

Geography – Year 5

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>Identify the position and significance of the Northern and Southern Hemispheres, latitude, longitude, Tropics of Cancer and Capricorn, the Greenwich Meridian, the Arctic and Antarctic Circle and time zones (including day and night). Locate the world's countries and major cities. Describe and understand key aspects of physical geography including climate zones and biomes.</p> <p>Use maps and atlases to locate countries and describe the features studied. Name and locate the world's countries using maps to focus on North America. Describe and understand key aspects of human geography including settlement, trade, and land use. Use the eight points of the compass and six figure grid references to build their knowledge of the UK and the wider world.</p>	<p><u>Do time-zones impact communication?</u> Children will be able to identify and differentiate the Tropics of Cancer and Capricorn alongside the equator. They know the difference between longitude and latitude and be able to explain their significance. Children will understand that our position on Earth affects the time zone we are in, what a time zone is and why we have time zones (related to the movement of the Earth round the sun). They will have build on their prior learning of biomes and extended their knowledge of these to include the tundra and desert.</p> <p><u>What connects England and the USA?</u> Children will begin to know the countries of North America and that the continent is dominated by USA, Canada and Mexico. They will know some physical and human features, capital cities and landmarks there in these countries. Children use their knowledge of the story of how Puritans sailed from Boston, Lincolnshire to America (from History). They will be able to compare places in North America to the UK including how Boston and Boston have developed differently since that time. They will make comparisons between the two locations.</p>	<p>Term 2 Position, region, environment, continent</p> <p>Term 3 Location, settlement, region, state compass point</p> <p>Term 4 Factors, impact, tourism</p>		<p>Cartographer Meteorologist Ecologist Horologist</p> <p>Term 2 Biome, tundra, desert, climate zone, longitude, latitude, tropics, Cancer, Capricorn, time zone, Greenwich meridian</p> <p>Term 3 Puritans, natural resources, union economy, tourism, trade, landscape, state, grid reference</p> <p>Term 4 topography eco-tourism, economy, precipitation, easting, northing, land use</p>

<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America.</p> <p>Use maps and atlases to locate countries and describe the features studied.</p> <p>Name and locate the world's countries using maps to focus on South America.</p> <p>Use the eight points of the compass and six figure grid references to build their knowledge of the UK and the wider world.</p> <p>Describe and understand key aspects of human geography including economic activity and trade links.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America.</p>	<p><u>What has made South America successful?</u></p> <p>Children will be able to describe key features of South American countries which they have located on a map/atlas. They will have developed an awareness of how tourism and trade impact these countries. Referring to the geographical features, the children will have made comparisons in the climate between the UK and South American countries.</p>			
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Knowledge

Substantive Knowledge

Disciplinary Knowledge

Every lesson: Remind the children what it means to be a **cartographer** (map expert)/ **meteorologist** (climate expert)/**ecologist** (land expert)/**horologist** (expert in time) and discuss the geographical skills to be used in that lesson to achieve the learning objective.

Do time-zones impact communication?

[Sustainability](#) / [Place](#) / [Landscape](#)

Lesson 1

LO: To understand that latitude affects biomes.

Understand that latitude affects biomes. Know that the equator demarcates the Northern Hemisphere and the Southern Hemisphere (y2/3 retrieval). Know that the lines of latitude are marked on the globe as horizontal lines and they mark the North-South position of any place on Earth. Know the five major lines of latitude are the equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic circles. Mark lines of latitude and biomes on a world map.

Vocabulary - latitude, biome, Tropic of Cancer and Capricorn, horizontal

Lesson 2

LO: To know how latitude affects the world's climate zones.

Investigate the relationship between latitude and climate. Know how latitude affects the world's climate zones, moving to how oceans affect these (not simply proximity to equator) focusing on the UK and the Gulf Stream.

[Reflect on the magnificence of the oceans.](#)

Vocabulary – climate zone, proximity, Gulf Stream

Lesson 3

LO: To understand how to use coordinates to locate cities.

Use coordinates to precisely locate cities. Know that longitude is marked as vertical lines on a globe and they mark the East-West position of any place on Earth. Positions on Earth can be given as coordinates (link to Maths learning) based on the lines of longitude and latitude.

Vocabulary – longitude, vertical, coordinates

Lesson 4

LO: To know how time zones impact communication.

Know how time zones impact communication. Know that a time zone is an area which follows the same standard time and this works based on the longitudinal position. Know some major cities in different time zones and how to work out the time difference between these

Do time-zones impact communication?

Observation: study new biomes through maps of the area and photographs in order to identify key features of these environments. Look at how the Earth is divided by time zones, longitude and latitude.

Interpretation: consider what maps of these biomes tell us about what life is like there. Use observations made regarding the division of the Earth to think about what this can teach us about travelling around the world.

Similarities and differences: make comparisons between these two biomes using the observations made.

places. Know how people communicate between time zones and the impact this has.

Vocabulary – time zone, communicate

Lesson 5

LO: To know the features of a tundra.

Identify and compare the features of tundra biomes.

Recall understanding of biomes (Y3 retrieval) and introduce the environments of the tundra (a place with low temperatures and short growing seasons which inhibit the growth of trees). Identify the latitude of these biomes (near Poles).

[Reflect upon beauty being in the eye of the beholder and what this means.](#)

Vocabulary – tundra, biomes

Lesson 6:

LO: To know the features of a desert biome

Know the features of a desert (a dry, barren area with little rainfall (arid) that creates a hostile environment for flora (plants) and fauna (animals). Identify the latitude of these biomes (proximity to equator).

