

Cumwhinton School Curriculum - Geography Y5 AUT		
Year 5	NC Content	<p>Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present human and physical features in the local environment.</p> <p>Make a comparison between the physical and human geography of countries in different continents. Study the physical and human geography of a region within North or South America. Make a comparison between the physical and human geography of countries in different continents</p> <p>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. Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle.</p> <p>Name and locate the main countries, rivers and mountain regions in North and South America. Understand the position and significance of the Equator, the Arctic and Antarctic circles and the tropics of Cancer and Capricorn.</p>

Geography

Geographical skills and fieldwork Place Knowledge Human and Physical Geography Location Knowledge

Mapping across the Year			
	AUTUMN	SPRING	SUMMMER
Geographical skills and fieldwork	Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present human and physical features in the local environment.		
Place Knowledge		Make a comparison between the physical and human geography of countries in different continents.	Study the physical and human geography of a region within North or South America. Make a comparison between the physical and human geography of countries in different continents.
Human and Physical Geography		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. Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle.	
Location knowledge			Name and locate the main countries, rivers and mountain regions in North and South America. Understand the position and significance of the Equator, the Arctic and Antarctic circles and the tropics of Cancer and Capricorn.

CONCEPTUAL SCHOOL AMBITION DRIVERS			
	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Geography - AUTUMN YEAR 5

HUMANITY - Individuality

Geographical skills and fieldwork Place Knowledge Human and Physical Geography Location Knowledge

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world.	Build on learning about compass points and 4 figure grid references from last year. Extend the children into working in more detail - introduce more OS symbols and locate points more accurately using 6 figure grid references. Apply this to local maps of the Carlisle and Solway Firth area but also contrast this with maps showing different terrain in Cumbria i.e. The Lake District. Discuss contour lines - what do they mean when they are further apart or close together?
Using (Applying & analysing)	Use fieldwork to observe, measure, record and present human and physical features in the local environment.	How would you navigate between points - is the most direct route always the best way? Orienteering afternoon around our school field and park area, giving children the opportunity to demonstrate the skills that they have learned - can they work in pairs/small groups to navigate around the map and find checkpoints?
Concluding (Evaluating & summarising)	Use fieldwork to observe, measure, record and present human and physical features in the local environment.	Discuss/evaluate what the children have learnt about the key skills needed to navigate our school orienteering course successfully? (E.g. the direction maps are held in in order to make locating the next control easier).