

# 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/

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

- 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.