






Year 5

Knowledge and Skill	Building on prior knowledge of Year 4, by the end of Year 5 we will...	Example questioning
Locational Knowledge 	<ul style="list-style-type: none"> Name and locate major focus cities and countries in South America linked to Amazon enquiry question. Build on knowledge covered with KS1 and LSK2 of the continents and oceans to use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries of the world. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. 	<p>Where is South America? What country is this city in? What continent are they located? What area? Can you identify the geographical regions in Brazil? What time zone are we on? What time zone is South America? Why are there multiple time zones across South America?</p>
Place Knowledge 	<ul style="list-style-type: none"> Be able to recognise how places fit within a wider geographical context and are interdependent. Understand and explain the use of land and why people settle in volatile places (Amazon enquiry) Explain how locations around the world are changing and explain some of the reasons for change in relation to locality. Begin to understand and recognise geographical diversity across the world. 	<p>What is the geographical context of Manaus– city in Brazil in South America? How is geography impacted by the area of this place? What are the physical and human feature of this area– how does this impact on life for those who live there? How is Brazil moving away from being a Less Economically Developed country?</p>
Human & Physical Geography 	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand how places trade with other places across the world describe and understand key aspects of human geography, including: economic activity including trade links. Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations Begin to identify and describe how the physical features affect the human activity within a location. Identify and describe the main human and physical characteristics of South America 	<p>What is a climate zone? What is biome? What is a vegetation belt? How are these things similar and different? How is economic activity impacted by the local area? What natural resources impact the local economy? What do we import and export across the world?</p>
Mapping skills 		
Direction/Location	Use 8 compass points; Use 4 figure co-ordinates to locate features on a range of OS map.	Where is this place located what four figure grid reference does it have?
Drawing maps	Begin to draw a variety of thematic maps based on a range of data	What are the right compass points?
Representation	Draw a sketch map using symbols and a key; Use/recognise a range of OS map symbols. Include keys and symbols in own work	Can you use the compass points to compare places across the world and their location? What can these thematic maps tell us about a place?
Using maps	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Can we create a thematic map for an area on climate etc weather?
Scale/Distance	Measure straight line distance on a plan. Find/recognise places on maps of different scales.	Can you measure the distance betweenand?
Perspective	Draw a plan view map with some accuracy.	What is scale and can you tell me that distance?
Map knowledge	Identify significant places and environments on a range of maps	

Style of map	Use index and contents page within atlases. Use medium scale land ranger OS maps.	
Fieldwork		
Gathering information	<p>Prepare questions for an interview. Use appropriate vocabulary related to geographical word banks. Ask questions that are responsive to the interviewee's views Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected.</p>	Children will carry out fieldwork in the local area to answer the key enquiry question 'How and why is my local area changing?'
Sketching/Drawing	<p>Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.</p>	
Collecting audio/visual information	<p>Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.</p>	
Measuring	<p>Select and use a range of measuring instruments in investigations that include a range of measurements both metric and non-metric Design own census, pilot, with help, and evaluate it.</p>	
Representing information	<p>Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results</p>	