

# 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/

<p><b>Geographical enquiry</b></p>	<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>
<p><b>National Curriculum statements</b>  <b>Geographical skills and fieldwork-Mapping skills</b></p> <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>▪ Use atlases, maps and globes to describe and explain human and physical features in the countries studied.</li> <li>▪ Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, a thematic map to find the wettest places in the world.</li> <li>▪ Evaluate the usefulness of different maps.</li> <li>▪ Recognise and use an increasing range of symbols in OS maps.</li> <li>▪ Follow routes on OS maps and describe features shown.</li> <li>▪ Use 8 compass points and begin to use 4 figure coordinates to locate features on maps.</li> <li>▪ Match aerial images to find locations on maps.</li> <li>▪ Use a scale bar on a map to calculate distances.</li> <li>▪ Draw sketch maps of areas studied including labels and keys</li> </ul>
<p><b>Geographical skills and fieldwork-Fieldwork Skills</b></p> <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>Upper Key Stage 2 Fieldwork skills</p> <ul style="list-style-type: none"> <li>▪ Choose the best approach to answer an enquiry question and develop their own enquiry questions.</li> <li>▪ Plan how to collect data to answer an enquiry question.</li> <li>▪ Select appropriate methods to collect data.</li> <li>▪ Design and use a questionnaire to collect qualitative data.</li> <li>▪ Design and conduct fieldwork interviews.</li> <li>▪ Interpret and use real-time/live data.</li> <li>▪ Use a Likert scale to record judgements on environmental quality.</li> <li>▪ Use a range of recording techniques e.g. plans, sketch maps, annotated drawings, various graphs, writing and digital technologies (digital audio recordings/photographs)</li> <li>▪ Decide the best way to present data to communicate geographical information.</li> <li>▪ Draw conclusions about an enquiry using findings from fieldwork to support their reasoning.</li> <li>▪ Evaluate evidence collected e.g. quantitative data may be subjective and suggest ways to improve it.</li> </ul>

## Curriculum Enrichment / Cultural Capital Opportunities

### Prior knowledge / skills this builds on: Year 4- Mapping skills

- Use a range of atlases, maps including thematic maps and globes to identify places and find information.
- Use a scale bar on a map to estimate distance.
- Make maps of short routes and places with features in the correct order or place.
- Understand why a key is needed and recognise symbols on OS maps.
- Begin to use 4 figure grid references to locate features on maps.
- Use keys on maps to locate human and physical features.
- Locate features using the 8 points of a compass.

### Lower Key stage 2- Fieldwork skills

- Plan how to answer an enquiry-based question, with the support of the teacher.
- Observe, record and name geographical features in the local environment.
- Use simple sampling techniques appropriately.
- Take digital photographs and annotate with captions or labels.
- Make digital audio recordings for a specific purpose.
- Begin to design questionnaires/interviews.
- Make annotated sketches, drawings and freehand maps.
- Begin to use simplified Likert Scales to record judgements of environmental quality.
- Collect quantitative data in charts and graphs.
- Present data using plans, sketch maps, annotated drawings, graphs, writing and digital technologies to communicate geographical information.
- Find answers to geographical questions through data collection.

### What comes next: Year 6 – Mapping skills

- Use atlases, maps and globes to draw conclusions about the human and physical features in the countries studied.
- Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, a thematic map to find the wettest places in the world.
- Evaluate the usefulness of different maps.
- Interpret a range of symbols on different maps and use these to describe features of places.
- Use 8 compass points confidently and accurately.
- 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 the best routes to reach places.
- Draw a variety of thematic maps and plans with increasing accuracy.
- Create sketch maps to give directions.
- Estimate size and distance fairly accurately both on maps and in atlases.
- Use a scale bar on a map to calculate distances.
- Work out differences in time and distance between a range of places.
- Draw sketch maps of areas studied including labels and keys.

### 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 physical (including climate) and human features of a mountainous region and the effect this may have on human activity (including tourism)
- 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.
- **Fieldwork- How do the recreational activities in Ashwell compare with those in a mountainous region?**
  - Plan how to answer the question and how data will be collected.
  - Use a range of activities to collect information
    - Look at maps of Ashwell/Mountainous region and pick out areas that could be used for recreational activities.
    - Sketch maps of both areas using standard OS symbols to record information.
    - Digital photos (annotated)
    - Design and use a questionnaire asking people what recreational activities they take part in around Ashwell.
    - Use a Likert scale to compare environmental quality of each place
  - Use their findings to make comparisons including which area provides the best activities and why?
  - Evaluate the enquiry- What went well and what could have been improved?

### 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 The 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

#### 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

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

- 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.