

GEOGRAPHY

Year 5

Mapping and scale	<ul style="list-style-type: none"> • Use the 8 points of a compass and four-figure grid references to navigate around a map. • Begin to use 6 figure coordinates to locate features on a map , using a key • Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols • Use most OS symbols on a map • Select a type of map for a specific purpose and follow a route in the local area
Fieldwork	<ul style="list-style-type: none"> • Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher. • Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Data is collected using a range of methods chosen by the learner. • Formally present their findings and draw conclusions, with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable, including comparisons • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Human and Physical features including settlements	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the UK (Yorkshire) and compare with a region of Europe (Greece) • Understand geographical similarities and differences through the study of physical geography of a region of the UK (Yorkshire) and compare with a region of Europe (Greece) • Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography including: types of settlement and land use (Ancient Greeks), economic activity including trade links (Ancient Greeks - what did they trade and with who).
Location and place	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus on Southern Europe (to include Greece) and North America (to include Texas - has lots of different biomes), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom (focus on Yorkshire and the Humber through WW2 topic), identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time. • Identify the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.
Geographical terms related to	<p>climate zones (tropical/temperate/polar) biomes (tundra/shrubland/rainforest/grassland/desert/temperate/savanna) and vegetation belts types of settlement (rural/hamlet/dispersed/scattered/nucleated) mountains</p>

<p>topic (Key vocabulary)</p>	<p>(convergent boundary, fold mountains) water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation) volcanoes and earthquakes (Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct, divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion) land use (housing, recreation, educational, transport, roads, leisure, commercial) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)</p>
<p>Greater Depth:</p>	<ul style="list-style-type: none"> • CT 2 - Pupils can explain different geographical viewpoints with an appropriate degree of scepticism until critical examination is complete. This includes consideration of temperature, wind speed, rainfall, pollution rates, population and changes over time • CO 3- Pupils independently critique within a group to shape next steps in the collaborative activities, starting to justify ideas • CT 2 & C3- Pupils are able to discuss different geographical views and understand bias and previously held assumptions with an appropriate degree of scepticism until the group's critical examination is complete. Pupils reconsider the validity of these views based on a wide evidence base (scepticism modelling supported by teacher) • CT 4 - C1 & C2 - Children are able to make connections using non-examples giving detailed explanations and justifications (with multi-disciplinary links). Pupils infer and make deductions to begin to unpick the 'create' and 'evaluate' thought process criteria in BLOOMS (teacher supported) • CT 3 - Pupils are able to rank/prioritise geographical areas in terms of importance/significance and are starting to justify their thoughts on this eg settlement/ trade links • CT 5 - Children use a wide range of evidence to critically reflect on research/ given information. They collaborate with peers/ small group to formulate next steps/ break down tasks into parts and adapt/change work with a critical eye, potentially changing the direction of learning if required (teacher modelled) • CO 2 - Pupils are independently (in larger groups) using internalised modelled peer tutoring methods to shape collaborative work (pupil reciprocal teaching) • CO 3 - Pupils are further developing the ability to critique themselves as a geographical learner, in a group using an internalised format to shape next steps in collaborative work • CO 6 - Children critique the effectiveness of their collaborative roles as a team within the 'Jigsaw classroom' format. • CO 5 - Collaborative group starting to set succinct goals before they commence 5 TEAM ROLE allocated workload, taking account of all viewpoints and collaborator's needs

- CO 6 - Children feedback their geographical learning and understanding in a variety of group roles within a 'jigsaw classroom' format. **They critique their performance as a collective and collaboratively allocate their group roles**
- CT1 - Children further develop their ability to summarise their learning in a succinct way (**independently** mapped thought process)
- C6 - Children connect learning linking to wider global issues (equitable, sustainable and inclusion topics) **and formulate new ideas/solutions to tackle these global issues**

Defined End Point

- Investigate a line of enquiry about the UK and wider world to include Europe, North and South America by examining the location of settlements and land usage.