

Year 5 Curriculum						
Autumn		Spring		Summer		
Ancient Egyptians (History)	Raging rivers (Geography)	United Kingdom (geography)		Global trade (Geography)	Off with her Head (History)	
Geography Objectives		Key Knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning
<b>Autumn</b> <b>Raging rivers</b> <b>Investigating places</b> <ul style="list-style-type: none"> <li>Begin to use a range of geographical resources to give descriptions and opinions of characteristic features of a location.</li> <li>Use different geographical representations of a location, i.e. aerial images, maps and topological maps.</li> <li>Name and locate countries and cities of the world, and their identifying human and physical characteristics, including rivers, key topographical features and land-use patterns: and understand how some of these aspects have changed over time.</li> </ul> <b>Investigating patterns</b> <ul style="list-style-type: none"> <li>Understand how humans affect the environment over time.</li> <li>Understand why people seek to manage and sustain their environments.</li> </ul>		Know and label the main features of a river.  Know, name and locate the main rivers in the UK.  Know the names of and locate a number of the world's longest rivers.  Explain the features of a water cycle.  Know why most cities are located by a river. Use Google Earth to locate a country or place of interest and to follow the journey of a river.	<b>Water cycle, confluence, flood plain , meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, erosion, transportation, ox-bow lake, delta, natural physical process, artificial structures, advantages, disadvantages, prevent, boulders, maintain, flood defence.</b>	<b>Basic:</b> define the word erosion <b>Advancing:</b> Explain why, when a river floods at its mature stage, the soil becomes more fertile. <b>Deep:</b> Do you agree? Speed of river flow and deposition are closely linked.  Write a newspaper report about a flood.  HA – how caused, what effect it had, how to prevent future flooding.	<b>Community –</b> protecting our environment from flooding Possibilities - environment agency, flood defence	<b>Twinkl/ Oddizzi/ Hamilton Trust Journey to the Flood land – Power of reading</b>

<p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</li> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>					
<p>Spring United Kingdom Investigating places</p> <ul style="list-style-type: none"> <li>Begin to use a range of geographical resources to give descriptions and opinions of characteristic features of a location.</li> <li>Use different geographical representations of a location, i.e. aerial images, maps and topological maps.</li> </ul>	<p><i>Know the names of and locate at least eight counties and at least six cities in England.</i></p> <p><i>Know how to plan a journey within the UK, using a road map.</i></p> <p><i>Know why industrial</i></p>	<p><i>Year 1 vocab - Atlas, map, aerial photograph, United Kingdom, England, Scotland, wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway Physical features – river, soil, weather, season</i></p>	<p>Create an information leaflet about the Peak District.</p>	<p><b>Possibilities -</b> Transportation Planner – highway agency.</p>	<p><b>Oddizzi</b></p>

<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns: and understand how some of these aspects have changed over time.</li> <li>Know about the wider context of places e.g. county, region, country.</li> </ul> <p>Investigating patterns</p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between locations.</li> <li>Begin to describe how geographical regions are interconnected and interdependent.</li> </ul> <p>Communicate geographically</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</li> <li>Create maps of locations identifying patterns, such as</li> </ul>	<p><i>areas and ports are important.</i></p>	<p><i>Year 2 vocab - North/Irish/Celtic seas English channel, explorers, island, urban Physical features; beach, cliff, coast, ocean, sea, river, vegetation</i></p> <p><b>County, region, advantages, disadvantages, transportation, pollution, congestion, conflict, land use, tourism, industry, national park, retail, farming, manufacturing, trade, energy, renewable, wind energy, solar power, wind farm, turbine, nuclear power.</b></p>			
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land use					
<p><b>Summer</b> <b>Global trade</b> Investigating places</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom (geographical regions), and the world and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns: and understand how some of these aspects have changed over time.</li> <li>Use different geographical representations of a location, i.e. aerial images, maps and topological maps.</li> <li>Know about the wider context of places e.g. county, region, country.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> </ul> <p>Investigating patterns</p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between locations.</li> <li>Begin to describe how</li> </ul>	<p>Know the main human and physical differences between developed and third world countries.</p>	<p><i>Year 1 vocab - Atlas, globe, continent, Europe, Asia, Africa, Antarctica, North America, South America, Australasia, oceans, Atlantic, Pacific, Indian, Southern, Arctic, human, physical, hot, cold, equator, North and South poles</i></p> <p><i>Year 3 vocab - Countries, landmass, Eurasia, boarder, region, climate, population, inhabitants</i></p> <p><b>Trade, import, export, trade links, fair trade, global supply chain, food miles</b></p>	<p>Write an adventure story about the journey of your chosen product.</p>	<p><b>Possibilities – manufacturing/engineering</b></p> <p><b>Oxfam</b></p>	<p><b>Twinkl</b></p>

<p>geographical regions are interconnected and interdependent.</p> <p>Communicate geographically</p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals in the context of UK imports and exports.</li></ul>					
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