

Geography



Class 5

Concepts

Place – What is it like? What happens there? How and why is it changing?

Every place has a particular location and a unique set of physical and human characteristic.

Space – Where is it on the Earth's surface?

Most places, wonders, physical features and people are located and distributed in space. They have relative locations to each other and often interact with each other across different space.

Climate – the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.

Climate is like the weather, but over a long time!



Year 5	Local Study	Knowledge of our world	Environmental Awareness
	<u>Comparisons between different mining communities – one that includes a national park</u> <u>Why do we visit National Parks?</u> Locational knowledge 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>Natural disasters</u> Can anything good come from a disaster? Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<u>Biomes and vegetation belts</u> How is climate change affecting our wildlife? Locational Knowledge identify the position and significance 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) Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Place	Space	Climate
- I know the current appearance of my village (Gawber) so that I can compare this to the current appearance of another village (Castleton). - I know the impact that coal mining has had on the landscape in Barnsley so that I can compare this to the lead mines in Castleton and their affects on the landscape. - I know some features of the Peak District National Parks so that I can explain why tourists (particularly from urban areas) may want to visit them. - I know the features of a megacity so that I can explain why New York was one of the first ones. - I know how economic activity influences settlement patterns so that I can explain why people still live near volcanoes. - I know who is available to help in the event of a natural disaster so that I am able to create my own risk assessment for school.	- I know how to use an ordinance survey map to locate areas of Gawber so that I can compare the differences between this and the village of Castleton. - I know how national parks are used in the UK and the USA so that I can explain key similarities and differences. - I know that the earth's crust is made up of moving tectonic plates so that I can explain how earthquakes occur. - I know that the earth is made up of different layers so that I can explain where volcanic lava comes from. - I know what happens during a volcanic eruption so that I can explain how it affects and areas human and physical geography. - I know how volcanoes are formed so that I can explain why the occur in the same place as earthquakes. - I know why volcanoes occur at the Mid Atlantic Ridge (Ring of Fire) so that I can compare these to the distribution of earthquakes. - I know that a vegetation belt is the plant life that lives in a biome so that I can identify why certain plants will grow in certain areas of the world. - I can identify biomes across the globe so that I can compare these with climates and draw conclusions about how biomes and climates are linked.	- I know the features of national parks so that I can explain why they are important to the UK. - I know what is released from an earthquake so that I can explain how they form. - I know the difference between human caused and natural disasters so that I can explain how humans can prevent some disasters happening. - I know that some natural disasters (e.g. flooding and droughts) can have a positive effect on our climate. - I know that biomes have different climates so that I can identify plants and animals that live there. - I know the dangers that animals in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers. - I know the dangers that vegetation in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers. - I know the three aims of the National Parks so that I can explain how and why they are being looked after. - I know how global warming is occurring so that I can explain the effect it is having globally. - I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding. - I know how global warming can be reduced so that I can evaluate how successful these strategies are.

Local Study

Why do we visit National Parks?

Concepts and key knowledge

Place	Space	Climate
I know the current appearance of my village (Gawber) so that I can compare this to the current appearance of another village (Castleton). I know the impact that coal mining has had on the landscape in Barnsley so that I can compare this to the lead mines in Castleton and their affects on the landscape. I know some features of the Peak District National Parks so that I can explain why tourists (particularly from urban areas) may want to visit them. I know the features of a megacity so that I can explain why New York was one of the first ones.	I know how to use an ordinance survey map to locate areas of Gawber so that I can compare the differences between this and the village of Castleton. I know how national parks are used in the UK and the USA so that I can explain key similarities and differences.	I know the features of national parks so that I can explain why they are important to the UK. I know the three aims of the National Parks so that I can explain how and why they are being looked after.

