

## Year 5 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
5.2 What is life like in the Alps?	5	<ul style="list-style-type: none"> <li>To locate the Alps on a map.</li> <li>To locate the key physical and human characteristics of the Alps.</li> <li>To describe the physical and human features of an Alpine region.</li> <li>To investigate what there is to do in the local area using data collection.</li> <li>To understand similarities and differences between the local area and an Alpine area.</li> <li>To understand the human and physical geography of the Alps.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>Locate three physical and three human characteristics in the Alps.</li> <li>Research and describe the physical and human features of Innsbruck.</li> <li>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>Compare the human and physical geography of their local area and Innsbruck.</li> <li>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> </ul>	Continuous throughout. Observations. Discussions. Presentation	<b>Geography</b> <b>Locational knowledge</b> 'Pupils should be taught to: <ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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'.</li> </ul> </li> </ul>	<b>English Writing – composition</b> <b>plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own'.</b>

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<p><b>5.4</b> Why do Oceans matter?</p>	<p>5</p>	<ul style="list-style-type: none"> <li>To explain the importance of our oceans.</li> <li>To locate and describe the significance of the Great Barrier Reef.</li> <li>To explain the impact humans have on coral reefs and oceans.</li> <li>To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</li> <li>To collect data on the types of litter polluting a marine environment.</li> <li>To present, analyse and evaluate data collected.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the water cycle.</li> <li>Describe how the ocean is used for human activity.</li> <li>Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>Identify the Great Barrier Reef as part of Australia.</li> <li>Describe the benefits of the Great Barrier reef.</li> <li>Describe how humans impact the oceans and the consequences of this.</li> <li>Explain some actions that can be taken to help support healthy oceans.</li> <li>Explain which data collection method would be best for marine fieldwork and why.</li> <li>Collect data using a tally chart, photographs and a sketch map.</li> <li>Safely navigate the fieldwork environment.</li> <li>Make suggestions for how to improve a marine environment.</li> <li>Present data using a tally chart and pie chart.</li> </ul>	<p>- Modelling</p> <p>- Practical activities</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p>	<p><b>Geography</b> <b>Locational knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>	<p><b>English Writing – composition</b> Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><b>mathematics Statistics</b> interpret and construct pie charts and line graphs and use these to solve problems</p>
<p><b>5.6</b> Would you like to live in the desert?</p>	<p>5</p>	<ul style="list-style-type: none"> <li>To summarise the characteristics of a desert biome.</li> <li>To locate and explore features of deserts.</li> <li>To describe the physical features of a desert environment.</li> <li>To explain the different ways humans can use deserts.</li> <li>To describe some of the threats facing deserts.</li> <li>To explore the similarities and differences between two physical environments.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the lines of latitude where hot desert biomes are located.</li> <li>Describe the characteristics of a hot desert biome.</li> <li>Locate the largest deserts in each continent.</li> <li>Describe ways the Mojave Desert is used.</li> <li>Name and describe the physical features found in a desert.</li> <li>Identify how humans use the desert.</li> <li>Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>Recognise that the Mojave Desert has a different time zone to the UK.</li> <li>Describe some of the threats to deserts.</li> <li>Give the benefits and drawbacks of living in a desert environment.</li> <li>Identify characteristics of two contrasting</li> </ul>	<p>- Modelling</p> <p>- Practical activities</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p> <p>Journey plan</p>	<p><b>Geography</b> <b>Locational knowledge</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>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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	<p><b>Computing</b> Pupils should be taught to: <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p>

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			<p>biomes and compare land use.</p> <ul style="list-style-type: none"> <li>• Discussing if a desert environment is hospitable and why.</li> </ul>			<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Place knowledge</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> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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.</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	