




# Year 5 Geography Curriculum

	Autumn
Project	Crete
<b>Locational Knowledge - Substantive Knowledge 'Knowing About'</b>	Locate and be aware of place names and the majority of world's countries & cities using maps with a focus on Europe and the countries in proximity to Crete and identify environmental regions, key physical/human features with focus on Crete and Alaska. And where these are in relation to the UK. Identify position of latitude, longitude and N/S Hemispheres and where Crete is in relation to these. Identify position of Prime/ Greenwich Meridian and time zones in Crete Locate places in Crete with greater precision and with more nuance and greater geographical knowledge and understanding.
<b>Human &amp; Physical Geography - Geographical Key Concepts 'Knowing that'</b>	Explain and compare key aspects of physical geography biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, rivers, gorges and glaciers, weather and climate patterns in Crete . Explain and compare key aspects of human geography in Crete and the local coast ,settlement land use, economic activity and distribution of natural resources and industry Understand the interaction between physical and human processes and features in Crete and Alaska and how these also affect the local area.
<b>Skills &amp; Fieldwork - Geographical Application 'Knowing how to apply'</b>	Securely use world maps, atlases and globes and digital mapping with greater confidence to build knowledge of the wider world and Crete . Observe, record and present human/physical features of Crete using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i>
<b>Place Knowledge - Geographical Practice 'Knowing How'</b>	Examine geographical similarities and differences between Crete and the local coast and communicate geographically through extended writing
<b>Subject Outcomes</b>	<b>Reason/Speculate ,Summarise, Synthesise, Explain, Categorise ,Classify, Sequence, Compare and Contrast, Recall ,Reason/Speculate, Summarise ,Synthesise, Explain</b> <b>Demonstrate ,Understanding, Empathise, Reach Informed Conclusions, Make reasoned Judgements</b>
<b>Geographical Vocabulary</b>	<b>Crete</b> Crete, island, Greece, Mediterranean Sea, coastline, beach, bay, headland, mountain, range, valley, plain, plateau, volcano, earthquake, climate, weather, temperature, rainfall, sunshine, drought, vegetation, olive trees, vineyards, agriculture, farming, fishing, tourism, village, town, city, port, harbour, transport, trade, population, settlement, culture, tradition, history, ancient, ruins, archaeology, economy, industry, resources, land use, environment, sustainability, conservation, wildlife, habitats, ecosystem, natural resources, physical features, human features, map, compass, grid reference, location, latitude, longitude, continent, country, region, landscape, sea, ocean, water cycle, erosion, deposition, natural disaster, adaptation, lifestyle, recreation, tourism impact, local produce, economy, community, change, development
<b>How the Units fit in</b>	Y6 Patagonia, and Mountains Y5 Alaska, Y 3 Climates and Biomes Y2 Wonderful World Y2 Life on an Island

