Year 5: Geography

Block 1– Spatial Sense

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
In this unit children will look again at lines of longitude and latitude and will learn more about the Prime Meridian and why it was agreed. They will explore coordinates and will use them to identify locations on a map. They will reconnect to their previous learning about map scale and will have opportunities to secure their understanding of calculating distance on a map. As children work through KS2 geography they will use and apply their geographical skills, such as map reading, using symbols, grid references etc in many different contexts as they learn about places around the world. Over time children will get better at the skill of map reading using a wide range of maps as they learn more and remember more of the curriculum	• To be able to read and understand how to use a range of maps • To understand that cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south. • To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres. • To use coordinates to locate places on a map. • To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface. • To interpret a relief map and know that it shows the height of land.	**Geospatial Awareness**: Reconnecting with concepts of the poles, equator, and lines of longitude and latitude to identify regions globally. **Understanding of Geographic Information Systems (GIS)**: Introducing the concept of GIS and its relevance in mapping and location identification. **Coordinating Skills**: Learning to use coordinates to accurately locate places on a map, reinforcing the importance of longitude and latitude. **Map Reading Proficiency**: Developing skills in reading and interpreting various types of maps, including Ordnance Survey and relief maps. **Scale Calculation**: Understanding and calculating distances on maps using scale, differentiating between small and large scale representations. **Critical Thinking about Cartography**: Engaging in reflective writing about the considerations a cartographer must make when creating maps. **Application of Knowledge**: Applying previously learned skills to new contexts, enhancing overall geographical literacy and understanding.

Sequence:

This unit builds on all of the previous spatial sense units as children learn and remember more over time. In Year 2 children looked at maps of the school site and the four-point compass, in Year 3 they learned about the eight-point compass and grid references. In Year 4 children learned about lines of latitude and longitude and
revisited the equator and the poles. They practiced using grid references and learned how to read and use map scale. Children then used their geographical understanding to look at change over time in their local area.

Vocabulary:

Prime meridian lines, lines of longitude and latitude, co-ordinates, Eastern/Western hemisphere, relief maps.

Block 2– Mountains

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit focuses on the study of mountains, building on prior knowledge through a series of structured lessons. In the first lesson, pupils learn about the definition and grouping of mountains, identifying major ranges such as the Andes, Alps, and Rockies. The second lesson delves into the Alps	• To know that a mountain is a large landform that rises above surrounding land. • To know that the Alps are the largest mountain range in Western Europe. • To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's • tallest mountain (above sea level) • To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America.	**Map Reading**: Pupils will practice locating mountain ranges on maps and understanding their geographical context. **Research Skills**: Pupils will gather information about specific mountains, historical figures, and geographical processes. **Analysis and Comparison**: Pupils will compare different mountain ranges based on age, erosion, and geographical features. **Critical Thinking**: Pupils will engage in discussions about the challenges of mountain climbing and the significance of historical

and Mont Blanc, featuring Otzi, the ancient man preserved in ice. Pupils then explore the Himalayas and Mount Everest, discussing the challenges of high-altitude climbing. The unit also covers the Andes and Appalachian Mountains, highlighting differences in their ages and erosion. Finally, pupils examine Mount Kilimanjaro and related geographical features.	• To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.	discoveries like Otzi. **Communication**: Through written assessments, pupils will articulate their understanding of mountain characteristics and differences effectively.

Sequence:

This unit will build on prior knowledge from studying Rivers in Year 3, the Seven Continents in Year 1 and ongoing locational knowledge from units such as Western Europe in 3. Children identified the Alps in Year 3 Mediterranean Europe and learned about the Ural Mountains in Year 4 Eastern Europe. This unit will provide some foundational knowledge for forthcoming units such as North and South America and Africa in Year 6

Vocabulary:

Peak, range, erosion, topography, plate boundary, Machu Picchu, Mount Kilimanjaro

