



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 5 STATUTORY REQUIREMENTS**

<p><u>Geography skills to be used this half term:</u> Use maps (including Ordnance Survey), atlases, globes and digital mapping; map reading; use 4 -figure grid-references field sketching; take and use photographs; observe, record and present information. Use the 8 points of a compass Ask and answer questions. Make predictions <i>Strands: Physical and Human Processes; Place and Space; scale; Environmental Impact; People, Culture and Trade</i></p>	<p><u>Geography skills to be used this half term:</u> Use maps, atlases, globes and digital mapping. Use 4 -figure grid-references record and present information. make comparisons; use and understand the 8 points of a compass; record and present information. Ask and answer questions. Make predictions <i>Strands: Physical and Human Processes; Place and Space; scale Environmental Impact; People, Culture and Trade</i></p>	<p><u>Geography skills to be used this half term:</u> Use maps, atlases, globes and digital mapping; map reading; use 4 -figure grid-references Make comparisons; use and understand the 8 points of a compass; record and present information. Ask and answer questions. Make predictions <i>Strands: Place and Space; Scale; Physical and Human Processes; Environmental Impact; People, Culture and Trade</i></p>
AUTUMN	SPRING	SUMMER
<p>AUTUMN 1: CHANGES OVER TIME <i>How is our country changing?</i> LOCATIONAL KNOWLEDGE: <u>N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS, COASTS AND RIVERS), AND LAND-USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME</u> -Name and locate some key topographical features of the UK and their own region -Understand that regions change over time and that change is continual -explain how the local area has changed and how it might change in the future</p>	<p>SPRING 1 EUROPEAN REGIONAL STUDY – THE ALPS <i>Where should we go on holiday? – A study of the Alpine Region of Europe (link to prior learning about contrasting localities in Y2,3,4)</i> LOCATIONAL KNOWLEDGE: <u>N.C. LOCATE THE WORLD’S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u> -Know the names of a number of European capitals -Be taught to understand a region of another European country <i>Strands: Place and Space</i> <u>HUMAN GEOGRAPHY:</u></p>	<p>SUMMER 1: THE AMAZON (link to prior learning about contrasting localities in Y2,3,4) <i>What is it like in the Amazon?</i> LOCATIONAL KNOWLEDGE: <u>N.C. LOCATE THE WORLD’S COUNTRIES, USING MAPS TO FOCUS SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u> -understand what the Amazon is and where it is located <i>Strands: Place and Space</i> <u>HUMAN GEOGRAPHY:</u> <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTRIBUTION OF</u></p>



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Strands: Physical and Human Processes; Place and Space; People, Culture and Trade

HUMAN GEOGRAPHY

N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS

- Understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable
- understand that change is happening in the local area, and that changes will continue to happen

Strands: Physical and Human Processes; Environmental Impact; People, Culture and Trade

SKILLS AND FIELDWORK:

N.C. USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-FIGURE GRID REFERENCES, SYMBOLS AND KEY (INCLUDING THE USE OF OS MAPS) TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM; USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED

LOCAL AREA STUDY *Is my local area changing? (link to local study work in Y1, Y2, Y4)*

- 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.

The children will take part in a fieldwork study in their local area, investigating the question: *Is our local area changing?*

N.C. 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 AND WATER

- Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human features.
- To understand that houses are built to suit their location and purpose
- To understand the importance of the tourist industry to Alpine communities, and to understand that tourism also brings disadvantages

Strands: Physical and Human Processes; Place and Space; scale; Environmental Impact; People, Culture and Trade

PHYSICAL GEOGRAPHY

N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING MOUNTAINS

- Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant physical features.
- To understand how glaciers and avalanches have influenced the Alpine landscape

NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER

- Understand what life is like in the Amazon and how it is changing
- Understand how the Amazon is being damaged and how it can be protected
- Research and write a report about the Amazonian city of Manaus

Strands: Physical and Human Processes; Environmental Impact; People, Culture and Trade

PHYSICAL GEOGRAPHY:

N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING: CLIMATE ZONES, RIVERS, MOUNTAINS,

- Understand the Amazon's climate and how the native animals are adapted to it

Strands: Environmental Impact;

FIELDWORK AND SKILLS:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Locate the Amazon region on a map of the world
- Locate the Amazon basin and Amazon River on a map of South America.
- Know and name the eight countries that the Amazon region spans.

