





### **Geography KS2 National Curriculum**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- 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 and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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



### Geography Implementation

Geography is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>Year 5 Geography Implementation – Key Concepts</b>
<b>The Key Concepts of History at Whinstone are:</b>
<ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and enquiry</li> </ul>

<b>In Year 5 the Key Concepts of Geography are taught through the following sequence of topics::</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
South America		Rivers		A local coastal study - Whitby	

<b>Topic Specific Vocabulary</b>
South America, continent, environment, environmental regions, physical features, human features, climate, landforms, rivers, mountains, country, city, capital city, ocean, settlers, land use, distribution of natural resources, energy, food, mineral, water.
Equator, Tropic of Cancer, Tropic of Capricorn, hemisphere, Northern hemisphere, Southern hemisphere.
Bank, basin, bed, canal, current, delta, deposition, downstream, freshwater, erosion, estuary, floodplain, meander, mouth, ox-bow lake, salt water, sediment silt, source, stream, tidal river, transportation, tributary, upstream, watershed.
Field trip, observe, record, measure, measurements, sketch, plans, graphs, charts, table.



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Geography at Whinstone.

Locational knowledge	Place Knowledge	Human & Physical geography	Geographical skills & enquiry
<p>Use maps, atlases, globes, digital/ computer mapping (Google Earth) to locate countries, mountain ranges, capitals, <b>rivers</b> and oceans of South America, concentrating on their environmental regions, key physical and human characteristics, countries, major cities and any surrounding oceans.</p> <p>Revise the difference between the Northern and Southern hemisphere.</p>	<p>Understand similarities and differences through the study of the UK and South America.</p> <p>Study a UK coastal town. Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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.</p>	<p>Describe and understand key aspects of:</p> <p>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*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.</p> <p>Of South America.</p> <p>Rivers and the water cycle including transpiration:</p> <p>*Use the language of rivers, e.g. erosion, depositing and transportation.</p> <p>*Explain and present the process of rivers.</p> <p>*Compare how river use has changed over time and research the impact on trade in history.</p> <p>*Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>During field trip to River Tees,</p> <p>*Locate and explain the human and physical features of the river.</p> <p>*Make field notes/ observational notes about land/ river features.</p> <p>*Use a range of methods to record including sketch maps, plans, graphs, photographs and digital technologies.</p> <p>*Record measurement of river width and depth (if possible)</p>



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## Geography Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
<b>Locational Knowledge</b>	I can use maps, atlases, globes, digital/computer mapping (Google Earth) to locate countries, mountain ranges, capitals, <b>rivers</b> and oceans of South America, concentrating on their environmental regions.
<b>Locational Knowledge</b>	I can identify key physical and human characteristics, countries, major cities and any surrounding oceans of South America.
<b>Locational Knowledge</b>	I can talk about the difference between the Northern and Southern hemisphere.
<b>Place Knowledge</b>	I can understand similarities and differences through the study of the UK and a country in South America.
<b>Place Knowledge</b>	I can study a UK coastal town and describe and understand key aspects of physical and human geography.
<b>Human and Physical Geography</b>	I can use the language of rivers, e.g. erosion, depositing and transportation.
<b>Human and Physical Geography</b>	I can explain and present the process of rivers.
<b>Human and Physical Geography</b>	I can compare how river use has changed over time and research the impact on trade in history.
<b>Human and Physical Geography</b>	I can research and discuss how water affects the environment, settlement, environmental change and sustainability.
<b>Geographical skills &amp; enquiry</b>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Geographical skills &amp; enquiry</b>	I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.
<b>Geographical skills &amp; enquiry</b>	<i>During field trip to River Tees,</i> I can locate and explain the human and physical features of the river. I can make field notes/ observational notes about land/ river features. I can use a range of methods to record including sketch maps, plans, graphs, photographs and digital technologies. I can record measurement of river width and depth (if possible)



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