# Year 5 Geography Curriculum

	Spring
Project	Alaska
Locational Knowledge - Substantive Knowledge 'Knowing About'	<p>Locate and be aware of place names and the majority of world's countries &amp; cities using maps with a focus on the USA and Alaska and the countries in proximity to Alaska and identify environmental regions, key physical/human features with focus on Alaska. And where these are in relation to the UK. Locate the above to greater detail and precision.</p> <p>Identify position of latitude, longitude and N/S Hemispheres and where Alaska is in relation to these.</p> <p>Identify position of Prime/ Greenwich Meridian and time zones affecting Alaska and its relation to GMT.</p> <p>Locate places in Alaska with greater precision and with more nuance and greater geographical knowledge and understanding.</p>
Human & Physical Geography - Geographical Key Concepts 'Knowing that'	<p>Explain and compare key aspects of physical geography biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, rivers, gorges and glaciers, weather and climate patterns in Alaska.</p> <p>Explain and compare key aspects of human geography in Alaska and the local coast ,settlement land use, economic activity and distribution of natural resources and industry</p> <p>Understand the interaction between physical and human processes and features in Alaska .</p> <p>Comparing Alaska and Crete through economy and their physical differences.</p>
Skills & Fieldwork - Geographical Application 'Knowing how to apply'	<p>Securely use world maps, atlases and globes and digital mapping with greater confidence to build knowledge of the wider world and Alaska .</p> <p>Observe, record and present human/physical features of . Alaska using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i></p>
Place Knowledge - Geographical Practice 'Knowing How'	<p>Examine geographical similarities and differences between Crete and Alaska and the local coast and communicate geographically through extended writing</p>
Subject Outcomes	<p><b>Reason/Speculate ,Summarise, Synthesise, Explain, Categorise ,Classify, Sequence, Compare and Contrast, Recall ,Reason/Speculate, Summarise ,Synthesise, Explain</b></p> <p><b>Demonstrate ,Understanding, Empathise, Reach Informed Conclusions, Make reasoned Judgements</b></p>
Geographical Vocabulary	<p><b>Alaska</b> Alaska, United States, North America, Arctic Circle, tundra, permafrost, glacier, iceberg, mountain, range, valley, river, lake, coastline, ocean, bay, fjord, peninsula, volcano, earthquake, climate, weather, temperature, snowfall, ice, freezing, melt, vegetation, forest, taiga, wildlife, habitats, ecosystem, migration, hibernation, adaptation, natural resources, oil, gas, fishing, mining, forestry, transport, trade, settlement, village, town, city, port, population, indigenous people, Inuit, culture, tradition, lifestyle, land use, environment, conservation, sustainability, national park, wilderness, tourism, adventure, exploration, map, compass, grid reference, latitude, longitude, physical features, human features, landscape, region, change, development, pollution, global warming, climate change, natural hazards, geography, seasons, daylight, darkness, Arctic Ocean, Bering Sea, Pacific Ocean, Alaska Range, Mount Denali</p>
How the Units fit in	<p>Y6 Patagonia, and Mountains Y5 Crete, Y 3 Climates and Biomes Y2 Wonderful World Y2 Life on an Island</p>

# Year 5 Geography Curriculum

	<h2 style="color: white; margin: 0;">Summer</h2>
<p style="text-align: center; margin: 0;"><b>Project</b></p>	<p style="text-align: center; margin: 0;"><b>Coasts and OS map work</b></p>
<p style="margin: 0;"><b>Locational Knowledge - Substantive Knowledge 'Knowing About'</b></p>	<p style="margin: 0;">Identify environmental regions, key physical/human features in relation to the beach types found around the UK.. And where these are in relation to the Cullervoats. Locate coastal towns and beaches of the UK and local area. Locate the above to greater detail and precision. Locate places in in the local area with greater precision and with more detailed grid 6 figure references.</p>
<p style="margin: 0;"><b>Human &amp; Physical Geography - Geographical Key Concepts 'Knowing that'</b></p>	<p style="margin: 0;">Explain and compare key aspects of physical in our local area in respect to beaches. Explain beach geomorphology and coastal processes and how these impact the local coast.</p>
<p style="margin: 0;"><b>Skills &amp; Fieldwork - Geographical Application 'Knowing how to apply'</b></p>	<p style="margin: 0;">Securely use world maps, atlases and globes and digital mapping with greater confidence to build knowledge of the the local area and its coastal geomorphology. Observe, record and present physical features of the coast using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i> when necessary.</p>
<p style="margin: 0;"><b>Place Knowledge - Geographical Practice 'Knowing How'</b></p>	<p style="margin: 0;">Examine geographical similarities and differences between Crete and Alaska and the local coast and communicate geographically through extended writing</p>
<p style="margin: 0;"><b>Subject Outcomes</b></p>	<p style="margin: 0;"><b>Reason/Speculate ,Summarise, Synthesise, Explain, Categorise ,Classify, Sequence, Compare and Contrast, Recall ,Reason/Speculate, Summarise ,Synthesise, Explain</b> <b>Demonstrate ,Understanding, Empathise, Reach Informed Conclusions, Make reasoned Judgements</b></p>
<p style="margin: 0;"><b>Geographical Vocabulary</b></p>	<p style="margin: 0;"><b>Coats and OS map work</b> coast, coastline, beach, bay, headland, cliff, cave, arch, stack, stump, wave, tide, erosion, deposition, transportation, sediment, longshore drift, spit, bar, lagoon, estuary, salt marsh, dune, pebble, sand, shingle, rock, erosion</p>