

Emmanuel Junior Academy

Year 5 Summer Geography

Area of Study	Knowledge and understanding	Vocabulary	Disciplinary Knowledge: Mapping	Disciplinary knowledge :Fieldwork	Disciplinary knowledge: Enquiry Skills
<p>How is the shape of our world from space changing?</p> <p>Concepts Climate Earth-Sun Processes Agriculture Industry Pollution/climate change Conservation Human impact</p>	<p>Review of continents, Equator, 5 oceans, European and South American countries and capital cities (Including UK)</p> <p>Identify and describe the characteristics of tropical, temperate and polar climate zones on a globe or map using appropriate vocabulary.</p> <p>Understand hoe climate and vegetation are connected in biomes.</p> <p>Describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Explain the threats, associated with changes to biomes, to wildlife and habitats. Understand the associated human impact.</p>	<p>Hemisphere Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn</p> <p>Arctic circle Antarctic circle Prime Meridian Time Zone GMT Lines of Latitude Lines of Longitude Biome Vegetation Belt Climate Greta Thunberg Environmental activist</p> <p><u>Biomes</u> Aquatic Desert Forest Grassland Rainforest Tundra</p>	<p><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.</p> <p><u>Drawing</u> -Make a sketch map of an area using symbols and key. -Make a plan for example garden, play park with scale.</p> <p><u>Symbols</u> -Use agreed ordnance Survey symbols. -Appreciate maps cannot show everything.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p>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.</p> <p><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.</p>	<p>What does the Earth look like from space? What is a biome and vegetation belt? How does the climate change affect our world?</p> <p><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</p>

