



Year 5 Geography overview 2019-20 Rivers and water cycle; Where does our food come from?

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography Geographical Knowledge
Geographical Enquiry	<ul style="list-style-type: none"> collecting information about a place and use it in a report mapping skills –plan a journey to a place in another part of the world, taking account of distance and time measurements <ul style="list-style-type: none"> using different types of maps and atlases comparing distances plot 8 points on a compass plot S, W, E and N on a map scales 	<ul style="list-style-type: none"> Model use of geographical tools and skills to enhance their locational and place knowledge 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research 	TERM1: Physical geography, including climate zones, vegetation belts. Human geography, including: types of settlement and land use. World trade, what it is, its importance and disadvantages. Understand the distribution of natural resources including energy, food, minerals and water. What is Fairtrade? TERM2: Where does our food come from? TERM3: Rivers and Water cycle Human Activity and Environment (Can you explain why humans have both improved and damaged the environment?)	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)
Physical Enquiry	<ul style="list-style-type: none"> comparison of physical features describing features of a place locating places on a map use basic geographical vocabulary to refer to key physical features and key human features describe how the water cycle works explain why many cities are located around the rivers explain why water is valuable commodity 	<ul style="list-style-type: none"> Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques 	<ul style="list-style-type: none"> Understand value of map use Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality 	<ul style="list-style-type: none"> Field studies off-site Visits to centres of geographical interest Planned opportunities for use of and access to varied resources 				
Human Geography	<ul style="list-style-type: none"> comparison of human features suggesting ideas to improve on environment/manage an area or river system (Thames Barrier/ reservoirs, Panama Canal, Suez Canal) explaining phenomena (how, why)-explain why people are attracted to live by rivers analyse data interpret data present findings Identify seasonal and daily weather patterns in the UK Predict and hypothesise 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 	<ul style="list-style-type: none"> This will include the location and characteristics of a range of the world's most significant human and physical features. Understand how Geography reflects a community/ culture Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing. Understand how human activity impacts an environment 					
Geographical Knowledge	<ul style="list-style-type: none"> locating and naming places and buildings locating hemispheres, lines of latitude, longitude locating different biomes Time Zones locating places of deep sea/ocean name and locate the world's countries, using maps to focus on Europe name and locate counties and cities of the UK name and locate the world's major rivers on maps locate the USA and Canada on the world map 	<ul style="list-style-type: none"> Modelled analysis of maps Planned opportunities to investigate different types of map, both in books and digitally 						
Maths links	<ul style="list-style-type: none"> converting km into m, cm into mm (making detailed sketches and plans on their own maps) comparing temperatures in different places (negative/ positive numbers) 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 geography curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds enjoyment and relaxation study of Geography can offer (field trips, outdoor excursions, investigating with a team, knowledge of wider world) 	<ul style="list-style-type: none"> Plan for field trips and opportunities to investigate with a partner/group Plan for real experiences in centres of geographical interest 						