

Whitefield Primary School - Long Term Curriculum Overview - Year 5

Geography

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Why did the Industrial revolution happen?</u> <u>What impact did it have on Liverpool?</u></p> <p><u>Geographical Enquiry</u> Locating countries of British Empire (Philosophy - discussion on ethics of empire building)</p> <p>Look at Liverpool during Victorian times. Can they recognise how land was used during the Victorian times? Do they know what the main economy was and what were the trade links? Can they compare it to today? Can</p>		<p><u>How does climate affect peoples lives?</u></p> <p>Can they use maps to locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs - do they think these were taken close to the Equator or further away?</p> <p>Can they use and explain the term 'climate zone'? Can they identify the different climate zones? Can they ask questions and find out what affects the climate? Can they use maps to identify different climate zones? Can they discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area? Can they ask questions about global warming? Can they discover the cause of global warming and research the implications? Can they reach reasoned and informed solutions and discuss the consequences for the future? Can they identify changes to be made in own lives in response to this?</p> <p>Do they understand the term 'biome'? Can they use knowledge of this term to make suggestions for places in the world which may be biomes? Once the children are aware that the main types are tundra, desert, grassland and rain forest, can they use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be</p>	<p><u>What did the Maya do for us?</u> Can they confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references? Can they ask and answer geographical questions about the place? Can they study maps and pictures of Mexico during the time of the Maya? Can they compare and contrast with</p>		

	<p>they study maps and pictures of Victorian Liverpool? Can they compare and contrast with maps/photos of current day? Can they discuss land use and draw conclusions about the reason for this base on the human inhabitants and changing needs? Can they explain and present the differences Victorian Liverpool and present day Liverpool? Can they generate ideas for cause and effect?</p>	<p>deserts etc. Can they defend reasoning using knowledge of maps? Focus on rainforest - identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources - recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>While studying Amazon, spend lessons looking at different countries within South America. Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.</p>	<p>maps/photos of current day? Can they explain and present the differences? Can they generate ideas for cause and effect?</p>		
--	---	---	--	--	--

		<p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs - do they think these were taken close to the Equator or further away.</p> <p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.</p> <p>Select items required to survive in Antarctic conditions. Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.</p> <p>Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions.</p> <p>Design interesting and relevant studies that may be carried out in Antarctica.</p> <p>Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways (diary, report etc) on what the think life in Antarctica is like. Read real accounts and compare.</p>			
--	--	--	--	--	--

--	--	--	--	--	--	--