



Emmanuel Junior Academy

Year 5 Autumn Geography

Area of Study	Substantive Knowledge and understanding	Vocabulary	Disciplinary Knowledge: Mapping	Disciplinary Knowledge: Fieldwork	Disciplinary Knowledge: Enquiry
<p>How do cities change over time?</p> <p>Fieldwork unit</p>   <p>Concepts</p> <ul style="list-style-type: none"> Urbanisation Settlement Conservation Human Impact Human movement Diversity Culture Community 	<ul style="list-style-type: none"> -Name and locate major UK cities, including retrieval of capital cities from previous year groups. -Describe the distinct characteristics of selected UK cities. -Describe how selected UK cities have changed over time (with reference to sources including maps) -Describe and identify the human characteristics of urban areas -York/Sheffield -Identify and sequence a range of settlement sizes e.g. village-city-country. -Know and understand what life is like in cities - York/Sheffield 	<p>Review of key LKS2 UK vocabulary around capital cities, counties, key human and physical landmarks. Locating the UK on world map and map of Europe to recap continents vocabulary.</p> <p>Capital city Parliament London Edinburgh Cardiff Belfast York Birmingham Manchester Liverpool Leeds Glasgow Bristol Leicester Westminster Cathedral Clifton suspension bridge Buckingham palace Edinburgh Castle York Minster Regeneration Suburb Sprawl Urbanisation Migration Demographic Region Satellite view Grid reference tool Industry Settlement</p>	<p><u>Using and interpreting</u></p> <ul style="list-style-type: none"> -Begin to relate maps to each other and to vertical aerial photographs. -Follow routes on maps saying what is seen. -Use index and contents page of an atlas. -Use thematic maps for purposes (Biomes and population) -Begin to know that purpose, scale, symbols and style are related. -Appreciate different map projections. <p><u>Position and Orientation</u></p> <ul style="list-style-type: none"> -Develop use of 6 figure coordinates to locate features. -Apply knowledge of directions and instructions to 8 cardinal points. -Begin to align a map with a route. -Begin to use latitude and longitude in an atlas or on a globe. <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Make a sketch map of an area using symbols and key. -Make a plan for example garden, play park with scale. <p><u>Symbols</u></p> <ul style="list-style-type: none"> -Use agreed Ordnance Survey symbols. -Appreciate maps cannot show everything. <p><u>Perspective and scale</u></p> <ul style="list-style-type: none"> -Use a range of viewpoints up to satellite. -Use models and maps to talk about contours and slope. -Use a scale bar on all maps. <p><u>Digital map-making range of annotation</u></p> <ul style="list-style-type: none"> -Find 6 figure grid reference and check using the grid reference tool. -Use maps at different scales to illustrate a story or an issue. -Use maps to research factual information about locations and features. <p><u>Experience</u></p> <p>Use a range of different maps for example tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6 figure coordinates, globes, aerial photographs.</p>	<p>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.</p> <p><u>Possible fieldwork techniques</u></p> <ul style="list-style-type: none"> -Make models, annotated drawings and field sketches to record observations. -Draw freehand maps of routes and sites -Relate large-scale plans to fieldwork site, identifying relevant features. -Record selected geographical data on a map or large-scale plan, using colour symbols and a key. -Take digital photographs and annotate with labels or captions. -Make digital audio recordings to create soundscapes. -Use compass and cardinal compass directions to 8 cardinal points. -Collect, analyse and present quantitative data in charts and graphs. -Design fieldwork interviews to establish the range of views held by local people. -Use standard field sampling techniques appropriately e.g. taking water samples. -Design and use a tool to record their feelings about the advantages and disadvantages of a place. <p>Conduct a transect to observe changes in buildings and land use.</p>	<p>How and why has York changed over time?</p> <p>How and why has Sheffield changed over time?</p> <p><u>GEOGRAPHICAL ENQUIRY</u></p> <ul style="list-style-type: none"> -Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided -Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

