



Year 5 - Geography

<u>National Curriculum Objectives (statutory)</u>	<u>Fordbridge suggestions</u>
<u>Locational knowledge</u> • Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties of the UK, 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 and describe the significance of the northern and southern hemisphere (including day and night). • Significance of latitude and time zones	• Antarctica, Sahara Desert, Amazon Rainforest, Maldives - compare what the impact would be on the landscape, environment and people if each of these regions temperature increased by 2 degrees. • Understand biomes and difference between environments • Changing climates and human impact • How landscapes have changed • Understand the weather patterns around the world and relate these to climate zones. • Know about changes to world environments over time
<u>Place knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of regions within studied biomes	
<u>Human and Physical Geography</u> • Describe and understand the key aspects of physical geography, including: biomes, climate zones, tsunamis, flooding. • Describe and understand the key aspects of human geography, including: minerals and water. • Know about the physical features of coasts and begin to understand erosion and deposition. (focus on coastal erosion)	• Understand about weather patterns around the world and relate these to climate zones. • Recognise some physical and human processes (e.g. coastal erosion, flooding) and explain how these can cause changes in places and environments. • Understand why people seek to manage and sustain their environment. • look at a significant flooding and tsunami events which have occurred. Compare land use around these areas and the impact these events have on the land use patterns • Compare key human and physical characteristics of the areas • Recognise how these events can cause change in places and environments.



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	Compare the scale of impact in different regions.
<u>Geographical skills and fieldwork</u> - Use maps, globes, atlases and digital/computer mapping to locate a region within North or South America. - 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 his/her knowledge of the UK and 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.	- Look at aerial views of disasters and ordnance survey maps of the areas. Focus study: Fairbourne (coastal erosion, link back to river erosion in Y4) - How has the local area changed? How might it change in the future? Know about the wider context of places, county, region and country. - Know and describe where a variety of places are in relation to physical and human features. - Understand how humans effect the environment over time. - Know about changes to world environments over time - Understand why people seek to manage and sustain their environment. - Recognise physical and human processes of coastal erosion. - Compare timescales with previous unit - link to wellbeing.
<u>End points</u> 1. Extreme Environments - persuasive letter - Why would you choose to live in a flood prone area? Use York as an example - Use physical and human features to support argument - Suggestions around ensuring safety of residents e.g. minimising impact of floods, cost implications of these 2. Flooding and tsunamis - double page spread comparing and contrasting Save our planet - Fairbourne - newspaper report - Explain causes of coastal erosion in Fairbourne and impact on residents/local area - Use range of maps and images to support including data of changes over time and processes involved e.g. flood defences	