



Year 5: Geography



Autumn Term – Rivers Enquiry - *What is a river?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Geography, the children will understand the features and processes connected to rivers. They will learn how a river changes from source to mouth, the role that rivers play in supporting wildlife, the role of rivers in the water cycle and the impact of river flooding in developing countries. Throughout this unit, the children will develop geographical skills such as data collection / representation, map reading and the identification / explanation of physical changes. The children will look at rivers in a range of areas including Metropolitan England, Rural Scotland and Bangladesh.</p>	<ul style="list-style-type: none"> • How the course and physical features of a typical river change from source to mouth • Why these physical features are formed • How to collect data at various points along a stream to show graphically how the river changes • How to create a simple cross section across a river • What an estuary is • The main physical and human uses of estuaries • Why estuaries are such an important habitat and ecosystem for wildlife • What the water cycle is • How rivers play an important part in the water cycle • Where the famous meander 'Isle of Dogs' is located along the River Thames • How and why the land uses and economic activities of the Isle of Dogs has changed over time • Why the port and docks of London declined and closed very quickly in the 1950s and 1960s • Where in the world Bangladesh is located and the rivers that flow through it • Why Bangladesh suffers from serious annual river flooding • What is being done in Bangladesh to manage and control river flooding 	<p>Synthesise: Bring together a range of ideas and facts from different sources to develop an argument or explanation about what a river is.</p> <p>Explain: Demonstrate understanding of how the river is structured.</p> <p>Empathise: The capacity to place oneself impartially in another's position to better understand how they have been affected by flooding in their area.</p> <p>Informed conclusion: A knowledgeable summing up of the main points or issues about the impact of flooding.</p> <p>Reasoned judgement: A personal view or opinion about something supported by factual evidence.</p> <p>Justify: Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply: The transfer of knowledge and/or skills learned in one context to help make sense of what is being done in Bangladesh to manage the control of river flooding.</p> <p>Evaluate: Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique: Review and examine critically what would happen if the River Thames froze.</p> <p>Hypothesise: Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>

Sequence:

In year 4, children will have learnt about the water cycle in their science lessons which will help the children understand why rivers are so important to the water cycle. Children will have also had some exposure to reading maps and collecting data. They will have learnt about habitats which will then help them to understand why river estuaries are such an important place for wildlife.

Vocabulary: Landscape, Hazard, Course, Estuary, Profile, Habitat, Ecosystem, Pollution, Water cycle, Confluence, Port, Environment, Distribution, Location, Processes, Interdependence, River, Interaction, Trade, Economic activity, Transport, Settlement, Erosion, Land use, Relief

Spring Term – National Parks

Enquiry- Why does Britain have National Parks?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>The children are studying National Parks and reflecting on their role in modern Britain. They will compare them with similar schemes in other countries. They will look at the people that look after them and consider how conflicting interests shape out use of land.</p>	<ul style="list-style-type: none"> • The names and locations of the fifteen National Parks of Great Britain • How the distribution of National Parks compares with the distribution of uplands and urban areas • Why areas of Great Britain are chosen as National Parks • The main distinctive physical features of National Parks • What the term 'cultural heritage' means • Why cultural features are also important human features of National Parks • The distinctive physical and cultural features of their closest National Park • The three aims or purposes of National Parks • That sometimes these three purposes of National Parks conflict with each other • That because of this potential conflict National Parks have to be carefully managed • How National Parks are managed • The main land use of National Parks • Why farming and farmers are important in helping to achieve the aims of the National Parks • How and why National Parks in the USA are similar to and different from National Parks in Great Britain 	<p>Synthesise: Bring together a range of ideas and facts from different sources to develop an argument or explanation for why National Parks are important.</p> <p>Explain: Demonstrate understanding and comprehension of how or why something makes it a National Park.</p> <p>Empathise: The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values)</p> <p>Informed conclusion: A knowledgeable summing up of the main points or issues that may arise about National Parks.</p> <p>Reasoned judgement: A personal view or opinion about whether you agree with paying for National Parks, supported by factual evidence.</p> <p>Justify: Give reasons to show or prove what you feel to be right about the above.</p> <p>Apply: The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p> <p>Evaluate: Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique: Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise: Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth</p>

Sequence: In previous year groups, children will have already learnt about urban and rural areas and comparing these together in their Kampong Ayer topic in year 2. They will have also learnt about human and physical features in Year 4 and comparing these. They will have been exposed to the terms 'environment, region, location, economic activity' already. In some cases, some children may have already visited National Parks and be aware of what they are and whereabouts they are. They will have used a map previously to find locations.

Vocabulary: Landscape, Agriculture, Industry, Urban, Rural, Remote, Enhance, Conflict, Management, Vegetation, Physical feature, Human feature, Land use, Environment, Conservation, Cultural heritage, Region, Location, Economic activity, Sustainability, Distribution, Tourism, Leisure, Natural Resources.

Summer Term – Climate Change

Enquiry – *How is Climate change affecting the world?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>The children will focus on the climate emergency in their Geography unit this term. They will find out and explain why global warming happens and then explore how it impacts on the lives of people across the world. They will look at how it has affected agriculture, increased the intensity and frequency of bushfires and its effects in the UK. They will finish by evaluating the impact of government promises made at COP26. Finally, they will devise and enact local action which will contribute to reducing the impact of the climate emergency in their locality.</p>	<ul style="list-style-type: none"> • The difference between weather and climate • The climate of polar, temperate and tropical regions • The greenhouse effect and global warming • How climate change is different from global warming • Some of the changes being caused by climate change in Gambia and their impact on people • Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people • Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people • Some of the changes being caused by climate change in Greenland and their impact on people • Countries around the world where weather patterns have been affected by climate change • How countries around the world are acting to reduce global warming • How individuals, families and communities like schools are taking action to reduce global warming • What the UK government is doing on a national level to reduce carbon emissions 	<p>Synthesise: Bring together a range of ideas and facts from different sources to develop an argument or explanation about Climate Change.</p> <p>Explain: Demonstrate understanding of how or why we are going through climate change as a result of synthesising information.</p> <p>Empathise: The capacity to place oneself impartially in Greta Thunberg’s position and her views on Climate Change to better understand her motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion: A knowledgeable summing up of the main points or issues about Global Warming and Climate Change.</p> <p>Reasoned judgement: A personal view or opinion about Climate Change, supported by factual evidence.</p> <p>Justify: Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply: The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p> <p>Evaluate: Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique: Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise: Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>

Sequence: In year 4 children will have looked at the topic; ‘How does the weather affect our lives?’ and will have touched on how humans can affect the environment. Children will have previously looked at countries on a map and around the world.

Vocabulary: Climate, Environment, Processes, Interdependence, Interaction, Economic activity, Settlement, Land use, Energy, Sustainability, Region, Carbon footprint, Scale, Landscape, Renewable, Conservation, Estuary, Hazard, Drought, Desertification, Country