

Year 5

NC POS	Knowledge	Skills	Vocabulary
<p>Locational and Place Knowledge</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa. • Use 4 figure grid references to read maps. • Make connections between the Equator and the tropics and Africa. • Identify largest urban areas in Africa and the deserts/plains etc. • Compare 2 different regions in Africa, rural/urban. • In Science, when looking at night and day, look at the Prime/Greenwich • Meridian and time zones. • Depth study of the UK: • Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. • Choose 3 key areas of the UK and look at how land use has changed over time. 	<ul style="list-style-type: none"> • Confidently use maps, globes and Google Earth. • Use atlases/maps to describe and locate places using 4 figure grid references. • Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Ask questions e.g. what is this landscape like? What is life like there? • Study photos/pictures/maps to make comparisons between locations. • Identify and explain different views of people including themselves. • Use maps to locate features of the UK e.g. rivers, mountains, large cities. • Explain and defend which are physical and which are human features. • Label counties, cities, mountains and rivers. • Study photographs and maps of 3 different locations in the UK. • Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? 	<p>continent hemisphere Equator longitude latitude North / South vegetation climate biome mountains slope contour sea level gentle/steep borders tourism trade natural resources city economic activity services</p> <p>industry tourism finance rural and urban economic activity agriculture energy forestry mining</p>

<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> • Rivers and the water cycle including transpiration • Human geography including trade between UK and Europe and ROW. • Fair/unfair distribution of resources (Fairtrade). • During the Victorian times, how was the land used, what was the main economy in Great Yarmouth and what were the trade links? • How does this compare to today? • When studying both Victorians and rivers, walk down to the River Yare. Talk about the trade route that this used to be. Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers. • Children to take photos to support their notes. Look at the land use their now and compare this to how it would have been during Victorian times. 	<ul style="list-style-type: none"> • Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers. • Compare how river use has changed over time and research the impact on trade in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss and debate fair trade. • Investigate the facts and join in a reasoned discussion. • Generate solutions and promote ethically sound trade. • Study maps and pictures of Victorian Great Yarmouth. Compare and contrast photos and maps from today. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Explain and present the differences between Victorian Great Yarmouth and present day Great Yarmouth. • Reflect on the impact trade has on an area and generate ideas for cause and effect • Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river, locate and explain the features. • Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during Victorian times. • Study pictures of the river in Victorian times and compare and contrast. • Select a method to present the differences in transport in the area today. • Record measurement of river width/depth. 	<p>River vocab(upper course, middle course, lower course, source, mouth/estuary, tributaries, meanders delta, deposition)</p> <p>compass points 6 figure grid reference street view bird's eye view satellite view compare similarities differences OS map symbols</p>
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