

Geography Progression of Skills Year 5

Year 5

End of Key stage National Curriculum Expectations:	<u>Autumn Term</u> <u>Invaders and Explorers:</u> <u>Exploring Scandinavia</u>	<u>Spring Term</u> <u>Grand Canyon</u>	<u>Summer Term</u> <u>Water World</u>
<p>Locational Knowledge 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. 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>	<p>I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.</p>	<p>I know that the Grand Canyon is located in the USA, North America. I know that the USA is made up of 50 states. I know that the Grand Canyon is in the state of Arizona. I know what lines of longitude and latitude are.</p>	

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<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
<p>Place Knowledge 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>I can use graphs to compare the climates of London, Copenhagen and Umeå. I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.</p>		<p>I can compare and contrast water availability and usage in the UK and Kenya.</p>

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<p>Human and Physical Geography Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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>I can use photographs to describe what the landscape of Scandinavia is like.</p> <p>I can suggest what the weather and climate in Scandinavia might be like based on its location in the world.</p> <p>I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates.</p> <p>I can describe the features of the different climate zones in Scandinavia.</p> <p>I can use line graphs and bar charts to explore the climate of different cities in Scandinavia.</p> <p>I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</p> <p>I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences.</p> <p>I can research and explore the human geography of Scandinavia, including language, currency,</p>	<p>I can know what the Colorado Plateau is and can describe some of its features.</p> <p>I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain.</p> <p>I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed.</p> <p>I know that the environment is very different at the top of the Grand Canyon to the bottom.</p> <p>I can describe what a biome is.</p> <p>I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon.</p> <p>I can describe what a desert scrub biome is and explore some of its features.</p> <p>I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon.</p> <p>I can identify the pros and cons of tourism at the Grand Canyon.</p> <p>I know that native American tribes have lived around the</p>	<p>I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords.</p> <p>I know that some of the Earth's bodies of water have salt water and some have fresh water.</p> <p>I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.</p> <p>I can explain why the water cycle is important for our planet.</p> <p>I can draw and label a diagram of the water cycle.</p> <p>I can describe some of the ways in which people need water every day to live.</p> <p>I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.</p> <p>I can describe the six steps in the water treatment process.</p>
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	<p>population, food, religion, culture, government and economy</p>	<p>Grand Canyon for hundreds of years. I can describe some of the features of the way of life of the traditional Havasupai tribe. I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. I know that a National Park is an area that is looked after by the American government. I can explain why it is important to</p>	<p>I know what the term 'water conservation' means and why this is important. I know that Kenya is a water-scarce country. I can explain what hydropower is and how it can be used to contribute to a sustainable future. I can identify the positive and negative aspects of using hydropower. I can carry out my own research into a particular hydroelectric dam around the world.</p>
<p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>I can locate Scandinavia's countries and major cities on a map. I can use a climate map to identify areas of different climates in Scandinavia.</p>	<p>I can use a map of the USA to identify where Arizona is.</p>	<p>I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. I can identify local bodies of water on a map.</p>

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<p>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.</p>			<p>I can use fieldwork to observe, measure, record and present info</p>
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