Vocabulary – desert biome, arid, flora, fauna

What connects England and the USA?

Place / Connections

Lesson 1

LO: To know some of the countries of North America and states of the USA

Know that North America is dominated by USA, Canada and Mexico and locate these countries on a map. Be able to identify and locate some of the states in the USA.

Vocabulary: compass point, state, union

Lesson 2

LO: To know some of the major cities in North America

Recap using index and grid references in atlases. Introduce 6 figure grid references as more precise than 4. Know the location of Boston Massachusetts and link to Puritans' story. Learn some of the capital cities of different states.

Vocabulary; grid reference, location

What connects England and the USA?

Observation: take note of the human and physical features of cities by looking closely at photographs and maps.

Diversity: look at the diversity in environment between the 3 major countries of North America using understanding of the equator to suggest reasons for this.

Changes over time: make comparisons in features of the environment in the past and now (link to History). Consider what geographical factors such as trade and economy could have contributed to these changes.

Lesson 3

LO: To know some significant man-made landmarks in North America

To know some significant landmarks and find the location of landmarks in cities around North America (such as Washington DC, New York, Los Angeles Mexico City, Toronto. (Washington/White House, New York/Statue of Liberty, Los Angeles/Hollywood sign, Mexico City/Angel of Independence, Toronto/CN Tower).

Vocabulary: landmark, landscape, location

Lesson 4

LO: To know the different environments within North America

Diversity in environment between the 3 main countries, explain by proximity to equator. Identify and describe biomes in different areas – Canada, Mexico and USA.

Verbalise their sensory responses to the environments.

Vocabulary: tourism, diversity

Lesson 5

LO: To understand how modern land use can allow physical and human features to interact

Tourism is woven into modern land use. Show how human features can affect physical features eg. Grand Canyon (physical), because of tourism requires a pipeline for water for facilities (human). Natural resources (physical) are used by humans (human features) eg. Wood to build houses, river for fresh water.

Vocabulary: tourism, physical and human features, natural resources

Lesson 6

LO: To know some differences and similarities between Boston UK and USA

Compare the two regions, looking for similarities and differences between how the settlements developed over time as well as modern day comparisons.

Appreciate the connections between two regions.

Vocabulary: Puritans, settlement, economy, trade

What has made South America successful?

Place / Sustainability / Connections

Lesson 1

What has made South America successful?

Observation: take note of the human and physical features of these countries by looking closely at photographs and maps.

Diversity: study the range of sources of income the countries rely upon including trading and tourism.

Interpretation: look at where tourists visit and compare the popular areas for tourists with those which are not and consider what this tells us about the impact of tourism on the economy.

LO: To know and locate South American countries

Be able to identify and locate countries on a map of South America. Locate their capital cities using 4 figure grid references. Introduce 6 figure references as a more precise way to indicate location. New vocabulary eastings (x axis) and northings (y axis), explain the order of numbers in grid references (link to coordinates in Maths).

Vocabulary – continent, country, capital city, grid reference, easting, northing

Lesson 2

LO: To know human and physical features of Brazil

Focus on the largest south American country Brazil. Research to find physical feature such as countries that border it, locate rivers and mountains. Locate cities and landmarks using maps.

[Speculate why the landscape is as it is.](#)

Vocabulary - topography

Lesson 3

LO: To understand the distribution of natural resources in South America

Know that South American economy is dominated by Brazil, Argentina, Chile, Colombia and Peru. The South American economy rests upon its diverse and plentiful natural resources.

Brazil – soya beans and iron main exports, pesticides top import

Chile – copper and fish exports (China & USA), petrol top import

Argentina – soybean products and delivery trucks (Brazil & China) exports, cars top import.

Peru – copper, gold exports (China & USA), top import petrol

Colombia – petrol, coffee, gold exports (USA & China), top import broadcasting equipment

Vocabulary – economy, natural resources, trade

Lesson 4

LO: To understand how land is used.

Have a developed understanding of how the land is used by exploring the crops grown and relate trade of native crops to the economy. Human features and factors that affect land use (climate, soil quality, natural resources). Retrieval climate, tropical climates produce coffee and cocoa, temperate may be used to graze cattle.

[Imagine what it would be like to live here.](#)

Vocabulary – land use, import and export

Lesson 5

LO: To know how a South American city's climate compares to a UK city.

Know features of the South American climate, comparing north (equator) to south (tundra). Compare average precipitation in a city in South America to a city in the UK.

Vocabulary – biome, climate, precipitation

Lesson 6

LO: To know understand the advantages and disadvantages of tourism

Consider the impact tourism has on economy as well as the environment. Identify advantages and disadvantages, suggest mitigating factors such as the growing notion of Eco-tourism, designed to limit damage done by tourists.

Vocabulary – eco-tourism, impact, economy, factors

Concepts

Sustainability

Place

Landscape

Connections

SKILLS

Mapping/cartography

Compass understanding

Fieldwork

Use as wide a range of maps as possible.

Identify and **label** places and features on maps.

Analyse the similarities and differences between two or more places.

Create own maps and **evaluate** their effectiveness.

Describe position with reference to the four compass points.

Identify the direction of movement.

Create directional instructions.

Classify environmental features such as “human” or “physical”.

Investigate the characteristics of an environment.

Compare two different environments.

Observe changes in an environment.

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.