Emmanuel Junior Academy
Year 5 Spring Geography

Area of Study	Substantive Knowledge and understanding	Vocabulary	Disciplinary Knowledge: Mapping	Disciplinary knowledge: Fieldwork	Enquiry Skills
What is South America like?  **Concepts** **Leisure and tourism** **Globalisation** **Natural Resources** **Urbanisation** **Climate** **Agriculture** **Settlement** **Trade** **Conservation** **Human Impact** **Sustainability** **Human Movement** **Equality** **Diversity** **Culture** **Community**	Review of continents, Equator, 5 oceans, European countries and their capital cities including 4 UK countries, Oceans and seas around Europe. Name and locate 14 countries of south America and their capital cities. Understand about a region of South America e.g Lima, Peru- its physical environment, climate and economic activity. Describe similarities and differences between regions of South America referring to physical and human features. Understand how the human and physical geography in Lake Titica are connected and make it special. Know and understand what life is like in a South American city e.g Lima to compare to Sheffield, York.	South America Peru Lima Lake Titicaca Andes Amazon rainforest River Amazon Angel Falls Atacama Desert Machu Picu Islas Flotantes Tropics Indigenous Culture Terrain Urban development Biome Vegetation belt Hemisphere Northern Hemisphere Sothern Hemisphere Tropic of Cancer Tropic of Capricorn	<u>Using and interpreting</u> -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. <u>Position and Orientation</u> -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. <u>Drawing</u> -Make a sketch map of an area using symbols and key. -Make a plan for example garden, play park with scale. <u>Symbols</u> -Use agreed ordnance Survey symbols. -Appreciate maps cannot show everything. <u>Perspective and scale</u> -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. <u>Digital map-making range of annotation</u> -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. <u>Experience</u> 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.	Use fieldwork to observe, measure,record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs, and digital technologies. <u>Possible fieldwork techniques</u> -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. Conduct a transect to observe changes in buildings and land use.	What is South America like? What is Lima like? What is Lake Titicaca like? <u>**GEOGRAPHICAL ENQUIRY**</u> -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