Block 3- UK Geography – East Anglia, Midlands and Yorkshire

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit focuses on the geography of different regions in England, building on prior knowledge through structured lessons. Pupils explore the flat terrain of East Anglia and its unique rainfall patterns, learning about local agriculture. Then they will learn the historical landscape changes in the Fens, emphasising East Anglia's role as "Britain's Breadbasket." Next, they will be learning about the Midlands, highlighting its industrial history and the significance of canals. Children will then contrast this with the physical geography of Yorkshire and Humberside, linking to historical events in York. Finally they will examine infrastructure, such as the Ribblehead Viaduct and Humber Bridge, showcasing human adaptation to environmental challenges. The unit concludes with assessments that encourage pupils to apply their knowledge of English landscapes.	• East Anglia is a region of the UK that is very flat. The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as 'breadbasket of Britain'. • The Midlands is an area with many businesses in towns and cities, and also rural areas. Birmingham is a large city in the Midlands. • Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. • The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.	G**eographical Features**: Understanding the physical characteristics of different regions in England, such as the flat terrain of East Anglia, the industrial landscape of the Midlands, and the topography of Yorkshire and Humberside. **Climatic Patterns**: Recognising how rainfall patterns affect agriculture, particularly in East Anglia, and the significance of these patterns in shaping local economies. **Human Impact on Landscapes**: Examining historical changes to the landscape, such as the draining of marshes in the Fens and the role of industry in shaping regions like the Midlands. **Infrastructure Development**: Understanding the significance of structures like the Ribblehead Viaduct and Humber Bridge in addressing geographical challenges and facilitating transportation. **Historical Context**: Linking geographical features to historical events, particularly in regions like York, and understanding how history and geography intersect. **Map Skills**: Using topographical and thematic maps to analyse and compare different regions, enhancing spatial awareness and locational knowledge. **Interconnection of Human and Physical Geography**: Exploring the relationships between human activities and their environmental contexts, fostering an understanding of how geography informs societal development.

Sequence: This unit builds on children's understanding of UK geography and looks closely at the following regions of England; East Anglia, The Midlands, Yorkshire and Humberside. In previous units children have studied the UK and the British Isles in KS1, the South West of England in Year 3, Northern Ireland, London and the South East in Year 4. In Year 6 children will study a unit on British Geographical Issues which will build on their knowledge of the regions of the UK as they learn about national issues.

Vocabulary: Industry, arable farming, pastoral farming, mining, national park, viaduct, valley, relief map, population, topography.

Block 4– Australia

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
In this unit, children will explore Australia's geography by using maps to identify key settlements, such as Canberra, as well as various biomes and rivers. They will study physical features like deserts, rainforests, and mountains, and learn about the cultural significance of Uluru to Aboriginal people. The unit will also cover climate challenges, particularly unreliable rainfall affecting irrigation and farming, and analyse population distribution across urban and rural areas. Throughout the lessons, students will encounter and practice new vocabulary related to physical and human geography, while reflecting on the impact of colonisation on Aboriginal populations and the ecological issues caused by invasive species like rabbits.	• Australia is a large country and is very diverse. • After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. • Australia's biodiversity is under threat from invasive species, climate change and urbanisation.	**Map Reading and Interpretation**: Pupils will learn to use maps to identify key settlements, biomes, and rivers in Australia, enhancing their spatial awareness. **Geographical Analysis**: Pupils will analyse physical features (like deserts and rainforests) and climate challenges, developing their ability to connect geographical factors with human activities. **Cultural Understanding**: Pupils will explore the cultural significance of sites like Uluru, fostering respect for Aboriginal perspectives and histories. **Population Mapping**: They will examine population distribution, comparing urban and rural areas to understand how geography influences settlement patterns. **Vocabulary Development**: Through engaging with new terminology related to geography, pupils will enhance their communication skills in discussing physical and human features. **Critical Reflection**: Pupils will reflect on the impacts of colonisation and ecological issues, encouraging critical thinking about historical and contemporary challenges in Australia.

Sequence: Building on children's understanding of the seven continents from Year 1 and subsequent world geography including studies of Europe and Asia, in this unit children will study the human and physical geography of Australia. Later they will study North and South America and Africa.

