




Geography Unit of Work Year 5 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Latitude & Longitude</div> <div></div>	<ul style="list-style-type: none">Y2: Hot and Cold PlacesY4: European Settlements	<ul style="list-style-type: none">Sum: Climate & BiomesY6: Globalisation/Human impact	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: locate the world’s countries, using maps to focus on N.America concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesPupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a N.American country<i>Pupils should be taught to: Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i><i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i><i>Pupils should be taught to: Know and name the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>		
Geographical Enquiry			
How does Climate and Time change across North America?			
Key Concepts			
place, space , scale , environmental , interconnections, impact & sustainability, cultural diversity movement, our common home, rivers , weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none">Know the names of and locate a number of North American countriesKnow a river and other key physical characteristics of Canada, Mexico and Jamaica and their respective capital cities.Know how to find the latitude and longitude of places and the meaning of eachKnow how latitude and climate are linkedKnow how longitude and time zones are linkedKnow how the latitude and longitude of Inuvik, Canada or Montego Bay, Jamaica create differences in human and physical geography		latitude, longitude, Arctic circle, Antarctic circle, prime meridian, time zone, climate, International Date Line
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none">Use atlases, globes and computing mapping at a range of scales to locate countriesCompare the human and physical geography of three North American countriesUse various maps and globes at different scales to find and compare latitude and longitudeAnalyse and compare climate graphs of three locationsCalculate, record and check the current time in three different time zonesResearch and communicate geographical similarities and differences between our region in the UK and a given region in Canada or Jamaica		pattern, degree, parallel, horizontal, vertical, segment,
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know how to locate continents, the equator, hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, Greenwich Meridian and Time Zones on a globe or mapKnow the names of and locate a number of North American countriesKnow how to find the latitude and longitude of places and the meaning of eachKnow how climate changes across the AmericasKnow how time zones change across the Americas		<u>Disciplinary</u> <ul style="list-style-type: none">Space: I can explain why time zones existScale: I can understand and apply mathematical skills using maps at different scales to interpret time differencesEnvironmental: I can show understanding of how human life is different at different latitudesCultural Diversity: I can communicate disparities in human lives in our region and a contrasting region of North America	
Significant people/places			

Geography Unit of Work Year 5 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Life Around the Mersey</div> <div></div>	<ul style="list-style-type: none">Y2: Capital Cities on RiversY3: The North West and City CentreY4: Water in School	<ul style="list-style-type: none">Y6: GlobalisationY6: Human Impact	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.Pupils should be taught to: describe and understand key aspects of the distribution of natural resources including energy, types of settlement and land usePupils should be taught to: 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.<i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i><i>Pupils should be taught to: Know and name the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>		
Geographical Enquiry			
How has population impacted our area around the Mersey?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ul style="list-style-type: none">7. Know 8 counties and 8 cities of the UK8. Know how energy is distributed in the UK through the National Grid9. Know that the River Mersey flows from Manchester to Liverpool through Stockport, Warrington and Halton.10. Know how towns around the Mersey have changed over time11. Know the types of buildings and land use in my town12. Know where population density is highest around the Mersey		land use, county, population, energy distribution, National Grid
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ul style="list-style-type: none">7. Use OS maps at different scales to record 6 figure grid references for cities in the UK8. Map power station locations and interpret the reasoning behind where they are built9. Sketch a map of the River Mersey showing key towns and cities on its path10. Use shape files on Digimap to compare the size of a town on the Mersey through time11. Investigate land use with a survey of my town or any changes in the area12. Analyse and theorise about population density using Digimaps and research		OS maps, 6 figure grid reference, shapefile, population density
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know the name of, and locate at least eight counties and at least eight cities in the UKKnow how and where energy is produced and distributed in the UKKnow that towns are dynamic and in constant changeKnow the types of buildings and land use in my townKnow how towns grow due to population		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can show understanding of why power stations are built where they areSpace: I can look for pattern in historical land use of our region around the river MerseyScale: I can use computing mapping at a range of scales including 1:10,000 and 1:25,000 OS maps to assess land useInterconnections: I can interpret and communicate my theories about population density in the Cheshire and Merseyside areas	
Significant people/places			

Geography Unit of Work Year 5 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Climate & Biomes</div> <div></div>	<ul style="list-style-type: none">Y2: Hot and Cold PlacesY4: European SettlementsAut: Latitude and Longitude	<ul style="list-style-type: none">Y6: Coastal ChangeY6: GlobalisationY6: Human Impact	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught to: describe and understand key aspects of climate zones, biomes and vegetation belts<i>Pupils should be taught to: locate the world’s countries, using maps to focus on N.America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i><i>Pupils should be taught to: Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i><i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i><i>Pupils should be taught to: Know and name the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>		
Geographical Enquiry			
How is life different in different climates?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	13. Know that the position of the Earth in relation to the sun affects climate 14. Know what and where the world’s main climate zones are 15. Know where the Equator, Tropics, Arctic and Antarctic circle are on a climate map 16. Know the difference between climate zones and biomes 17. Know how our climate, its plants and animals are interdependent 18. Know how environments have changed over time		atmosphere, arctic, deciduous, , , evergreen, , rainforest, savannah, , , vegetation belt
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Describe how global positioning affects average temperature at a national scale 14. Predict where each climate zone may be in relation to its global positioning 15. Read and interpret information from climate graphs 16. Use digital mapping and the internet to locate and describe climate features 17. Understand how climate change can affect the survival of plants and animals 18. Predict how a biome may be affected by climate change		interdependent, scale, global, national,
Assessment Outcomes			
<u>Substantive & Procedural</u> <ul style="list-style-type: none">Know the location and significance of the equator, tropics, Arctic and Antarctic circleKnow the key aspects of climate zones, biomes and vegetation beltsKnow where on a globe or map climate zones and biomes are foundKnow how physical and human processes are interdependent and bring change over timeKnow how to interpret a range of sources of geographical information using 6 figure grid references and keys		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can explain how each climate zone and biome is differentScale: I can relate global positioning to the climate of a particular country using digital mapping at a range of scalesEnvironmental: I can explain how we collect, analyse and communicate data gathered about a geographical processImpact: I can research and predict how climate change may affect plants and animals	
Significant people/places			