

Year Five Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;">Autumn</p> <p>Investigating Climate - a study of the world's major climate zones.</p> <p>Locational knowledge identify the position and significance of the equator and the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Physical Geography describe and understand key aspects of climate zones - look at hot and cold deserts in depth. Include case studies -focus on geography of Antarctica (as a polar desert) and Scott/ Shackleton. Include a case study of a hot desert (in North America - Mojave desert in which Las Vegas lies and/or Sahara)</p> <p>https://www.rgs.org/schools/teaching-resources/antarctica-extreme-wilderness/</p> <p>https://www.rgs.org/schools/teaching-resources/exploring-shackleton's-antarctica/</p> <p>https://www.youtube.com/watch?v=peCd0QW3kLg</p> <p>https://www.rgs.org/schools/teaching-resources/whydoesantarcticamatter/ https://www.rgs.org/schools/teaching-resources/map-skills/</p>	<p>Keys & symbols:</p> <p>Read maps: Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference.</p> <p>Draw maps / plans: Start to draw thematic maps. Scale by simple fractions (from Maths National Curriculum).</p> <p>Digital maps: Start to use digital maps (and selections from them) at different scales, to illustrate a point.</p> <p>Use images: Use digital technologies to alter photos/images and explain the impact (eg reliability).</p>	<p>Use a compass: Convert between eight compass points and azimuth bearings. Draw angles up to 360° (from Maths National Curriculum).</p> <p>Observe/measure: Estimate length, distance, mass, capacity, angle; start to estimate temperature and area.</p> <p>Calculate area, start to understand volume (from Maths National Curriculum).</p> <p>Locate: n/a</p> <p>Record: Start to group observations and data into complex tables, diagrams and flow charts.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).</p> <p>Discern relevance Explain the usefulness, reliability and relevance of information.</p> <p>Use sources (from History National Curriculum) Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum).</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: North-East, South-East, South-West, North-West</p> <p>For Location Knowledge: latitude, longitude, equator, North & South hemisphere, Tropics of Cancer & Capricorn.</p> <p>For Place Knowledge: region, case study, compare, contrast,</p> <p>For Human Geography: settlement,</p> <p>For Physical Geography: climate zones, vegetation belts [forest, grassland, tundra, desert, ice sheet], climate, soil, tropical, temperate</p> <p>From Science National Curriculum: water cycle, precipitation, evaporation, condensation</p>

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<p style="text-align: center;">Spring</p> <p>Time zones - mini unit on Greenwich meridian and the significance of hemispheres</p> <p>Locational Knowledge identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) {You may wish to teach this unit in line with Science work on Earth and Space}</p>	<p>Keys & symbols: Start to create complex keys using mathematical concepts eg size of symbol for quantity.</p> <p>Read maps: Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other.</p> <p>Digital maps: Use linear and area measuring tools. Start to use digital maps (and selections from them) at different scales, to illustrate a point.</p> <p>Charts and graphs Complete and interpret tables, including timetables (from Maths National Curriculum) Calculate the mode and range.</p> <p>Use images: Use digital technologies</p>	<p>Use a compass: Convert between eight compass points and azimuth bearings. Draw angles up to 360° (from Maths National Curriculum).</p> <p>Observe/measure: Measure angle to the nearest degree.</p> <p>Locate: n/a</p> <p>Record: Start to group observations and data into complex tables, diagrams and flow charts.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).</p> <p>Discern relevance Explain the usefulness, reliability and relevance of information.</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: diagonal protractor, reflex angle, rotation symmetry (from Maths National Curriculum)</p> <p>For Location Knowledge: Prime/ Greenwich Meridian.</p> <p>For Place Knowledge: region</p> <p>For Human Geography: zone</p> <p>For Physical Geography [from Science National Curriculum] force, friction, gravity</p> <p>Other relevant from Maths Curriculum time, day, week, month, year, morning, afternoon, evening, night, midnight, twelve/ twenty-four hour clock, o'clock, half past, quarter to/ past, minute, hour</p>

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<p style="text-align: center;">Summer</p> <p>Rivers and Coasts - UK rivers to be located and studied, to include fieldwork to local river [River Bollin]</p> <p>Locational knowledge name and locate key topographical features, including rivers, and land use patterns; and understand how these have changed over time</p> <p>Human & physical geography describe and understand key aspects of physical geography, including rivers, and types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water</p> <p>https://www.rgs.org/schools/teaching-resources/rivers-(1)/</p> <p>https://www.rgs.org/schools/teaching-resources/rivers-(2)/</p> <p>https://www.rgs.org/schools/teaching-resources/coasts-(1)/</p> <p>https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-five/</p>	<p>Keys & symbols: Start to create complex keys using mathematical concepts eg size of symbol for quantity.</p> <p>Read maps: Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other.</p> <p>Draw maps / plans: Create a map from Fieldwork measurements. Scale by simple fractions (from Maths National Curriculum).</p> <p>Digital maps: Start to use digital maps (and selections from them) at different scales, to illustrate a point.</p> <p>Use images: Use digital technologies to alter photos/images and explain the impact (eg reliability).</p>	<p>Use a compass: Convert between eight compass points and azimuth bearings. Draw angles up to 360° (from Maths National Curriculum).</p> <p>Observe/measure: Measure angle to the nearest degree. Use approximate equivalences between metric and imperial (from Maths National Curriculum).</p> <p>Locate:</p> <p>Record: Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts.</p>	<p>Ask questions: Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).</p> <p>Discern relevance Explain the usefulness, reliability and relevance of information.</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>For Skills & Fieldwork: diagonal, protractor, reflex angle, rotation symmetry [from Maths National Curriculum]</p> <p>For Location Knowledge:</p> <p>For Place Knowledge: erosion</p> <p>For Human Geography: settlement, economic activity, trade links, land use, waterway, distribution [of natural resources] statistics, line graph, bar, line chart, maximum, minimum, outcome [from Maths National Curriculum].</p> <p>For Physical Geography: rivers, mountains, resources,</p> <p>For Physical Geography: [from Science National Curriculum] topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity (from Science National Curriculum).</p>

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***Important note

The geographical skills and fieldwork element of the Key Stage 2 programmes of study [listed below] are taught throughout each theme across the Key Stage.

- 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.

The graphicacy, fieldwork and practical skills identified above, for each theme, allow relevant skills progression across the Key Stage and ensure coverage of the Key Stage 2 content.