Vocabulary:
Industry, aboriginal people, colony, settler, mining, The Commonwealth, biome, Uluru

Block 5– New Zealand and the South Pacific Islands

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit focuses on the geography and culture of New Zealand and the South Pacific Islands, building on prior knowledge from previous lessons. Pupils will start by locating New Zealand in the South Pacific and learning about its remote settlement history and geological features, including volcanoes and geysers. They will explore the Māori culture, including	• New Zealand is located in the South Pacific Ocean. • New Zealand has volcanoes, geysers and can experience earthquakes. • Scientists think Maori people came from Polynesia to New Zealand around 700 years ago. • New Zealand has a temperate climate with lots of rainfall and sunshine. • Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean	**Map Reading and Interpretation**: Students will locate New Zealand and the South Pacific Islands on maps, identifying key geographical features and settlements. **Geographical Analysis**: Pupils will analyse physical characteristics such as volcanic activity, plate tectonics, and climate, developing an understanding of how these factors shape the environment. **Cultural Understanding**: Pupils will explore Māori culture and traditions, as well as the historical context of European colonization, fostering an appreciation for diverse perspectives.

their traditions and the impact of European colonisation. The unit covers plate tectonics and the causes of earthquakes, using the 2011 Christchurch earthquake as a case study. Pupils will also examine New Zealand's climate and biomes, including the challenges posed by invasive species to native wildlife like the kiwi. Finally, they will learn about the broader South Pacific Islands, their geological formation, tourism significance, and environmental issues like rising sea levels.		**Research Skills**: Pupils will engage with various sources (maps, videos, articles) to gather information about geological events, such as earthquakes, and their impacts. **Critical Thinking**: Pupils will assess environmental issues like invasive species and climate change, considering their effects on ecosystems and human populations. **Comparative Analysis**: Pupils will compare the geography, climate, and biomes of New Zealand with those of other regions, deepening their contextual knowledge.

Sequence: Previously children have studied India and China in Year 3, Japan in Year 4, and Australia in Year 5, this unit builds on that knowledge. Children will learn about the physical geography of New Zealand and plate tectonics theory.

Vocabulary:
Maori, Earthquake, tectonic plates, tsunami, biome, industry, commonwealth

Block 6- Local Study

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit guides pupils in exploring their local geography through a series of structured lessons. In the first lesson, they recap their knowledge of Ordnance Survey maps to identify local features and understand the role of a local councillor, focusing on a specific community issue like litter or traffic. The second lesson involves fieldwork to observe land use around their school, culminating in a sketch map. In the third lesson, pupils discuss local concerns identified during their walk, leading to data collection in the fourth lesson, where they conduct surveys on issues like traffic or shop types. Finally, in the fifth lesson, they analyse and graph the data collected, reinforcing the importance of both quantitative and qualitative data. The unit concludes with an assessment task where students write a letter to a local councillor, using their findings to communicate their concerns effectively.	• To use my knowledge from fieldwork to explain an important local issue. • To understand that geographers think about problems in local areas and suggest ways they can be solved. • To know a graph is a mathematical drawing that shows information using lines, shapes and colours	**Map Skills**: Understanding and using Ordnance Survey maps to identify geographical features and land use in their local area. **Fieldwork Techniques**: Conducting observational studies and gathering data in the local environment, including sketch mapping. **Data Collection**: Designing and implementing surveys to collect both quantitative (numerical) and qualitative (descriptive) data on local issues. **Data Analysis**: Analysing collected data and using various methods to visually represent it, such as creating graphs or charts. **Communication Skills**: Writing a formal letter to a local councillor, articulating findings and concerns, which helps students practice how geographers communicate their ideas and advocate for community issues. **Critical Thinking**: Discussing and evaluating local concerns, reflecting on their implications for the community and the environment.

Sequence:

This unit builds on knowledge of the local area that children have developed in KS1 and in KS2. It builds on map drawing skills taught in the spatial sense units previously taught. Data gathering, analysis and graphing are skills that children will have developed in mathematics and in this unit they will apply them to a geographical context. Studying locally relevant issues will support children's learning in Year 6 when they study geographical issues in the UK such as litter, air pollution, waste and climate change.

Vocabulary:

Sketch map, graph, analyse, data, fieldwork, local councillor, resident