

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.
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- Know and recognise main weather symbols

Aspect of Geography	Key Vocabulary	Sticky Facts	Essential Knowledge and Skills
<p>Locational Knowledge/ Human/Physical geography</p> <p>River Dee</p> <p>Threads; Weather and travel</p>	<p>River Estuary Mouth Source Ox bow lake Delta Meander Tributary Stream Transport Tourists Tourism</p>	<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 	<p>Knowledge</p> <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. <p>Skills</p> <ul style="list-style-type: none"> • Use maps and google earth to locate the River Dee and follow its journey <p>Revisit prior learning</p> <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
<p>Locational / Place Knowledge</p> <p>Florida</p> <p>Threads; Weather/ Climate and Travel</p>	<p>American state Climate Sub tropical Landmarks Tourism Northern Hemisphere Longitude Latitude Peninsula Tourism Environment</p>	<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 <p>Skills</p> <ul style="list-style-type: none"> • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary <p>Recap</p> <ul style="list-style-type: none"> • Countries/Cities of Europe • World Continents and Oceans <p>Time zones to the East of the UK</p>
<p>Locational Knowledge/ Human/Physical Geography</p> <p>Cities of the world New York vs Liverpool</p> <p>Threads; Travel and transport</p>	<p>Village Town City Economy Department Story</p>	<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. <p>Skills</p> <ul style="list-style-type: none"> • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary <p>Recap</p> <ul style="list-style-type: none"> • Countries/Cities of Europe • World Continents and Oceans <p>Time zones to the East of the UK</p>

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
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