



# Year 5 Geography overview 2022-23

Geography Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Can collecting information about a place and use it in a report</li> <li>Can use their mapping skills to plan a journey to a place in another part of the world, taking account of distance and time</li> <li>Can use measurements               <ul style="list-style-type: none"> <li>using different types of maps and atlases</li> <li>comparing distances</li> <li>plot 8 points on a compass</li> <li>plot S, W, E and N on a map</li> <li>scales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>They should understand basic subject-specific vocabulary relating to human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> </ul>	<b>TERM1:</b>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>Can compare physical features of a place</li> <li>Can describe features of a place</li> <li>Can locate places on a map</li> <li>Can use basic geographical vocabulary to refer to key physical features and key human features</li> <li>Can describe how the water cycle works</li> <li>Can explain why many cities are located around the rivers</li> <li>Can explain why water is valuable commodity</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understand value of map use</li> <li>Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>This will include the location and characteristics of a range of the world's most significant human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>				
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>Can compare human features</li> <li>Can suggest ideas to improve on environment/manage an area or river system (Thames Barrier/ reservoirs, Panama Canal, Suez Canal)</li> <li>Can explain phenomena (how, why) - explain why people are attracted to live by rivers</li> <li>Can analyse data</li> <li>Can interpret data</li> <li>Can present findings</li> <li>Can identify seasonal and daily weather patterns in the UK</li> <li>Can predict and hypothesise</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>	<ul style="list-style-type: none"> <li>Understand how Geography reflects a community/ culture</li> <li>Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> <li>Understand how human activity impacts an environment</li> </ul>	<ul style="list-style-type: none"> <li>Where does our food come from?</li> <li>Physical geography, including climate zones, vegetation belts.</li> <li>Human geography, including: types of settlement and land use.</li> <li>World trade, what it is, its importance and disadvantages. Understand the distribution of natural resources including energy, food, minerals and water.</li> <li>What is Fairtrade?</li> </ul>				
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>Can locate and name places and buildings</li> <li>Can locate hemispheres, lines of latitude, longitude</li> <li>Can locate different biomes</li> <li>Can apply knowledge of Time Zones</li> <li>Can locate places of deep sea/ocean</li> <li>Can name and locate the world's countries, using maps to focus on Europe</li> <li>Can name and locate counties and cities of the UK on a variety of maps</li> <li>Can name and locate the world's major rivers on maps</li> <li>Can locate other countries such as USA, Canada, China on different world maps</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>					
<b>Maths links</b>	<ul style="list-style-type: none"> <li>Can convert km into m, cm into mm (making detailed sketches and plans on their own maps)</li> <li>Can compare temperatures in different places (negative/ positive numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>						
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 geography curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflection on choices</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can show a willingness to explore and understand cultures from various parts of the world</li> <li>Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about people of all cultures involved in research, visiting museums and exhibitions and undertaking field trips</li> </ul>		<ul style="list-style-type: none"> <li>Rivers and Water Cycle</li> <li>Human Activity and Environment (Can you explain why humans have both improved and damaged the environment?)</li> </ul>					