

Geography Non-negotiables

Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<p>I can collect information about a place and use it in a report.</p> <p>I can map land use.</p> <p>I can find possible answers to my own geographical questions.</p> <p>I can make detailed sketches and plans; improving my accuracy later.</p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p>	<p>I can explain why many cities of the world are situated by rivers.</p> <p>I can explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>I can explain how the water cycle works.</p> <p>I can explain why water is such a valuable commodity.</p>	<p>I can explain why people are attracted to live by rivers.</p> <p>I can explain how a location fits into its wider geographical location; with reference to human and economical features.</p> <p>I can explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>I can name and locate many of the world's major rivers on maps.</p> <p>I can name and locate many of the world's most famous mountain regions on maps.</p> <p>I can locate the USA and Canada on a world map and atlas.</p> <p>I can locate and name the main countries in South America on a world map and atlas.</p>

Purpose of study

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 tools and skills to enhance their locational and place knowledge.

Aims

Location knowledge

Locate the world's countries, using maps to focus on Europe, North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate countries 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 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.

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.

Describe and understand key aspects of History-Mines, Science-Rock Types.

Distribution of natural resources focusing on energy (link with mining past History and eco-power in D&T).

Human geography including trade between UK and Europe and ROW.

Geographical skills and fieldwork

Use maps, atlases and 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 in the past and present and the wider world.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Possible topics:

Mining- ordnance survey

Possible topics:

French visit- link with school

Possible topics:

London visit-link with map work

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