



# Geography

## Year 5: Topic 1- Changes in our Local Environment

### National Curriculum: Places & Locational Knowledge/Geographical Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
<b>Autumn Term: Topic 1 – Changes In Our Local Environment</b>  <b>How is the UK changing?</b>	1	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	<b>WALT name and locate some key topographical features of the UK and your own region</b>	<ol style="list-style-type: none"> <li>1. I know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland.</li> <li>2. I can name and locate some key topographical features of the UK.</li> <li>3. I understand where I live within the UK.</li> </ol>	<b>What are the key features of the UK?</b>  Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – UK, GB or British Isles?</li> <li>• Pupil resource – Map of the UK</li> <li>• Class set of atlases</li> <li>• Pupil resource – UK regions map</li> <li>• Maps of your region or county – <a href="#">link</a></li> <li>• Internet-enabled computers or tablets</li> </ul>	Continent, country, region, city, county, borough  Locational language, compass points  Physical and human features  British Isles, Great Britain, UK
	2	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features	<b>WALT understand that local people will have differing opinions</b>	<ol style="list-style-type: none"> <li>1. I know the key changes that occurred in East London for the 2012 Olympic</li> </ol>	<b>How did the 2012 Olympics change East London?</b>  Name and locate counties and cities of the UK,	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Olympic Golden moments – <a href="#">link</a></li> <li>• Paralympic Highlights – <a href="#">link</a></li> </ul>	Sustainability, legacy, region, city, regeneration

		(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<b>about change in their region, and to explain some ways in which development can be sustainable.</b>	and Paralympic Games. 2. I understand that people hold differing views about change in their region. 3. I can explain some ways in which development can be sustainable.	geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns	<ul style="list-style-type: none"> <li>Residents' views #1 – <a href="#">link</a></li> <li>Residents' views # 2 – <a href="#">link</a></li> <li>Legacy timeline – <a href="#">link</a></li> <li>Sustainable future development plan: Olympic Park – <a href="#">link</a></li> <li>Before and after photos – <a href="#">link</a></li> <li>Internet-enabled tablets or computers</li> </ul>	
3		Name and locate counties and cities of the UK, 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  Understand geographical similarities and differences through the study of human and physical geography of a region of the UK	<b>WALT understand that regions change over time and that change is continual</b>	1. I know that the Second World War changed the West Midlands region. 2. I can explain how the West Midlands changed following the Second World War. 3. I understand that change is continual.	<b>How did the Second World War change the West Midlands?</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the UK	<ul style="list-style-type: none"> <li><b>Teaching slides</b></li> <li>The Coventry Blitz (BBC) – <a href="#">link</a></li> <li>Coventry pre-war photos (BBC) – <a href="#">link</a></li> <li>Coventry city centre map – <a href="#">link</a></li> <li>Aerial photos of Coventry – <a href="#">link</a></li> <li><b>Pupil resource – Coventry: Before and after 1940</b></li> </ul>	Development, physical features, human features – roads, houses, canals, cathedral, city

4	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.	<b>WALT understand that change is happening in the local area, and that changes will continue to happen</b>	<ol style="list-style-type: none"> <li>1. I know that change is happening in my local area.</li> <li>2. I can describe the changes that have happened in my local area.</li> <li>3. I understand that there will be continual change in my local area.</li> </ol>	<b>How is our local area changing?</b>  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.	<ul style="list-style-type: none"> <li>• <b>Teaching slides</b></li> <li>• Local area maps – place one digital image on <b>teaching slide 7</b> before the lesson</li> <li>• Sketchbooks/Clipboards with paper and pencils</li> <li>• Digital cameras or tablets (optional)</li> </ul>	Enquiry, local area, human and physical features
5	Name and locate counties and cities of the UK, 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	<b>WALT explain how the local area has changed and how it might change in the future</b>	<ol style="list-style-type: none"> <li>1. I can use a range of sources to identify change.</li> <li>2. I can use appropriate geographical vocabulary to describe change.</li> <li>3. I can understand how my local area might change in the future.</li> </ol>	<b>How might our local area change in the future?</b>	<ul style="list-style-type: none"> <li>• <b>Teaching slides</b></li> <li>• Sketches, photos, annotated maps, notes, etc. from fieldwork</li> <li>• Local area maps, photos, newspapers, brochures, etc.</li> <li>• The Young People’s Trust for the Environment – <a href="#">link</a></li> </ul>	Enquiry, local area, human and physical features, sustainability, past, present, future
6	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.	<b>WALT understand how the local area has changed and to consider what it might</b>	<ol style="list-style-type: none"> <li>1. I know what my local area was like in the past.</li> <li>2. I can offer my opinions on what my local area is like now and the changes</li> </ol>	<b>How has our area changed from the past and how might it change in the future?</b>	<ul style="list-style-type: none"> <li>• <b>Teaching slides</b></li> <li>• Friedensreich Hundertwasser – <a href="#">link</a></li> <li>• David Hockney – <a href="#">link</a></li> <li>• Art materials as appropriate</li> </ul>	Enquiry, local area, human and physical features, sustainability, past, present, future

