

# Pudsey Bolton Royd Primary School Geography Long-Term Plan

## Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
Can I locate the different time zones across Earth?		
<b>Outcomes</b>		
To identify the northern and southern hemisphere. To identify the different time zones across Earth. To locate the countries with multiple time zones.		
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
<b>Overview</b>		
In this unit the children will be exploring the significance of the Northern and Southern Hemisphere and how the Earth's tilt affects seasons and identifies the different time zones. The children will understand what GMT means and explain why we have different time zones. The children will be able to identify countries with more than one time zone and locate them on a map.		
<b>Knowledge and/or Skills Covered</b>		
<b><u>Graphicacy skills</u></b> <u>Read maps</u> - Use maps and atlases, globes and digital/computer mapping to locate and describe features. <b><u>Academic skills</u></b> <u>Present information</u> -Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.		
<b>National Curriculum Attainment Targets</b>		
<b><u>Locational Knowledge</u></b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,		

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Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		
<b>Important Vocabulary</b>		
Latitude, longitude, Equator, hemisphere, sphere, season, time zones		

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
Do all natural waterways lead to the Sea?	How does Ancient Greek compare to the modern day Greece?	
<b>Outcomes</b>		
Label a model of a river	Write a paragraph how modern day Greece compares to Ancient Greece.	
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
<b>Overview</b>		
During this unit children will recap on the water cycle, explain what a river is and locate the world's longest rivers. They will explore the ways in which rivers are used around the world. Children will be able to explain the stages and features of a river by imagining the journey the water takes. The human activity impact on rivers will be studied and children will decide whether they believe this has a positive or negative effect. Children will then look at what causes flooding, how it affects people and how flooding could be prevented. Children will then research and investigate one of the world's longest rivers and explore the key characteristics it has.	During this unit the children will locate Greece on a European and World map. They will look at an Ancient Greek map from Alexander the Great and compare it to a modern-day map. The children will look at the country boundaries and look at how it has changed. They will also locate the surrounding seas.	
<b>Knowledge and/or Skills Covered</b>		
<b><u>Academic skills</u></b> <u>Ask questions</u> Ask and answer geographically valid questions (e.g. about significance, relevance, reliability, perspective). <u>Discern relevance</u> Explain the usefulness, reliability and relevance of information. <u>Present information:</u> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.	<b><u>Graphicacy skills</u></b> <u>Keys and Symbols</u> Create complex keys. <u>Read maps</u> Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/ thematic maps to illustrate an idea or discussion. <u>Digital maps</u> Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc). <u>Use images</u>	

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	<p>Carefully select images for a purpose (eg as evidence, or to show reliability)</p> <p><b><u>Academic skills</u></b></p> <p><b><u>Ask questions</u></b> Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).</p> <p><b><u>Discern relevance</u></b> Explain the usefulness, reliability and relevance of information.</p> <p><b><u>Present information:</u></b> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p>	
<b>National Curriculum Attainment Targets</b>		
<p><b><u>Locational knowledge</u></b> 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</p> <p><b><u>Human and physical geography</u></b> Describe and understand key aspects of: <u>Physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <u>Human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b><u>Locational knowledge</u></b>  Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b><u>Place knowledge</u></b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	
<b>Important Vocabulary</b>		
River, water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro-electric power, crops, transporting, recreational, source, meander, tributary, v-shaped valley, waterfall, ox-bow	Boundaries, Europe, border, Mediterranean Sea, Ionian Sea	

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lake, dam, irrigation, flood, floodplain, embankment, erosion		
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