

## Edward Peake CofE (VC) Middle School

### Humanities Department: Y5 Geography Curriculum map

<b>1: Space and scale</b> - extend their locational knowledge and deepen their spatial awareness of the world's countries and their key human and physical features.	<b>2: Place and culture</b> - understand geographical similarities, differences and links between places through the study of human and physical geography	<b>3: Human and Physical</b> - study of human and physical features through detailed case studies and understanding how processes interact to influence and change places.	<b>4: Environment and Sustainability</b> Analysis of the 'people and environments' with a focus on the dynamic range of environments and the impacts of human activity.
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**Theme: How do I fit with the world?**  
 The purpose of this theme is to give year 5 the opportunity for some ownership as to where places are and how they link with them. This then gives pupils a greater understanding of where places are in the world but also the significance they have towards themselves and others.

Term	Topic	Intent	Steps	Concepts	Assessment
Autumn	<i>Where in the world?</i>	Knowing where places are in the world is fundamental for Geography. This study will develop pupil confidence using an Atlas, as well as reinforce valuable skills such as latitude and longitude. It will also give children a deeper understanding of the seven continents by studying a sample of them and the countries which make up them as well. They will also get to practice their skills locally using maps.	<p>Me and the world - exploring how pupils link with different levels of the world and where places of interest are.</p> <p>Me and the local area - exploring the local area and identifying key features using maps.</p>	<p>1 / 2</p> <p>1 / 2</p> <p>1 / 2 / 3</p>	<p>The World we live in - A4 profile</p> <p>Map skills quiz</p> <p>The world I live in - Infographic demonstrating everything I now know about where places are.</p>
Spring	<i>Where is my food?</i>	They will recognise which products are most popular, understand global supply chains and gain a better understanding of how this directly affects their choices as a consumer. Pupils will also gain an understanding of the term food miles and the uneven distribution of food and water globally; along with the associated problems.	<p>Where does my food come from?</p> <p>How does my food get here?</p> <p>How evenly spread is food and water?</p>	<p>1 / 2 / 3</p> <p>2</p> <p>2 / 3</p> <p>2 / 3 / 4</p> <p>1 / 2 / 3 / 4</p>	<p>Food miles infographic</p> <p>Food supply chains project</p> <p>Fairtrade farmer - Case study profile</p> <p>Sudan famine - Case study</p> <p>How fair is my food? Final assessment</p>
Summer	<i>This is Biggleswade</i>	A settlement study, using Biggleswade as an example. Pupils will learn of the origins of settlements, but also the different types of settlement and features of a town or city. There is also an opportunity for children to gain fieldwork experience by going into Biggleswade itself.	<p>Why is my town here?</p> <p>What is my town like?</p> <p>What problems is my town facing?</p> <p>How does my town compare?</p>	<p>2 / 3</p> <p>1 / 2</p> <p>2 / 4</p> <p>1 / 2 / 3 / 4</p>	<p>Settlements site factors quiz</p> <p>Biggleswade map task</p> <p>Biggleswade fieldwork report</p> <p>Biggleswade vs Hunstanton comparison task Final assessment</p>