Prior Knowledge	Key vocabulary	
- Children know the names and locations of physical features around school. (This has been recapped in Art – architecture). - Children know that Gawber is in the United Kingdom - Children know that Gawber is a village in Barnsley and that Barnsley is a town in South Yorkshire. - Children know the names and locations of the four countries of the United Kingdom - Children know the human and physical landmarks of Barnsley. - In history, children have studied the local area and are aware of changes that have occurred in Gawber over time. - Children know how the appearance of Gawber has changed over time. - Children know that coal mining has had an impact on the landscape in Barnsley - Children have visited Castleton on their residential and done a village study and a walk in the Peak District National Park .	Human and physical Environmental factors Landscape Land usage Rural Urban Development Settlement Locality Village Ordinance survey map Mining Natural cavities Map scale	National Park Inhabitants Megacity Population

Knowledge of our world

Can anything good come from a disaster?

Concepts and key knowledge

Place	Space	Climate	
I know how economic activity influences settlement patterns so that I can explain why people still live near volcanoes. I know who is available to help in the event of a natural disaster so that I am able to create my own risk assessment for school.	I know that the earth’s crust is made up of moving tectonic plates so that I can explain how earthquakes occur. I know that the earth is made up of different layers so that I can explain where volcanic lava comes from. I know what happens during a volcanic eruption so that I can explain how it affects and areas human and physical geography. I know how volcanoes are formed so that I can explain why the occur in the same place as earthquakes. I know why volcanoes occur at the Mid Atlantic Ridge (Ring of Fire) so that I can compare these to the distribution of earthquakes.	I know what is released from an earthquake so that I can explain how they form. I know the difference between human caused and natural disasters so that I can explain how humans can prevent some disasters happening. I know that some natural disasters (e.g. flooding and droughts) can have a positive effect on our climate. I know how global warming is occurring so that I can explain the effect it is having globally. I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding. I know how global warming can be reduced so that I can evaluate how successful these strategies are.	
Prior Knowledge		Key vocabulary	
- Children know how the equator affects the temperature of a country. - Children know where the 7 continents and 5 oceans are. - Children know what a mountain is and how it is formed. - Children know how the earth’s tectonic plates move. - Children know the differences in climate across the globe - Children know that the water on earth is constantly moving - Children know what a season is. - Children know what climate is. - Children know the differences between weather types. - Children know who looks after us when we are injured or unwell.		Temperate climate (UK) Tropical climates Arid climates Mountainous climates Polar climates Mediterranean climates Satellites Renewable energy Rainforest Hydrological cycle Tectonic Plates	Earthquake Tsunami Magma Volcanoes Hurricane Tornado Drought Flooding Pollution Deforestation Industrial Nuclear Radiation

Environmental awareness

How is climate change affecting our wildlife?

Concepts and key knowledge

Place	Space	Climate
	I know that a vegetation belt is the plant life that lives in a biome so that I can identify why certain plants will grow in certain areas of the world. I can identify biomes across the globe so that I can compare these with climates and draw conclusions about how biomes and climates are linked.	I know that biomes have different climates so that I can identify plants and animals that live there. I know the dangers that animals in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers. I know the dangers that vegetation in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers.

Prior Knowledge

- Children know how nature changes according to the seasons
- Children know how humans impact the beach environment
- Children know the difference between climate and weather
- Children know how pollution can cause damage to the ocean
- Children know the weather patterns of the UK
- Children know why climate differs across the globe
- Children know that renewable energy is a source of energy that will never run out.
- Children know that the Amazon rainforest is the largest tropical rainforest in the world.
- Children know the features of a river estuary.
- Children know that the water on earth is constantly moving.

Key vocabulary

Aerial Continents Rainfall Temperate climate (UK) Tropical climates Arid climates Mountainous climates Polar climates Mediterranean climates Satellites Renewable energy Hydrological cycle Estuary Ecosystems Rainforest	Biomes Vegetation biodiversity coniferous forest deciduous forest flora humidity latitude longitude Antarctic Circle Arctic Circle Northern/Southern hemisphere time zones Tropic of Cancer Tropic of Capricorn
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