



## Geography Long Term Map Year 5

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Water World</u></p> <p>Locating rivers from around the world and in the UK.            Identifying settlements and land use in relation to waterways e.g. rivers, canals and the coast.            Investigate how settlements changes over time.            Explore the use of water for trade transportation -import and export of goods.            Local river study using OS maps and coordinates.</p> <p>Visit: Local river walk and reservoir visit.            Yorkshire water education centre</p>	<p><b>Locational Knowledge</b>...name and locate cities of the United Kingdom, 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.</p> <p><b>Human and Physical Geography</b>...describe and understand key aspects of: rivers, mountains 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</p> <p><b>Geographical skills and fieldwork</b> ...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ....use the eight points of a compass, four 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 ...use fieldwork to observe and present the human and physical features in the local area using sketch maps</p>

Autumn 2	<p style="text-align: center;"><u>Early Islamic Civilisations</u></p> <p>The children will locate Baghdad on a map and identify which continent and hemisphere it belongs to.</p> <p>The children are to identify whether the area is landed locked or on a coast and what the impact of this would be.</p> <p>The children will compare London and Baghdad in AD 900. They will be completing research to decide where they would rather have lived at this time comparing aspects such as population, drainage systems, peace and war and scholars.</p> <p>Trade and industry flourished at this time in Early Islamic Civilisation. The children will explore how trade and industry contributed to a powerful Islamic empire. The Silk Road trade route will be investigated and how it helped to link east to west, and how it enabled traders to travel.</p>	<p><b>Human and Physical Geography</b>...describe and understand key aspects of: rivers, mountains and the water cycle</p> <p>...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</p> <p><b>Geographical skills and fieldwork</b> ...use maps, atlases, globes and digital/computer mapping to locate countries</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom in AD 900 and a region in Asia in AD 900.</p>
Spring 1	<p style="text-align: center;"><u>Space</u></p> <p>Recap on lines of longitude etc previously studied.</p> <p>Teach lines of longitude-Identify Greenwich Meridian/Prime Meridian when explaining day and night and different time zones. Within science lessons and computing.</p>	<p><b>Locational Knowledge</b></p> <p>...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)</p>
Spring 2	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Locate Greece- Think about reasons for the expansion of the Greek Empire in relation to geographical features. E.g. Coastal regions- trade and ports.</p>	<p><b>Geographical Skills and Field Work</b></p> <p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Summer 1	<p style="text-align: center;"><u>Biomes</u></p> <p>Locating the different biomes and climate zones on a world map. Links to places they have studied previously e.g Antarctica, Brazil, Egypt, USA, Italy...</p> <p>Comparison of forest biomes and human geography in Greece, Yorkshire Dales (Year 4 link) and Brazil (Year 4 link).</p>	<p><b>Locational Knowledge</b></p> <p>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</p>

	<p>Linking the lines of latitude to the different climates and seasonal changes. Understanding the difference between climate and weather.</p> <p>To identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn.</p> <p><b>Visit: Tropical World- to complement work done on biomes</b></p>	<p><b>Place Knowledge</b>  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</p>
<p>Summer 2</p>	<p style="text-align: center;"><u>London</u></p> <p>Identifying London landmarks from a range of resources e.g. drawings, photos, digital maps ordnance survey maps. Look at how London has changed over time using historical maps. Revisit Greenwich Meridian from Spring 1 Space. Identify it on a map of London. Look at which other counties/cities it passes through in the UK and wider world. Locate London's West End theatre district and the Cambridge Theatre.</p> <p>Investigate how land use in the docklands area of London has changed over time.</p> <p>Investigate travel methods in London- Underground map.</p>	<p><b>Geographical Skills and Field Work</b>  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</p> <p><b>Human geography</b>, describe and understand key aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>