Year 5 Curriculum Map
Geography

Year 5 – Our Local Area				
Lesson Title	**National Curriculum Reference**	**Lesson Outcomes**	**Rocket Words Covered**	**Resources Needed**
What would a geographer say about our local area?	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Read and interpret maps - Understand keys and symbols on maps - Draw human and physical features on a map	communicate geographer human feature landmark physical feature	Atlases, online maps, sticky notes, large sugar paper, a blank local area map and the handouts.
What are grid references and how do they work?	Use the eight points of a compass, four-figure 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	- Identify key features of a map - Read four-figure and six-figure grid references on a map - Identify locations on a four-figure and six-figure grid referencing map	compass grid references landmark ordnance survey route	Pens, pencils, Ordinance Survey maps of the local area, rulers and handouts.
How can we use grid references?	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-	- Locate landmarks on a map using four-figure grid references - Locate landmarks on a map using six-figure grid references - Identify locations and locate landmarks on a map using six-figure grid references	grid reference key landmark scale symbols	Pens, pencils, Ordinance Survey maps of the local area, rulers and handouts.
Fieldwork: What is located where we live?	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Read a map and identify landmarks - Use a map to plan a route - Research physical and human features in the local area	fieldwork route local area mapwork research	Pens, pencils, clipboards for handouts, handouts and local maps.
How do geographers communicate their fieldwork?	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Interpret data to communicate findings - Create charts and graphs to present findings - Explain what fieldwork reveals about the geography of a local area	communicate data geographer graph results	Copies of the previous lesson's data, handouts, pens and pencils.
Assessment: What is it like to visit our local area?	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	- Identify the physical and human features of a local area - Describe the physical and human features of a local area - Draw maps and diagrams to show the physical and human features of a local area	community brochure geographical local area local councillor	Examples of holiday brochures, handouts, pens, colouring pens/pencils, pencils and paper for the brochures.

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Year 5 – Our Connected World				
Lesson Title	**National Curriculum Reference**	**Lesson Outcomes**	**Rocket Words Covered**	**Resources Needed**
How do geographers locate places around the world?	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) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Read and label maps - Use latitude and longitude lines to identify areas of the world - Use key vocabulary to identify locations on a map	equator globe hemisphere latitude longitude	Balloons, newspaper, PVA, blue and green paint mixed with glue, paintbrushes, strips of paper, handouts, pens and pencils.
Why do we have different time zones around the world?	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)Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Explain what a time zone is - Explain how time zones were created - Investigate what different people are doing around the world at the same time	jet lag location Prime Meridian time zone travel	Pens, pencils, glue sticks and handouts.
How are natural resources distributed around the world?	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	- Explain what a natural resource is - Investigate where natural resources come from - Identify what would happen if resources could not be distributed around the world	energy minerals natural resources non-renewable resources trade	Handouts, pens, pencils, tablets or computers and internet access.
What is global trade?	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	- Explain what is meant by global trade and food miles - Investigate the journey food and other products take to get to our shops - Discuss the positive and negative impact of global trade	fair trade food miles global trade origin trade	Fruit and vegetables, pens, pencils, handouts, tablets or computers and paper for posters.
How do extreme weather events impact trade?	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	- Identify extreme weather events and explain how these happen - Investigate the effects on trade when extreme weather occurs - Explain the effects on trade when extreme weather occurs	climate change drought extreme weather impact shortage	Pens, paper, handouts and tablets or computers.
Assessment: How is our world connected?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	- Explain how countries support each other through travel and trade - Research where food and everyday objects are sourced from - Plan and design a board game based on trade	equator latitude longitude natural resources time zone	Paper or card, pens, pencils, split pins, craft items and tablets or computers. Optional: a printout of a world map

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Year 5 – Our Blue Planet				
Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words Covered	Resources Needed
Why are our oceans important?	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Name and locate the 5 oceans of the world - Explain the key features of an ocean - Explain why oceans are vital for life on Earth	current global conveyor belt life ocean sea	Picture cards for the physical task of showing ocean currents.
What is the water cycle?	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	- Explain the stages of the water cycle - Explain why the water cycle is important for oceans - Explain how the water cycle supports seas, oceans, lakes and rivers	condensation evaporation precipitation surface water water cycle	Large sandwich bags, blue food colouring, permanent markers and water.
Are all rivers similar?	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	- Identify features of a river and how they are formed - Name and identify types of rivers - Explain key differences between types of rivers	river source meander tributary erosion	Cardboard for the base, newspaper or tissue to make layers, glue, paint and paper for labels.
How do people use rivers?	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 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	- Identify uses of a river - Research and explain the uses of the Colorado river - Explain how the Colorado river is being protected	dam hydro-electicity irrigation pollution recreation	Atlases
What challenges does our blue planet face?	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	- Identify the issues facing our oceans and other water bodies - Describe how climate change is affecting our oceans and other water bodies - Explain ways to conserve the planet and stop climate change	challenge climate change conservation pollution water	Stop-motion app on tablets, A5 or A6 pieces of paper or card and access to a local council near a sea.
Assessment: How can we help our blue planet?	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	- Recall the names of our oceans and the features of different water bodies - Recall the challenges facing our blue planet and what can be done to help - Use the correct features of a non-chronological report to show knowledge of our blue planet	climate conservation human feature ocean physical feature	Tablets for the challenge task