

Thomas Gray Primary Geography Scheme of Work (Key Learning) Year 5

Year 5			
Concepts	Autumn 1	Spring 1	Summer 1
	UK Cities, Countries and Key Features (A Kingdom United)	World Food (Food Glorious Food)	Contrasting region - Amazon Basin, rainforest, biomes (Amazon Adventure)
Prior Learning	<p>The children should be able to name and locate the countries and capital cities of the uk. They should be able to name a few other nearby cities/towns/regions. They should be able to ask and answer more searching questions when investigating places. They should be familiar with OS maps and some OS symbols. They should be able to use 4 figure grid references and know the 8 points of a compass.</p> <p style="text-align: center;">See vocabulary list</p>	<p>They should be able to name and locate the continents and oceans of the World. They should also be able to name many countries of Europe and some of the rest of the world.</p> <p>The children should be able to name and locate the countries and capital cities of the UK and also many other major cities. They should be able to ask and answer more searching questions when investigating places.</p> <p style="text-align: center;">See vocabulary list</p>	<p>They should be able to name and locate the continents and some countries of the world. They should be beginning to ask and answer questions that are more causal, They are beginning to use more precise geographical See vocabulary list</p>
Investigating Places Location and Place knowledge	<ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom. 	<ul style="list-style-type: none"> ▪ Locate the world's countries. ▪ Name and locate (<i>relevant</i>) counties and cities of the United Kingdom. ▪ 	<ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on South America. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. ▪ A region within South America.
Investigating Places Human and Physical Geography	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including rivers, mountains. - human geography, including: types of settlement and land use, economic 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ Physical geography, including: climate zones, biomes and vegetation belts. ▪ Human geography, including: land use, economic activity including trade links, and the distribution of natural resources 	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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	activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	including food and water.	<ul style="list-style-type: none"> - 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.
Investigating Places and Patterns Enquiry and Investigation	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc). 	<ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? ▪ Make predictions and test simple hypotheses about people and places.
Geographical Communication Mapping	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Use six figure coordinates. ▪ Use a wider range of Ordnance Survey symbols including 1:50K symbols. ▪ Know that different scale Ordnance Survey maps use some different symbols. 	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Use latitude and longitude in an atlas or on a globe. ▪ Use the scale bar on maps. ▪ Read and compare map scales. 	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use latitude/longitude in a globe or atlas. ▪ Use the scale bar on maps. ▪ Read and compare map scales.

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Geographical Communication Fieldwork /Visits		Possible visit to Super Market/Farm	Possible visit to Southport Eco Centre
Geographical Communication Other Communication	<ul style="list-style-type: none"> ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. 	<ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language (e.g. biomes). ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local (<i>and global</i>) geographical issues, or events in the news. 	<ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the Programme of Study e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news ▪
Geographical Communication Technology/ICT	<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Start to explain satellite imagery. Use and interpret live data e.g. weather patterns. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication. 	<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.

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			<ul style="list-style-type: none">▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
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