



Geography Curriculum: Year 5

What are the aims and intentions of this curriculum?

That children:

- Recognise and know some major human and physical features of the South America.
- Appreciate how our locality is similar/different to other places in South America.
- Understand how natural processes change our world.
- Read a range of maps and use a variety of images.

Term	Topic	Knowledge	Skills	Assessment
Autumn	Destination Sao Paulo – what do places have in common?	Know main human / physical characteristics of Brazil. Know main similarities and differences between our locality and an area of Brazil.	Identify e.g. physical characteristics Compare e.g. England and Brazil Find (similarities & differences) Explain e.g. similarities Recall e.g. capital cities etc Investigate e.g. differences Explore e.g. differences Research Identify the position and significance of lines of longitude & latitude. Locate the world's countries; focus on North & South America.	
		Vocabulary: Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.		
Fieldwork: Visit Newcastle to compare / contrast the difference between Newcastle and Rio. (Data collection / evaluate sketches / use photo evidence for investigations)				
Spring	Fantastic Forests – why are they so important?	Know the key features of different forests. Know where local / the world's major forests are located.	Record e.g. location of forests Identify e.g. features Find (similarities & differences) Describe e.g. functions of forests	



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		<p>Know functions of different types of forests.</p> <p>Know main similarities and differences of types forests.</p>	<p>Locate e.g. forests of world</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Select a map for a specific purpose.</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Compare maps with aerial photographs.</p> <p>Find and recognise places on maps of different scales.</p>	
		<p>Vocabulary: Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.</p>		
<p>Fieldwork:</p>				
Summer	What shapes my world?	<p>Know the impact of tectonic movement.</p> <p>Know how ice has shaped some of the land in the UK.</p> <p>Know the effect of river / coastal processes.</p> <p>Know the impact of human activity.</p>	<p>Categorise e.g. coastal, river processes</p> <p>Identify e.g. effects of ice</p> <p>Compare e.g. human activity and its impact</p> <p>Find (similarities & differences)</p> <p>Explain e.g. tectonic movement</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Research</p> <p>Investigate</p> <p>Use and recognise OS map symbols regularly.</p> <p>Recall</p> <p>Draw a sketch map using symbols and a key.</p>	
		<p>Vocabulary: Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil.</p>		
<p>Fieldwork: Visit Saltburn and discover / observe different features of the coast. Coastal processes – longshore drift Coastal Defence/Management. (Data collection / evaluate sketches / use photo evidence for investigations)</p>				



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