YEAR FIVE

Main topics: Europe, South America, biomes, deforestation, vegetation belts, trade links, climate, population.

YEAR FIVE - AUTUMN TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics. ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- I can use key geographical vocabulary. - I can use world maps, digital maps, atlases and globes securely to locate countries of the world and their cities. - I can securely use the 8 points of a compass. - I can use a key to describe features on an Ordnance Survey map.	L1 LO: to locate Allies and Axis. (CC History) *Using map of Europe children colour code the different sides of WW2* L10 - Children look at Rayleigh during WW2 from a first hand account. *LO: to locate the 'landmarks' that are mentioned in this account on a map.*	World War II Axis and Allies Borders Invasion Occupied territories
Local geography			First hand account Local area study

YEAR FIVE - SPRING TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	- I can describe and understand physical geography including biomes and vegetation belts. - I can describe and understand	L1 *LO: to locate South America and its countries.*	South America and country names Countries Capital cities and names Continents Physical geography

Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ☐ locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics. ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes ☐ 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. ☐ 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	human geography including settlement. - I can observe, measure and record human and physical features using sketches, plans, graphs, digital technologies. - I can identify the position of Prime/Greenwich Meridian time zones. - I can identify the position of latitude, longitude, Northern and Southern Hemispheres, Tropics of C&C, Arctic and Antarctic (all recap from prior learning). - I can locate the majority of the worlds countries and cities using a range of maps, atlases, globes and digital/computer mapping describing features studied. - I can locate the countries and capital cities in South America and can describe some of the key physical and human characteristics of the region. - I can examine the differences in human and physical geography between a region of the UK and South America, communicating geographically.	*Using maps and atlases, children to locate and label South America on a blank world map, including neighbouring countries and seas/oceans.* *Using a blank map of South America, label the different countries which make up South America.* L2 ***LO: to identify key physical characteristics of South America.*** *Using atlases and Google Earth, identify different physical features of South America.* *What differences can be seen across the different countries? Using National Geographic look at and compare photographs.* L3 ***LO: to understand which biomes we can find in South America.*** *Use below websites to introduce biomes. What biomes are found in SA? Using atlases;* ● *Add lines onto map - New map?* ● *Look at climate zones along Equator and Tropic of Capricorn.* *Using interactive map, add biomes to their map.* L4 ***LO: to question if there is a link between climate, biomes and vegetation belts.*** *Using knowledge on biomes, investigate why there is different*	Mountains, desert, rivers, rainforest, volcanoes Climate; equator, Tropic of Capricorn Biomes; tundra, savannah, grasslands, rainforest, desert Human geography Settlements; favelas, mountain villages, farmland, plantation, city, tribe settlements Trade, trade routes, fair trade

☐ use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) ☐ describe and understand key aspects of: 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.		*vegetation in South America compared to the UK?* L5 *LO: to explore Human Features of South America including cities creating a factfile of one country/currency used/borders/population etc* *Choose a different country in South America to research the human geography of. Create a fact file to share, inc. information about currency, maps, population, capital cities* L6 - LO: to explore settlements and land use. *Compare with settlements in the UK. What is the same, what is different?* L7 *LO: to explore trade links and resources.* *Discuss the term 'trade'. What is it? How does it work? Who trades? What is the difference between 'trade' and fair trade'? What are the main exports of SA?* L8 *LO: to identify landmarks and use grid references.* *Introduce 6 different landmarks from South America. Compare using terminology 'human geography' and 'physical geography'* *Discuss how we can locate these. Model using grid references in the atlas (p.50).* L9	

		LO: To create graphs on weather. *Use websites to find out about the weather in SA countries - compare to the UK. Why is there a difference?* L10 *LO: to understand and explore deforestation.* *What is the rainforest and why is it important? What is deforestation? What impact/consequences of this? (Human choice).*	

YEAR FIVE - SUMMER TERM			
NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ 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.	FIELDWORK - • 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.	L1 *LO: to locate Greece.* Labelling/colour coding a map of Ancient Greece and modern day Greece and looking at the differences Local trip within Rayleigh to sketch and create graphs.	