Stanley Park Junior School Year 5 Geography

Knowledge, Skills and Understanding Progression

National Curriculum Requirements of Geography at KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

Locational knowledge (Geographical Knowledge)

- 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
- 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
- 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)

Place knowledge (Geographical Knowledge)

- 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 in North or South America

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
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork (Geographical Enquiry)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- 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

SPJS Geographical Concepts/Threads

At SPJS the threads in bold run through Year 3-6 geography units to enable children to compare different countries and deepen their geographical understanding.

- Climate
- Natural resources
- Trade
- A sense of place and scale

			Autumn Term	Spring Term	Summer Term
	Main Theme Of Learning		**European Mapping & Modern day Greece**	**Rivers**	**National Parks of the U.K.**
Disciplinary Knowledge	**Locational Knowledge**	**Substantive Knowledge**	• Use maps, atlases, globes and digital/computing mapping to recap on and locate the continents of the world and countries of Europe • Understand that the European continent is located completely in the northern and eastern hemispheres • Locate environmental regions of Europe • Children can name and locate several countries in Europe and their capitals e.g. France, Germany, Italy, Spain, Portugal, Belgium, Netherlands, Switzerland, Russia, Ukraine, Greece • Time Zones explored during space. • Use 6 figure grid references to read maps • Children learn that Greece is in southeast Europe and that it is situated on the southern tip of the Balkan Peninsula. They also learn that it is located at the 'crossroads' of Europe, Asia and Africa. • Children can locate, name and recall some of its neighbouring countries. • Understand that Greece's location affects its climate.	• Use maps, atlases, globes and digital/computing mapping to locate the major rivers of the world • Use 6 figure grid references to read maps	• Recap on the location of the U.K. within Europe, surrounding seas and countries • Children can locate on a map the major national parks of the U.K. • Children can use 6 figure grid references to read maps.

Disciplinary Knowledge	**Place Knowledge**	**Substantive Knowledge**	• Children can identify the main cities of Greece and label them on a map, including its capital Athens, and its next two major cities of Thessaloniki and Patras. • Children learn some of the main islands of Greece that may be familiar to them e.g. Rhodes, Kos, Crete, Corfu and Kefalonia • Children can name some of Greece's bordering countries	• Children focus on the Thames in London and the Congo in Kinshasa (DRC).	• Children are able to identify and label the main environmental regions of the U.K. • Children can recall the names (and counties) and location of major cities of the UK previously learnt (Birmingham, Manchester, Brighton, Leeds, Glasgow, Carlisle). • Introduce Newcastle-upon-Tyne (Northumberland) and Liverpool (Merseyside) • Children learn that national parks are areas of relatively undeveloped and scenic landscape across the country • Children can name some of the most popular UK national parks and the regions they are in.
	Human Geography		• Children learn what the EU is (and are able to name some of the member countries) and that the U.K. has left. • Children are able to identify some of the main landmarks of Europe • Children learn about trade between UK and Europe (discover where food comes from) and focus on Greece • Children understand the importance of tourism for Greece and how this has had an impact on human features • How does Athens differ from London? Size, population, infrastructure etc.	• Look at Congo and Thames and how the rivers are used in different ways e.g. transportation, and the impact/importance of river for the people • Research how the water affects the environment, settlement (urban and rural), contributes to environmental change and sustainability. • Compare how the use of rivers e.g. the Thames and Wandle have changed over time and research the impact on trade in history. • Children understand the current crisis of river pollution and the consequences of this to the environment and wildlife	• Children learn about the trade links between the UK and Europe and the world • Children learn about the human characteristics of the UK's major cities (and counties) • Children learn about the impact of tourism on national parks and the conflict that arises
	Physical Geography		• Children learn general facts about Europe as a continent e.g. that it consists of 50 countries , smallest country, largest country, most populous city, that Europe is the second smallest continent in size but the third largest in population.	• Children learn about the water cycle including transpiration. • Children learn about the importance of rivers and that they are part of the water cycle • Children are taught to use the language of rivers e.g. erosion, deposition, transportation	• Children revisit rivers and mountains of the UK • Children learn about environmental regions of the UK and the key physical characteristics • Children learn about the physical characteristics of the national parks of the UK

			• Look at bordering continents and seas – Euroasia –and that some countries span two continents • Recap on famous mountains from Year 4 (The Alps are the longest and highest mountain range that is located entirely in Europe) • Introduce some of the main rivers of Europe • Discuss the natural resources available in Europe • Mark on a map some of the most significant physical features in Europe, focusing on Greece • Identify some of the main environmental regions of Greece, land use and role of climate (urban and rural)	• Children explain and present the process of rivers • Research how the water affects and changes the environment e.g. settlements, environmental change and sustainability.	• Children learn about the natural resources available in the UK and the distribution of them around the world
	Geographical Skills and Enquiry		• Ask and answer geographical questions about the physical and human characteristics of a location. Is Europe/Greece a good place to live? • Explain own views about locations, giving reason. • Children can use thematic maps to compare and contrast areas. • Understand the 8 compass points and use symbols and a key to communicate knowledge	• Look for evidence of past river use by visiting locations e.g. Morden Hall Park and make field notes/observational notes about land/river features • Visit a river (Wandle or Thames) and explain features • Study pictures of rivers (e.g. Wandle or Thames) past and present to compare and contrast • Select a method to present the differences in transport in the area today • Record and present measurements of river width/depth • Understand the 8 compass points and use symbols and a key to communicate knowledge	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reason. • Understand the 8 compass points and use symbols and a key to communicate knowledge • Children can use thematic maps to compare and contrast areas. • Understand the 8 compass points and use symbols and a key to communicate knowledge
Vocabulary			**Review Year 3 & 4 Vocabulary**	**Review Year 3 & 4 Vocabulary**	**Review Year 3 & 4 Vocabulary**
			forest, compass point, contrast and compare, temperate, culture, scale, biome, land use, agriculture, trade, fair trade, Northern, Southern hemispheres		*key, north, south, east, west, beach, cliff, coast, sea, ocean, season, weather, town, house, port, harbour, port, equator, seaside, climate, physical, human, city,*

				region, county, Greater London, The English Channel, North Sea, Surrey, Kent, East Sussex, mountain range, peak, summit, slope, valley, altitude, Cumbria, Lake District, Scafell Pike, Ben Nevis, Mourne Mountain, Snowdon
		New Vocabulary	**New Vocabulary**	**New Vocabulary**
		Balkans, peninsula, environmental region, urban, rural, infrastructure, natural resources	Source, tributary, mouth, channel, bank, bed, upland, Oxbow lake, erosion, deposition, meander, transportation, sediment, valley, gorge, cycle, water cycle, transpiration, sustainability, pollution, natural resources, renewable energy, hydropower (DOR)	tourism, conflict