

Ashwell Primary School

Geography Curriculum

Year 5 Knowledge Organiser



Year 5- Geographical mapping and fieldwork skills to be developed during year 5

Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas/

Geographical enquiry	<ul style="list-style-type: none"> ▪ Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos. ▪ Express their opinion and recognise why others may have different points of view.
National Curriculum statements Geographical skills and fieldwork-Mapping skills <ul style="list-style-type: none"> ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> ▪ Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, thematic map to find the wettest places in the world ▪ Evaluate the usefulness of different maps. ▪ Follow routes on OS maps and describe features shown. ▪ Understand symbols on a range of OS maps and draw a sketch map using symbols and a key ▪ Draw a plan view map with some accuracy. ▪ Use 8 compass point and begin to use 4 figure coordinate to locate features on maps. ▪ Match aerial images to locations on maps ▪ Measure distance between places on maps with some accuracy and begin to Guesstimate distances between places.
Geographical skills and fieldwork-Fieldwork Skills <ul style="list-style-type: none"> ▪ Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	<p>Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including:</p> <ul style="list-style-type: none"> ▪ making models, annotated drawings and field sketches to record observations ▪ drawing freehand maps of routes ▪ relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry ▪ recording selected geographical information on a map or large-scale plan, using colour or symbols and a key ▪ making digital photos and annotating them with labels or captions ▪ making digital audio recordings for a specific purpose ▪ collecting, analysing and presenting quantitative data in charts and graphs ▪ designing and using a questionnaire to collect quantitative fieldwork data ▪ designing and conducting interviews ▪ using simple sampling techniques appropriately ▪ using a simplified Likert Scale to record their judgements of environmental quality ▪ developing a simple method of recording their feelings about a place or site
Curriculum Enrichment / Cultural Capital Opportunities	
Prior knowledge / skills this builds on: Year 4- Mapping skills <ul style="list-style-type: none"> ▪ Use a range of atlases, maps including thematic maps and globes to identify places and find information. ▪ Make maps of short routes and places with features in the correct order or place. 	What comes next: Year 6 – Mapping skills <ul style="list-style-type: none"> ▪ Use maps to draw conclusions about places, including taking information from thematic maps and atlases. ▪ Recognise a range of physical and human features on a map ▪ Use 8 compass points confidently and accurately.

- Understand why a key is needed and begin to recognise symbols on OS maps.
- Begin to use 4 figure grid references to locate features on maps.
- Draw places to scale.
- Draw simple sketch maps
- Begin to use 8 point compass points

Lower Key stage 2- Fieldwork skills

Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including:

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- making digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data
- designing and conducting interviews
- using simple sampling techniques appropriately
- using a simplified Likert Scale to record their judgements of environmental quality developing a simple method of recording their feelings about a place or site

- Use 4 figure coordinates confidently to locate features on a map and begin to use 6 figure grid references- using longitude and latitude on atlas maps.
- Indicate and follow directions on a map or globe. Select best routes to reach places.
- Interpret a range of symbols on different maps and use these to describe features of places.
- Draw a variety of thematic maps and plans with increasing accuracy
- Create sketch maps to give directions.
- Identify and interpret symbols on non- standard maps.
- Estimate size and distance fairly accurately both on maps and in atlases.
- Work out differences in time and distance between a ranges of places.

Upper Key stage 2 -Fieldwork skills

- Continue to develop fieldwork skills from Upper key stage 2

Year 5 – Mountains

Core Knowledge / skills to be acquired:

- Name and locate mountain ranges of the world on maps and globes.
- Name and locate significant mountains in the UK.
- Name and describe the main features of a mountain.
- Understand and describe how different types of mountains are formed. Linking to previous work on earthquakes and volcanoes.
- Describe the climate in mountainous regions and the effect this may have on human activity.
- Describe the impact humans may have on the mountain environment, how this may have changed over time and how we can help to protect this environment.

Key Vocabulary:

Mountain / valley / range / contour / slope
 Foot / summit
 snow line / tree line
 outcrop
 face / ridge / peak / plateau
 plateau mountain / fold mountain / fault block mountain / dome mountain
 tectonic plates

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on: Year 4

Locational knowledge

- Locate a range of the world's countries and begin to describe some characteristics.
- Identify the position and significance of Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles in relation to rainforests.
- Name and locate countries and cities of the United Kingdom. Identify human and physical characteristics of the United Kingdom. Describe land use, settlements and how this has changed over time.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Human and physical geography

- Rainforests- identify and describe key aspects of human and physical geography linked to biomes, trade links, land use and the distribution of natural resources.

What comes next: Year 6

Locational knowledge

- Locate the world's countries and describe human and physical characteristics.
- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circles. The Prime/Greenwich Meridian and time zones.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.

Human and physical geography

- Rivers- identify and describe key aspects of human and physical geography linked to river, water cycle, settlements, land use, economic activity, land use and the distribution of natural resources.