

YEAR 5 GEOGRAPHY CURRICULUM					
Europe		A Region within South America: North Brazil		World Trade	
NATIONAL CURRICULUM	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK	
	- 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, key physical and human characteristics, countries, and major cities; - 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).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	- Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - 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.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - 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.	
GEOGRAPHIC SKILLS		FIELD WORK SKILLS	PLACE KNOWLEDGE	LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY KNOWLEDGE
* Use eight point compass points well. * Draw a simple map of a country. * Begin to use four figure coordinates to locate features on a map. * Recognise and use OS map symbols. * Use medium scale landranger OS maps. * Use atlases, maps and globes to find out about other features of places e.g. weather patterns with support. * Use a range of primary and secondary sources of information for evidence. * Start to follow a short route on an OS map.		* Collect and record more complex evidence. * Start to analyse evidence and draw conclusions in more detail e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life. * Begin to use a variety of sources of evidence to express views about the local area. * Use plans as evidence in an investigation in the local area. * Select and use a range of measuring instruments in investigations. * Make a scale drawing. * Draw a plan view.	* Identify and describe where places are in Europe. * Make comparisons between features in a region of the United Kingdom, a region in a European country and a region within North or South America. * Study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	* Locate Europe (including the location of Russia) using a map and name environmental regions, countries and major cities there. * Identify human and physical characteristics in Europe. * Use knowledge of 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) to understand more about Europe. * Identify how land use has changed over time in the UK.	* Use appropriate geographical vocabulary related to the topic and be able to define in detail. * Describe and understand key aspects of physical geography: Vegetation belt and Rainforest. * Describe and understand key aspects of human geography: trade links.

* Continue to use satellite images and aerial photographs to extend learning within topic. * Use maps sites on internet (Digi map/Google/Mario) to create simple maps.				* Identify how key topographical features have changed over time in the UK.	
LOCATIONAL AND PLACE KNOWLEDGE ASSESSMENT DESCRIPTOR	HUMAN AND PHYSICAL GEOGRAPHY ASSESSMENT DESCRIPTOR	GEOGRAPHICAL SKILLS: ENQUIRY AND INVESTIGATION ASSESSMENT DESCRIPTOR	GEOGRAPHICAL SKILLS: FIELDWORK ASSESSMENT DESCRIPTOR	GEOGRAPHICAL SKILLS: INTERPRET A RANGE OF SOURCES OF GEOGRAPHICAL INFORMATION ASSESSMENT DESCRIPTOR	GEOGRAPHICAL SKILLS: COMMUNICATE GEOGRAPHICAL INFORMATION ASSESSMENT DESCRIPTOR
✓ To be able to name and locate an increasing range of places in the world including globally and topically significant features and events.	✓ To be able to use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments; ✓ To be able to demonstrate understanding of how and why some features or places are similar or different and how and why they change.	✓ To be able to ask and respond to questions that are more causal e.g. why is that happening in that place? Could it happen here? ✓ To be able to recognise geographical issues affecting people in different places and environments.	✓ To observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	✓ To be able to use a range of maps and other sources of geographical information and select the most appropriate for a task. ✓ To be able to demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	✓ To be able to express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. ✓ To be able to choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.