



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 North America.
- Appreciate how our locality is similar/different to other places in North America.
- Understand how natural processes change our world.
- Read a range of maps and use a variety of images.

| Term | Topic | Knowledge | Skills | Vocabulary |
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| Autumn | What is life like in the Alps? | <p>To know the name of many countries and major cities in Europe.</p> <p>To know the location of key physical features in the European countries studied.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know the world's different climate zones.</p> <p>To know some similarities and differences between the UK and the Alps.</p> <p>To know why tourists visit mountain regions, such as the Alps.</p> | <p>Locate the Alps on a world map and identify and label the eight countries they spread through.</p> <p>Locate three physical and three human characteristics in the Alps.</p> <p>Research and describe the physical and human features of Innsbruck.</p> <p>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</p> | <p>atlas</p> <p>mountain range</p> <p>fold mountain</p> <p>longitude / latitude</p> <p>hemisphere</p> <p>climate</p> <p>land height</p> <p>sea level</p> <p>human / physical feature</p> <p>glacier</p> |



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| | | | Compare the human and physical geography of their local area and Innsbruck. | mountain climate temperate forest Temperate coniferous / deciduous trees scale vegetation Population leisure tourist tourism recreational land use OS map method risk route |
| Spring | Where does our energy come from? | Describe the significance of energy. | Discuss how transport links have changed over time. | biofuel coal consumption contour line crude oil dam |



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| | | <p>Give examples of sources of energy and their trading routes.</p> <p>Define renewable and non-renewable energy.</p> <p>Discuss the benefits and drawbacks of different energy sources.</p> <p>Describe the significance of the Prime Meridian.</p> <p>Identify human features on a digital map.</p> | <p>Locate UK cities on a map.</p> <p>Use six-figure grid references to identify features on an OS map.</p> <p>Consider and justify the location of energy sources.</p> <p>Design and use interview questions.</p> <p>Plot points on a sketch map.</p> | <p>emissions</p> <p>energy source</p> <p>hydropower</p> <p>natural gas</p> <p>non-renewable</p> <p>nuclear power</p> <p>Prime Meridian</p> <p>producer</p> <p>regenerate</p> <p>renewable</p> <p>replenish</p> <p>sea level</p> <p>solar power</p> <p>time zone</p> <p>urban planner</p> <p>windpower</p> <p>six-figure grid reference</p> |
| Summer | How does the River Tees change over its course? | <p>Interpret a range of geographical information</p> <p>Communicate geographical information in a variety of ways</p> <p>Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom</p> | <p>Use maps, atlases, globes and digital/computer mapping to describe features studied.</p> <p>Use maps and digital mapping to describe features studied</p> <p>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</p> | <p>upper course, middle course, lower course, source, mouth, tributary, confluence, meander, reservoir, erosion, grid reference, contour lines</p> |



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| | | <p>Understand the processes that give rise to key physical and human geographical features of the world</p> <p>Interpret a range of geographical information</p> <p>Communicate geographical information in a variety of ways</p> | <p>their knowledge of the UK</p> | |
| <p>Fieldwork: How does the River Tees change?</p> <ol style="list-style-type: none"> 1. Physical processes of a river (Waterfall, erosion) 2. How does the environmental quality change? 3. How do humans manage the River Tees? | | | | |
| <p>Mapping skills</p> | <p>To create a 3D model using map contour lines.</p> | <p>Locational knowledge: use grid references to locate places and geographical features on Ordnance Survey maps.</p> <p>Place knowledge: use maps to learn about places on maps through reading symbols and map keys.</p> <p>Human and physical geography: focussing on gradient and contour lines as a physical feature of the environment.</p> | <p>Physical and human features are represented using a range of symbols on maps, and also a map key.</p> <p>Show height using contour lines. These lines show the shape of the land.</p> <p>Show that the closer together contour lines are, the steeper the slope of the land.</p> | |



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| | | | <p>Interpret a range of sources of geographical information, including maps and aerial photographs.</p> <p>At KS2 pupils use the eight points of a compass, four and six-figure grid references, symbols and map keys) to build knowledge of the United Kingdom and the wider world.</p> | |
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