

Geography						
	Autumn		Spring		Summer	
Year 5			Reading and Understanding maps/ Trading places		Fashion around the world (link to climate & weather)/ Sweatshops (link to poverty and globalization)	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum			Identification of equator, N&S hemispheres and time zones - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)	Distribution of natural resources – energy, food, water minerals - 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	Diversity across the world –reasons for clothing - 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	Study of how countries are interconnected and interdependent -
(knowledge)			-earth enter and exit daylight at different times Fieldwork enquiry question: Which climate is better for a holiday?	-the importance of natural resources on meeting people’s needs -what are countries doing to ensure that natural resources are preserved? Fieldwork enquiry question: Which area is more reliant on natural resources?	-where garments sold in UK are made (ie. T-shirts/footwear etc.)-link to rural and poor areas -about the conditions and negligence of workshops –why is it still happening? -that the UK was once a top exporter of garments in the 70’s but now Bangladesh etc. lead the market-why?	-that a specific product may have many countries involved in the processes of -that Globalization is often defined as the interaction and integration of people in different areas of the world
(skills)			-demonstrate through roleplay/models that all the Earth cannot be facing the sun at once (rotation-time zones)) -identify other cities that has same latitude as London?		-suggest ways in which poorer countries are exploited -explain the distribution process of a clothing item from the high street and its impact on stakeholders -identify and review the impact UK legislation is making in combating exploitation	-explain and discuss why people move countries –define the terms economy, employment, education etc. -identify parts of the world that has a high level of immigration -define and distinguish between industrialized and developing countries
Discipline Focus			I can locate some countries and cities & significate longitudes and latitudes. I can use maps and atlases.	I can identify & describe some physical features of a location	I have some understand of geographical diversity & how countries are interconnected and interdependent. & the reasons for countries geological similarities and differences I can identify & describe some physical features of a location	I can explain how locations around the world are changing and why. I understand how countries are interconnected and interdependent.

Subject Builder			1) What are time zones? 2) What are the lines of latitude? 3) What makes day and night?	1) What is a natural resource? 2) What goods do England export? 3) What goods do England import?	1) What is a sweatshop? 2) What is exploitation? 3) Why has England's exportation decreased?	1) What is globalization? 2) Why do people move countries? 3) What is an industrialized country?								
	Key Concepts			<table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td rowspan="2">Human environmental interaction</td> </tr> <tr> <td>Region</td> </tr> </table>	Location	Movement	Place	Human environmental interaction	Region	<table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td rowspan="2">Human environmental interaction</td> </tr> <tr> <td>Region</td> </tr> </table>	Location	Movement	Place	Human environmental interaction
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Progression			Year 4		Year 5									
	Locational knowledge		I can revise on a world map the 5 oceans on and locate the location of Europe in comparison to other countries I can name and locate the Equator, the tropic of Cancer and Capricorn, the Arctic and Antarctic Circles.	I can identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. I can locate some countries and cities in the world and environmental regions. I can identify the position and significance of Longitude and latitude, Equator, Northern and Southern Hemisphere The prime/ Greenwich Meridian and times zones (including day and night)										
	Place knowledge		I can identify the main physical and human characteristics of the countries of Europe and some regions of the world. I can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. I can describe geographical similarities and differences between countries.	I can understand some of the reasons for geographical similarities and differences between countries. I am beginning to understand and explain geographical diversity across the world. I can explain how locations around the world are changing and explain some of the reasons for change. I am beginning to understand and explain geographical diversity across the world.										
	Human and Physical Geo.		I can ask and answer geographical questions about the physical and human characteristics of a location. I can describe key aspects of physical geography including Rivers, Landscapes and the weather and the seasons. I can describe key aspects and compare human geography in the UK and an area in a European country such as: Settlements land use - Alps population	I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent. I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. I am beginning to identify and describe how the physical features affect the human activity within a location. Including: Types of settlement Land use Economic activity (including trade links) / Distribution of energy, minerals, food and water										
	Fieldwork		I can sketch maps, plans graphs and take photographs. I can use maps, atlases and digital/computer mapping to locate countries and describe features. I can create maps of locations identifying some features using a key.	I can use maps, atlases and digital/computer mapping to locate countries and describe features. I can use a few geographical resources to give descriptions and opinions of the characteristics of a location.										
Key Vocabulary			longitude, latitude, time zones, grid reference, contour lines, scale (maps)	scarce, commodity, trade, population, industry, transportation, import, export	development, settlement, terrain, industry, exploitation, capitalism, immigration, globalisation, infrastructure									