

## Year 5 Geography

## Fight For Your Rights

<b>Assessment Questions</b>		
<p>- Name some of the major oceans in the world (show on world map)      What do the terms <b>trade</b> and <b>transportation</b> mean?</p> <p>- Which countries and continents were involved in the Transatlantic Slave Trade (show on a world map)? Why is it called that? Can you show me the main routes the slave traders used?      What in geography, is meant by a country's <b>resources</b> (natural and economic)? Compare some physical features of West Africa/Caribbean to Birmingham.</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b> Understand and order of the following geographical names from smallest to largest: country, continent, city, town. Know the main countries involved in the Transatlantic slave trade and in which three continents they were positioned.</p> <p>Know the names of some countries and continents that are in either the Northern or Southern hemisphere.</p> <p>Know the names of all of the major oceans (with particular focus on the Atlantic Ocean) and the position of the seven continents in the world.</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul> <p>Locate the world's countries, (North &amp; South America). Locate and study the Caribbean Islands, West Africa and countries of Europe involved in the slave trade. Use different maps (climate and temperature) to study climate of West African countries and Caribbean Islands, with reference to latitude, longitude and the equator.</p> <p>Chart the route the slave traders took across the Atlantic Ocean to the three main countries involved using a map of the area.</p> <p><b><u>Human and physical geography</u></b> <u>NC: describe and understand key aspects of:</u> ♣ physical geography, including: <u>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</u> ♣ human geography, including: <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u></p> <p>Describe important physical features of the Caribbean Islands (climate, biomes and vegetation belts, mountains etc), and explain why crops were grown there and not in the UK.</p> <p>Explain how the Transatlantic Slave Trade operated, with reference to settlement, trade links, distribution of resources (human geography), cotton and sugar.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><u>Fieldwork opportunities</u> Use Google Earth and maps/atlas to find out the size, vastness of the Atlantic Ocean. Create a fact file about the Atlantic ocean. Look at the scale of the maps used.</p>	<p>This unit is predominantly history based but does provide the children with the opportunity to understand some key aspects of human geography.</p> <p>The children learn that raw materials, such as cotton, sugar and coffee were sent from North America to Europe. Goods were manufactured in Europe and transported to West Africa. People were then enslaved in Africa and taken to North America across the Atlantic Ocean. Children could consider why goods such as cotton and sugar were grown in America (and not Europe) and then transported to other countries and how the demand for these goods facilitated the rise of the Transatlantic Slave Trade.</p>
<p><b><u>Vocabulary</u></b> <b>Atlantic Ocean, Africa, North/South America, Europe. temperature, climate, northern hemisphere, southern hemisphere, equator, trade routes, enslaved people, resources, population, settlement, biomes transportation</b> <b>Geography Core Concepts:</b> Resources (natural and economic) Population Settlement Environment (biomes) Climate</p>		

## Year 5 Geography

## All the World's A Stage

<b>Assessment Questions</b>		
<p>- Where is Stratford Upon Avon? Show me on a UK map. Describe it in relation to other cities in the UK using compass directions.</p> <p>- What does topographical mean? What does a topographical map show us? Can you describe some topographical features (physical features) around Stratford area?</p> <p>- How has land-use changed over time in Stratford? Why? Which river is important when thinking about Stratford Upon Avon? Why was it important in Tudor times?</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Geographical Skills and Fieldwork</u></b>            Know the location of Stratford in relation to other key cities in the UK using different types of map.</p> <p>Identify key topographical features around Birmingham/Stratford (including hills, mountains and rivers).</p> <p>Know that compass points are used to describe the position of landmarks in relation to one another.</p> <p>Know the names of the eight compass points.</p> <p><b><u>Human and Physical Geography</u></b>            Know that Stratford has changed over time and explain some changes in land use.</p> <p><b><u>Vocabulary</u></b>  <b>North, South, East, West, NE, SE, NW, SW town, city, location, land use, physical features, human features, rural, urban, population, estuary, mouth, source, river bank</b>  <b>Geography Core Concepts:</b> Resources (natural and economic) Physical Processes            Population Land-Use Environment</p>	<p><b><u>Locational knowledge</u></b>  <b>NC: 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</b></p> <p>Label Stratford and some major cities on a map of the UK.            Describe the location of Stratford in relation to other key cities in the UK using the 8 compass points.            Compare a modern-day map of Stratford upon Avon to one from Tudor times and identify changes in land use patterns/housing/ road networks etc. Describe ways in which Stratford's land use has changed over time and why.</p> <p><b><u>Human and Physical Geography</u></b>  <b>NC: 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</b></p> <p>Name and describe physical features of Stratford and its surrounding area (use different maps e.g. topographical).            Explain why the river Avon is so important to Stratford now and why it would have been important to the Tudors.</p> <p><b><u>Geographical skills and fieldwork</u></b></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 the eight points of a compass, four and six-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</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>Find and recognise places on maps of different scales of Stratford then and now / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><b><u>Fieldwork Opportunities Trip</u></b>            Study maps before the trip and during trip. Visit Mary Arden's House and Stratford upon Avon where they take photos/ make sketches of the area and the River Avon.</p>	<p>In this topic the children deepen their locational knowledge of the UK and learn more about Stratford upon Avon comparing it to the city of Birmingham. They will know that Stratford upon Avon is relatively rural in comparison to Birmingham and will have some knowledge of its size, population and location in relation to Birmingham and on a map of the UK. They will learn that the River Avon runs through Stratford and its importance in the Tudor times as well as now, learning some basic facts such as length, mouth, source and uses. This topic also gives children the opportunity to revise and practise using 8 figure compass points.</p>

## Year 5 Geography

## The Islamic Golden Age

<b>Assessment Questions</b>		
<ul style="list-style-type: none"> <li>- <i>Where is the Middle East? Why is it called that? Show on a world map. Name some countries and their continents in the Middle East.</i></li> <li>- <i>What is the Silk Road and why was it essential? Where are the Euphrates and Tigris rivers? Why did people build settlements near them?</i></li> <li>- <i>Which country is Baghdad the capital of? What was the country called before? Why is it so strategically placed?</i></li> <li>- <i>Why was Baghdad a pioneering type of settlement? Describe how it was built. Describe some physical features of Bagdad (climate, biomes)?</i></li> </ul>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b>            Know where the Middle East is on a world map and know some of the names of the countries found within it.            Know which continents the countries of the Middle East.</p> <p>Know the route of the Ancient Silk road, naming some countries/continents it went through and understand which countries traded which goods.</p> <p>Know the position of the Euphrates and Tigris rivers and which countries they flow through. Know the reasons why people built the settlement which became Baghdad next to the two rivers.</p> <p>Know that Baghdad is the capital city of Iraq.</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <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</b></li> </ul> <p>Locate some of the world's countries (focus on the Middle East) and label on a map.            Locate the Middle East on a map of the World and understand its position in relation to China (and the Silk Road).</p> <p>Chart the Silk trade routes and distribution of resources.</p> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• <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 ♣ 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</b></li> </ul> <p>Understand and give reasons why communities built early settlements near to the Euphrates and Tigris Rivers.</p> <p>Describe how city of Baghdad was built and made it different to other early cities (land use, built in a circle, architecture etc)            Use different types of maps to explore the climate, river, biome and other significant physical features of Baghdad and Iraq.</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></li> </ul> <p><b><u>Fieldwork Opportunities</u></b>            Explore aerial photographs of Baghdad nowadays and pictures of the city and House of Wisdom and the Euphrates and Tigris rivers.</p>	<p>In this topic the children will learn that Baghdad was strategically located and built between Asia and Europe and was a centre for trade and academic achievement over a thousand years ago.            They will explore its links to the Silk Road and will chart its route on a map. Children will consider why Baghdad (known as the round city) was built beside the Tigris and Euphrates Rivers. Not only was Baghdad a significant place for trade but it was a pioneering settlement, built in two semi-circles with a mosque in its centre. The House of Wisdom (at its centre) was a place dedicated to learning and scholarship and many faiths and religions lived peacefully there. The children will also develop their locational knowledge of the Middle East and the countries it contains.</p>
<p><b><u>Vocabulary</u></b>            The Middle East (Turkey, Cyprus, Syria, Iraq, Iran, Saudi Arabia, Israel, Egypt, Sudan, Libya and many others) Silk Road, import, export, trade, Tigris, Euphrates Baghdad, trade routes, land use</p> <p><b><u>Geography Core Concepts:</u></b> Resources (natural and economic) Settlement Climate Population Land-Use Environment (biomes)</p>		

## Year 5 Geography Earth Explorers

<b>Assessment Questions</b>		
<p>- Name and describe some different mountain ranges in the UK and the world (show on maps). What is the height of the tallest mountain in the world?</p> <p>- What is a biome? How is Snowdonia different to the mountains of the Alps? Show on maps.</p> <p>- Name and describe the different layers of a rainforest. Where are the Brazilian rainforests in relation to the equator/Tropics of Cancer and Capricorn and why is this important?</p> <p>- What is deforestation and why is it happening?</p>		
KNOW	DO	UNDERSTAND
<p><b><u>Locational Knowledge</u></b>            Know the names of different mountain ranges within the UK and some across the world.            Know the location of the world's main rainforests.</p> <p><b><u>Human and Physical Geography</u></b>            Know that a tropical rainforest is an example of a biome. (A biome is a large region of Earth that has a certain climate and certain types of living things.            Major biomes include tundra, forests, grasslands, and deserts. The plants and animals of each biome have traits that help them to survive in their particular biome.)</p> <p>Know the names of the layers of the rainforest.            Know the Brazilian rainforests position in relation to the equator, tropic of Cancer and tropic of Capricorn.</p> <p><b><u>Vocabulary</u></b>  <b>Mountains, u shaped valleys, glaciers, Alps, Snowdonia Tropical rainforest, biome, climate, equator, tropic of Cancer/Capricorn Layers of the Rainforest – forest floor, understory, canopy, emergent, deforestation</b>  <b>Geography Core Concepts:</b> Resources (natural and economic) Physical Processes Environment Climate</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul> <p>Find major mountain ranges using maps/atlasses of the world.            Use different types of maps in atlases to explore the land height of some mountains (Alps, Snowdonia, Nevis)</p> <p>Using atlases and world maps, identify the position of the world's largest rainforests.            Understand the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn when identifying the position of the South American rainforests.</p> <p><b><u>Place knowledge</u></b>  <b>NC: 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</b>            Explore similarities and differences of a settlement on the Amazon river with Stratford Upon Avon (draw on knowledge from previous topic), exploring human and physical geography.</p> <p><b><u>Human and physical geography</u></b>  <b>NC: describe and understand key aspects of:</b> ♣ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b> ♣ <b>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</b>            Explain how the mountain ranges were formed (glaciers and U shaped valleys)            Label and describe layers of the rainforest.            Describe physical features of the rainforest (climate, biome, river).            Describe the process of deforestation, why it is happening, and the effect it has on the wildlife and community.</p>	<p>In this topic children learn what a rainforest looks like, where in the world it can be found and what its physical features are. They gain more understanding that a rainforest's climate is directly related to its position in the world with reference to the equator, Tropic of Cancer and Capricorn. Knowing which continents rainforests can be found in, will further deepen the children's locational knowledge of the world. Children link this to their knowledge about earth and its position in the Solar system – how the equator is always closest to the sun etc. They will consider the effect deforestation is having on the rainforest's wildlife and community. Is it sustainable?</p>

