sketch simple maps to show a route. ● Recognise roads, buildings and fields on a map and describe the local area ● Use symbols and know that they mean something on maps ● Understand why maps need a key ● Know which is N, E, S and W on a compass. Relate to map work of the local area and following directions. ● Identify human and physical features of the school's surrounding area. Find out how many bus stops and shops there are. ● What happens here? Complete a survey to show what happens at different parts of the local area. ● Know features of cold and hot places in the world – North and South Poles and around the equator. ● Know the names of and locate the five oceans of the world ● Know the names of and locate the seven continents of the world. ● Know where the equator, North Pole and South Pole are on a globe. ● Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied. ● Locate the UK in comparison to the equator and compare location to North and South Pole 	<ul style="list-style-type: none"> ● Know at least five differences between living in UK and France ● Recognise that people in Europe live in different time zones ● Use maps to locate 8 European countries, capitals and the Mediterranean ● Ask geographical questions and use geographical vocabulary 	<ul style="list-style-type: none"> ● Explain world temperature in relation to the equator and make links to the water cycle. ● Describe where in the world natural resources come from ● Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian ● Use Google Earth to locate a country or place of interest. ● Use graphs to record temperature or rainfall across the world's continents and climates.
---	---	---

<ul style="list-style-type: none"> Know and recognise main weather symbols 			
Aspect of Geography	Key Vocabulary	Sticky Facts	Essential Knowledge and Skills
Locational Knowledge/ Human/Physical geography River Dee Threads; Weather and travel	River Estuary Mouth Source Ox bow lake Delta Meander Tributary Stream Transport Tourists Tourism	<ul style="list-style-type: none"> The source of a river is where it starts; the source of the River Dee is in the mountains of Snowdonia. The River Dee is 81 miles long The Mouth of the River Dee (where it meets a larger body of water) is the Dee Estuary which leads to the Irish Sea The River Dee flows east through Wales and Chester The water cycle is the journey water takes as it moves from the land to the sky and back again. It follows a cycle of evaporation, condensation, precipitation and collection. A tributary is where one stream or river meets another. A meander is a winding curve or bend in a river. An estuary is where a freshwater river meets the ocean. Estuaries are important for the wildlife that inhabits there. The Niagara river is a river in North America. It is famous for the Niagara falls 	Knowledge <ul style="list-style-type: none"> Know the name and locate a number of the world's longest rivers Explain the features of the water cycle Know what cities are located by a river, explain the importance of the River Dee to the people of Chester. Know and label the main features of a river Use a range of resources to identify the key physical and human features of a location. Skills <ul style="list-style-type: none"> Use maps and google earth to locate the River Dee and follow its journey Revisit prior learning <ul style="list-style-type: none"> Counties of the UK Chester is in the county of Cheshire North West counties include: Merseyside, Greater Manchester, Cheshire Countries/cities and seas of the British Isles
Locational / Place Knowledge Florida Threads; Weather/ Climate and Travel	American state Climate Sub tropical Landmarks Tourism Northern Hemisphere Longitude Latitude Peninsula Tourism Environment	<ul style="list-style-type: none"> The USA has 50 states (including Alaska and Hawaii). There are 23 countries in North America, including USA, Canada, Greenland and Mexico. Washington DC is the capital of the USA; Ottawa is the capital of Canada; Mexico City is the capital of Mexico. Florida is a state in the Southeast of the USA. Florida is a peninsula between the Gulf of Mexico and the Atlantic Ocean. Tourists visit attractions such as the Kennedy Space Centre, Disney World and Everglades National Park Tourism brings in money and creates jobs. 	<ul style="list-style-type: none"> Know the names of a number of countries from the northern hemisphere Know why tourist attractions are important for a place to function economically Know main human and physical features of North America and differences between developed and developing countries Describe the impact of the tourism industry and name iconic landmarks Place knowledge: identify key topographical features within the USA. Know physical features of the USA.

		<ul style="list-style-type: none"> • Tourism can impact the environment negatively: landscapes change, biodiversity is affected, more pollution, more litter and crowding. • Florida has a subtropical climate – long, hot summers and mild, wet winters. • The USA time zones are behind the UK • Latitude lines are horizontal lines used to find out how far north or south a place is. • Longitude lines are vertical used to find out how far east or west a place is. 	<ul style="list-style-type: none"> • Describe climate zones within the USA • Explain time zones across the world Skills <ul style="list-style-type: none"> • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary Recap <ul style="list-style-type: none"> • Countries/Cities of Europe • World Continents and Oceans Time zones to the East of the UK
Locational Knowledge/ Human/Physical Geography Cities of the world New York vs Liverpool Threads; Travel and transport	Village Town City Economy Department Story	<ul style="list-style-type: none"> • A village is a group of houses situated in a rural area. • A town is larger than a village but smaller than a city. • A city must have a minimum population of 300,000 or a cathedral. • London, Liverpool, Bristol, Edinburgh, Cardiff, Belfast are cities in the UK • New York, San Francisco, Philadelphia and Chicago are cities in North America • New York has many tourist attractions: Empire State, Statue of Liberty, Department Stores and Broadway. • Liverpool has the Albert Docks, St George's Hall, Liverpool One and the Empire Theatre. • Transport links in cities are important because of the number of people that travel there. Liverpool and New York have underground rail systems, airports and ferries. • Retail provides a lot of jobs in cities and makes money for the city's economy. 	<ul style="list-style-type: none"> • Understand and explain the differences between towns and cities. • Know the names of a number of countries from the northern hemisphere • Know why trade and transport links are important to cities and large towns • Explain the impact of shopping on a city's economic wealth. • Describe the impact of humans on a city. • Place knowledge: identify key topographical features within the USA. Skills <ul style="list-style-type: none"> • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary Recap <ul style="list-style-type: none"> • Countries/Cities of Europe • World Continents and Oceans Time zones to the East of the UK

Geography National Curriculum Skills

Locational Knowledge	Place Knowledge	Human/Physical Geography	Skills/Fieldwork
<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

<p>key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • 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) 	<p>region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • Describe and understand key aspects of 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 	<ul style="list-style-type: none"> • 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. • Ask Geographical questions • Use Geographical Vocabulary
--	---	---	---