Strands: Place and Space; scale;
(link to map work in KS1, Y3, Y4)



GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 5 STATUTORY REQUIREMENTS

They will observe changes, take photographs, draw field sketches, interview local people and form their own opinions on the changes occurring around them.

Strands: Physical and Human Processes; Place and Space; scale;
[\(link to map work in KS1, Y3, Y4\)](#)

-To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing

Strands: Physical Processes; Place and Space; Environmental Impact

SKILLS AND FIELDWORK:

N.C. USE MAPS, ATLASES, GLOBES AND

DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES

AND DESCRIBE FEATURES STUDIED

-Be taught to understand some of the physical and human processes that shape a region

-Use maps to focus on countries, cities and regions in Europe

-To be able to use physical and political maps to identify a region in Europe

Strands: Physical and Human Processes; Place and space; scale; Environmental Impact;

[\(link to map work in KS1, Y3, Y4\)](#)



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 5 STATUTORY REQUIREMENTS**

The five key geography skills:
Asking Geographic Questions;
Acquiring Geographic Information;
Organizing Geographic Information;
Analysing Geographic Information;
Answering Geographic Questions

Key Substantive Knowledge strands:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**
- **Physical and Human Processes**

KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

SUBSTANTIVE KNOWLEDGE / PROCEDURAL KNOWLEDGE

<p>AUTUMN 1: (How is our country changing?)</p> <ul style="list-style-type: none"> • Name and locate the 4 countries that make up the UK: England, Scotland, Wales and Northern Ireland • Names and approximate location of the 4 'capital' cities of the UK – London, Edinburgh, Cardiff, Belfast • Names and approximate location of the highest peaks in the 4 UK countries – Ben Nevis, Scafell Pike, Snowdon, Slieve Donard • Name and locate the longest river in each country – E. Severn, S. Tay, W. Tywi, N.I. Bann • To name and locate the North Sea, The English Channel and the Atlantic Ocean. 	<p>SPRING 1 (Where should we go on holiday? – A study of the Alpine Region of Europe)</p> <ul style="list-style-type: none"> • Name and locate the 8 countries that the Alp's run through. [Austria, France, Germany, Italy, Liechtenstein, Monaco, Slovenia, Switzerland] • Locate and name the capitals of the above countries [Vienna, Paris, Berlin, Rome, Vaduz, Monaco -no official capital, Ljubljana] • The Alps are a large mountain range in Europe • A glacier is a thick mass of ice that covers a large area of land. 	<p>SUMMER 1: (What is it like in the Amazon?)</p> <ul style="list-style-type: none"> • The Amazon is the largest river in the world by volume. [The Nile is longer] • The Amazon is in South America. • The surrounding area is referred to as the Amazon Basin. • The Amazon rainforest is the biggest rainforest in the world • Countries in the Amazon include Brazil, Bolivia, Peru, Ecuador, Colombia,
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GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 5 STATUTORY REQUIREMENTS



- Stanningley has changed an awful lot over the past 300 years and will continue to change.
- The first major changes happened in the late Victorian era [1890's].
- Stanningley Park was created over 100 years ago [in the early 1900's]
- Stanningley is changing and will continue to change [as is the rest of the city, country, world]

Explain how to locate places, features on maps (including Ordnance Survey), atlases, globes and through the use of digital mapping;
Explain how to use a compass and show understanding of the 8 compass points.
Explain how to locate places / features using 4-figure grid references.

- **An avalanche** is a large amount of snow that quickly moves down a slope.
- **Fold mountains** are created where two or more of Earth's 'plates' are pushed together. This process takes millions of years.

Explain how to locate places, features on maps (including Ordnance Survey), atlases, globes and through the use of digital mapping;
Explain how to use a compass and show understanding of the 8 compass points.
Explain how to locate places / features using 4-figure grid references.

- **Venezuela, Guyana, and Suriname**—and **French Guiana**.
- The Amazon rainforest is a very important **natural resource** and must be protected.

Explain how to locate places, features on maps (including Ordnance Survey), atlases, globes and through the use of digital mapping;
Explain how to use a compass and show understanding of the 8 compass points.
Explain how to locate places / features using 4-figure grid references.

Children working at below Age Related Expectations in GEOGRAPHY at the end of Year 5: