

# Geography

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*“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”*

**Barack Obama**

<p style="text-align: center;"><b>Autumn Y5</b> <b>Topic title – Europe and the wider world</b></p>	<p style="text-align: center;"><b>Spring Y5</b> <b>Topic title – North West Region Local Study</b></p>	<p style="text-align: center;"><b>Summer Y5</b> <b>Topic title – South America (The Amazon River)</b></p>
<p style="text-align: center;"><b><u>Previous learning</u></b></p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom. I can identify similarities and differences between a UK region and another European country.</p>	<p style="text-align: center;"><b><u>Previous learning</u></b></p> <p>I can explain the difference between cities, towns and villages. I can explain why people choose to live in a place.</p>	<p style="text-align: center;"><b><u>Previous learning</u></b></p> <p>I can use the correct geographical words to describe a place</p>
<p style="text-align: center;"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I know the countries that make up the European Union and its role as a key global player.</p> <p><u>Place</u> I can compare and contrast two different capital cities (London and Paris).</p> <p><u>Human/Physical</u> I can research a European country to understand its physical and human features.</p> <p><u>Skills/fieldwork</u> I can find answers to my own geographical questions.</p>	<p style="text-align: center;"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I can identify the position and significance of latitude and meridian of longitude.</p> <p><u>Place</u> I can compare and contrast my local area with another in the NW (i.e. Partington/Huyton and Blackpool/Southport/Kendal etc).</p> <p><u>Human/Physical</u> I can map land use of my local area, with my own criteria using geographical terminology.</p> <p><u>Skills/fieldwork</u></p>	<p style="text-align: center;"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I can locate South America on a world map and its major river, The Amazon using geographical terminology i.e. southern hemisphere, equator and reference to its biome.</p> <p><u>Place</u> I can locate and name the main countries in South America on a world map and atlas.</p> <p><u>Human/physical</u> I can explain the vegetation belts in a locality and the pressures on conservation</p> <p><u>Skills/fieldwork</u></p>

	I can use Ordnance Survey symbols and 6 figure grid references.	I can use data to compare and contrast the Amazon climate to the UK.
<p style="text-align: center;"><b><u>Key assessment questions</u></b></p> <p>Q. Can you explain the common features of capital cities?</p> <p>Q. Can you locate Europe on the world map?</p> <p>Q. Can you name some of the countries that make up the European Union?</p> <p>Q. Can you confidently describe a country of the Europe referring to its physical and human features?</p>	<p style="text-align: center;"><b><u>Key assessment questions</u></b></p> <p>Q. Can you use 6 figure grid references to locate features on a map?</p> <p>Q. Can you confidently explain the lines of longitude and latitude?</p> <p>Q. Using geographical terms, describe your local area.</p> <p>Q. Can you describe the features of a contrasting location using geographical terms?</p>	<p style="text-align: center;"><b><u>Key assessment questions</u></b></p> <p>Q. Can you explain what a biome is and where they are located on a world map?</p> <p>Q: What are some key facts about the Amazon river?</p> <p>Q: what are the conservation concerns in the Amazon Basin?</p> <p>Q: What are the lines of latitude that cover South America and the Amazon in particular?</p>

<p align="center"><b>Autumn Y6</b> <b>Topic title – Land Use</b></p>	<p align="center"><b>Spring Y6</b> <b>Topic title – Climate Change</b></p>	<p align="center"><b>Summer Y6</b> <b>Topic title – North America</b></p>
<p align="center"><b><u>Previous learning</u></b></p> <p>I can compare and contrast my local area with another of the North West and identify the position and significance of latitude/longitude and the meridian. I can map land use in my local area.</p>	<p align="center"><b><u>Previous learning</u></b></p> <p>I can explain vegetation belts in a locality and the pressures on conservation.</p>	<p align="center"><b><u>Previous learning</u></b></p> <p>I can compare and contrast two different capital cities. I can research a European country to understand its physical and human features.</p>
<p align="center"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I can identify key topographical features and land use patterns of a known area.</p> <p><u>Place</u> I can compare key topographical features and land use patterns of two contrasting localities (Russia/area of choice).</p> <p><u>Human/Physical</u> I can explain how biomes have influenced the way land is used.</p> <p><u>Skills/fieldwork</u> Using a range of media, I can plot key human and physical features of an area on a map.</p>	<p align="center"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I can explain how climate change has impacted the world in different ways.</p> <p><u>Place</u> I can explain the impact humans have had on physical features globally.</p> <p><u>Human/physical</u> I can explain how climate change has impacted the human and physical features of an area through a case study eg. The Aral Sea.</p> <p><u>Skills/fieldwork</u> I can use historic and current maps to evidence the impact climate change has had on the environment.</p>	<p align="center"><b><u>Curriculum objectives derived from National Curriculum</u></b></p> <p><u>Locational</u> I can use lines of latitude and longitude to identify time zones.</p> <p><u>Place</u> I can identify similarities and differences of a North American city and rural region.</p> <p><u>Human/Physical</u> I can explain how countries in North America are key global players.</p> <p><u>Skills/fieldwork</u> I can use digital technology and maps to research (trade links, economic activity, mountains, rivers and energy distribution) an area in North America.</p>
<p align="center"><b><u>Key assessment questions</u></b></p>	<p align="center"><b><u>Key assessment questions</u></b></p>	<p align="center"><b><u>Key assessment questions</u></b></p>

<p>Q. Can you explain the difference between topographical features and land use?</p> <p>Q. Can you identify 2 topographical features and land use patterns in contrasting localities?</p> <p>Q. How does a biome influence the way land is used?</p> <p>Q. Are human and physical features at the centre or the edge of a locality? Why do you think this?</p>	<p>Q. Can you give examples of how climate change has impacted the world?</p> <p>Q: Do humans always have a negative impact on physical features? Why?</p> <p>Q: Can you give scientific evidence for how the area studied has been impacted by climate change?</p> <p>Q: Looking at the maps, can you describe what you can see?</p>	<p>Q. Can you explain why the time is different in North America, the UK and Australia using key vocabulary: Greenwich Meridian, Northern Hemisphere, Southern Hemisphere, latitude and longitude?</p> <p>Q. Why is the population density of North America so varied?</p> <p>Q. What is a key global player and why are Canada and the USA so important?</p> <p>Q. Does economic activity vary in different regions of North America? Why do you think this is?</p>
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