			<b>be like in the future</b>	that are happening. 3. I can share my hopes for the future of my area.	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.	<ul style="list-style-type: none"><li>• Maps and photos of the local area from previous lessons</li><li>• Tracing paper</li><li>• <b>Assessment guidance sheet</b></li><li>• <b>Unit quiz</b></li></ul>	
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# Geography

## Year 5: Topic 3 - Journeys - Trade

### National Curriculum: Human & Physical Geography /Geographical Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
<b>Autumn Term: Topic 3 – Journeys - Trade:</b>  <b>Where does all our stuff come from?</b>	1	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of 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>WALT understand that our food and clothes can come from all over the world</b></p>	<ol style="list-style-type: none"> <li>1. I know how to use an atlas to accurately locate countries.</li> <li>2. I can name and locate several countries where my clothes and food originate.</li> <li>3. I understand that it is some-times difficult to ascertain where raw materials and ingredients originate.</li> </ol>	<p><b>Where do my school uniform and lunch come from?</b></p>	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – Outline map of the world</li> <li>• Class set of atlases</li> <li>• Pupil resource – School uniform sheet</li> </ul>	<p>Names of continents and relevant countries and regions</p> <p>Import: to bring goods into a country for sale</p> <p>Export: to send goods to another country for sale</p> <p>Trade: buying or selling goods or services</p> <p>Raw materials</p> <p>Man-made</p>
	2	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p><b>WALT understand that each type of fruit grows in particular climate conditions and in a</b></p>	<ol style="list-style-type: none"> <li>1. I know that plants grow in particular climatic conditions.</li> <li>2. I can explain where in the world several different fruits originate.</li> </ol>	<p><b>Where does my fruit salad come from?</b></p>	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Fruit salad (optional)</li> <li>• Pupil resource – Outline map of the world</li> </ul>	<p>Native, season, biome, climate</p>

			<b>particular season, and that fruit may have to travel long distances to reach our fruit bowl</b>	3. I understand that each type of fruit grows in a particular season.		<ul style="list-style-type: none"> <li>• <b>Pupil resources – Biomes map of the world</b></li> <li>• Seasonality table for fruit – <a href="#">link</a></li> </ul>	
	3	Describe and understand key aspects of human geography including types of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<b>WALT understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed</b>	<ol style="list-style-type: none"> <li>1. I know how cotton clothing is produced.</li> <li>2. I can explain what ‘fair trade’ means.</li> <li>3. I understand that there are various outcomes for items of clothing that are no longer wanted.</li> </ol>	<b>How do my clothes get to my wardrobe?</b>	<ul style="list-style-type: none"> <li>• <b>Teaching slides</b></li> <li>• A new cotton T-shirt (optional)</li> <li>• An old or worn cotton T-shirt (optional)</li> <li>• <b>Pupil resource – The cotton making process</b></li> <li>• <b>Pupil resource – The cotton making process teacher notes</b></li> <li>• Fairtrade Foundation – <a href="#">link</a></li> </ul>	Recycle, reuse, fair trade, import, raw material
	4	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.	<b>WALT investigate locally made and grown products available in our area, and to investigate locally imported products available in our area</b>	<ol style="list-style-type: none"> <li>1. I can pose my own enquiry questions.</li> <li>2. I can plan and use a range of methods to collect evidence in answer to my geographical questions.</li> <li>3. I understand that there are advantages and disadvantages to both imported and locally produced products.</li> </ol>	<b>How has the import of products affected local industries?</b>	<ul style="list-style-type: none"> <li>• <b>Teaching slides</b></li> <li>• Local map image to add to <b>teaching slide 7</b></li> <li>• Paper and clipboards</li> <li>• Pre-arranged visits to two contrasting locations, e.g. supermarket and local bakery</li> </ul>	Raw material, country of origin, import, producer, retailer, consumer, trade, sustainability

	5	Understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including food.	<b>WALT understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others</b>	<ol style="list-style-type: none"> <li>1. I know that there is no right or wrong regarding the issue of choosing imported or locally produced food.</li> <li>2. I can explain the views of different groups of people on a geographical issue.</li> <li>3. I understand that our shopping choice have an effect on the lives of others.</li> </ol>	<b>Local produce or imported produce?</b>	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Pupil resource – Advantages and disadvantages</li> <li>• Tablets or video cameras for filming</li> </ul>	Imported, locally sourced, consumers, retailers and producers
	6	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.	<b>WALT be able to explain the journey of a product to your home</b>	<ol style="list-style-type: none"> <li>1. I know the journey of how at least one product gets to my home in detail.</li> <li>2. I can explain my geographical learning in the form of a story.</li> <li>3. I understand that there are many routes that products can take before arriving in my home</li> </ol>	<b>What is the journey of our stuff?</b>	<ul style="list-style-type: none"> <li>• Teaching slides</li> <li>• Assessment guidance sheet</li> <li>• Unit quiz</li> </ul>	Import, export, locally sourced, consumers, retailers and producers, recycled