Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 5 Geography planning placed in context of long-term knowledge growth.

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 5 – North America	**Is North America a safe place to live?** Outline locational Geography of Europe and the America's. Locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world. Explore time zones and how they differ. Understand geographical similarities and differences through studying the human and physical geography of	Location	- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions. Include using scale whilst map reading. - Explore in detail the location of North America on a map, identify where South America is. - Identify and explore in detail the countries and major cities within North America. Draw attention to Greenland, Canada, USA, Mexico, Central America, and the Caribbean being in the continent of North America. - Explain how a location fits into its wider geographical location; reference to human and economical features. - Identify the Ocean's and Sea surrounding North America. The Pacific Ocean, Arctic Ocean, Atlantic Ocean, and Caribbean Sea. It is surrounded by ¾ of the World's largest oceans. - Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world. For example, Europe and North America fall into the Northern hemisphere therefore they are North of the equator. Discuss the seasonal differences of the two hemispheres. - Discuss the different time zones across North America and why they are so vast. - Suggest where in the world an aerial photo or satellite image shows, explain reasons for their suggestion. For example, the aerial image shows this is North America as we can see the land covered in snow above Canada and the thin section of land connected North and South America. We can also see the desert vegetation belt around Las Vegas. - Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare a night satellite image of North America. You can see lots of light pollution around built up cities to the right of the USA (such as, Washington) and not as much in the other areas as it is not as densely populated.	Previously, children have practised map reading each academic year. This year, children will practise using simple scale. Children now have an extensive knowledge about the countries within the UK and Europe. Children will now expand this locational knowledge by exploring The Americas (specifically, North America). Children will be introduced to the time zones across the world and explore why they are so vast. They will develop a knowledge of the hemispheres and understand how and why they differ. Children will compare North America to Europe, allowing them to identify human and physical geographical similarities and differences. In Year 5, they will use a wider range of first and second-hand sources to take part in confident geographical debate and practise the ability to explain, ask and answer questions confidently about	*Geographical sources of evidence:* Maps (e.g. historical maps, thematic maps, ordnance maps, navigational maps, Google maps and Google Earth), atlases, globes, aerial images, photographs, Infographics, Gazetteers (Geographical dictionary which contains information about locations and statistics), audio recordings, video recordings, films, published books

	North America. Compare to the United Kingdom. Physical features of North America, including Climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes, tornados, hurricanes,** landforms and water courses. Key human features, including types of settlement and land use and how they have changed over time. Provide explanations for the use of land. The importance of tourism in North America and where tourists visit. The impact of people on the environment and how residents try to sustain environments.	Place	- Understand that North America is a continent (3rd largest after Africa and Asia) – not to be - confused with the country USA. - Understand that 23 countries make up North America. - Study the geographical similarities and differences of Europe and North America. You could choose an area previously studied (Mexborough, coastal regions, Wales). Are both locations suffering from the effects of tourism? Erosion? Do they both have areas of lower population density? What features do the over-populated areas have which are similar? Do they both have similar biomes? You could compare Mexico, Canada, or an area in the USA for example. - Confidently describe route and direction using 8 compass points (N, E, S, W, NW, NE, SW, SE) and link to degrees on a compass. Describe the route from the East coast to the West coast of the USA. Plot the route on a map or globe, identifying countries and/or significant landmarks that are passed considering time zones and how they would affect the journey. - The North American continent covers a vast area which huge similarities and differences in human and physical geography. - Every biome can be found in North America, identify these. For example, desert, grassland, ocean. - Support reasons for the human and physical features of a range of locations with factual evidence. For example, tourists visit the warm areas of Mexico in the Summer/snowy area of Canada for skiing holidays to take advantage of the weather. - Identify physical and human features that have contributed towards the change and development of a locality. For example, vast examples of human geography can be seen in Orlando - Florida due to the high level of tourism. - Discuss how the physical location can determine the growth of a settlement or industry. - Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. For example, explore why the landmarks make NYC a popular tourist destination. - Communicate ways appropriate to task and audience. For example, persuasive writing – present information on map to show levels of information, for example, old/new.	geographical factors. Children will Pose a geographical hypothesis using various sources to draw a conclusion. During this topic, physical geographical features will be expanded by carrying out an intensive study about extreme weather. Children will understand why hurricanes and tornadoes occur in North America and the effect they have. In Year 5, children will study the issue of climate change and the effect it is having upon Canada. In Year 6, children will continue their extensive studied of the Americas. They will explore South America, carrying out a deep-dive study about Brazil and rivers.	newspapers and magazine clippings, Letters, Visitors and interviews, Field work objects e.g. weather vane, barometer. Use atlases and maps which show physical and human features. Compare information from atlases with that from a globe. Carry out e-learning. Collection and recording of evidence: showing questionnaire results within a variety of charts or

	The impact of climate change in Canada and how we can help.	**Physical Geography**	**Physical links within this topic:** - Intensively study key physical features of North America. Include climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, tornados, hurricanes. - Identify key **topographical features**. For example, landforms, water courses and vegetation. - Identify and explain the five **climate zones** – (arctic, subarctic, temperate, subtropical, and tropical) found in North America (ranging from very cold in Canada to the North and very warm in Mexico to the South). - Name and locate the **vegetation belts** across North America. Explain how some of these have changed over time. The Natural vegetation largely depends on climate, soil and the relief features. North America has a wide variety of vegetation. These vegetation belts follow the climatic zones. For example, the coniferous forests in Southern Canada and the Tropical rainforests in the Gulf of Mexico. - Discuss the **National Parks** and physical wonders of North America. For example, Niagara Falls and The Grand Canyon. - Identify the **mountains** of North America and locate on a map. For example, the Denali national park and preserve. - Identify the **volcanoes** of North America and locate on a map. For example, Mount St Helens and Yellowstone Caldera. - Identify the **rivers** of North America and locate on a map. For example, the Mississippi river. - Explain why many cities of the world are situated near rivers and why this makes it an attractive location. - Use aerial images and maps to locate and name geographical physical features on an OS map. Compare the changes over time. For example, the rates of erosion to the Grand Canyon over time. - Ask and answer geographical questions about the physical characteristics of North America. For example, the temperature gets cooler as you move from the South to the North of the continent. Why is this? - Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of locations in North America. - Discuss how North America has capitalised from their physical features. For example, Bahamas is a very warm touristic destination and Canada is a popular skiing destination. - Describe and explain how the **climate** of North America is linked to the distribution of natural resources and tourism. They have an abundance of minerals including freshwater, oil and mineral deposits, and forests. **Key aspects of physical geography during this topic (this will form the bulk teaching of the topic):** - Identify the locations stricken most often by **hurricanes**. Discuss and analyse why this is the case. Hurricanes attack the East coast most because the Atlantic Ocean is warmer, helping to maintain the hurricane. They also travel in a west-northwest direction, so when they are formed in the Atlantic Ocean they are pushed towards the East coast of the US and the Gulf of Mexico. - Pose a geographical hypothesis using various sources to draw a conclusion. For example, hurricanes strike the East coast because it is warmer. - Identify the locations stricken most by **tornados**. Discuss and analyse why this is the case. North America has had the most tornadoes in the world. Tornadoes form when moist, warm air from the Gulf comes in low, and dry air from the Rockies comes in high. The two meet and do a sort of windy tango and begin to create turbulent currents.		colour coded maps which demonstrate patterns. Use the 8 points and link to degrees on a compass. Confidently use 4 and 6 figure grid references and simple scale. Accurate observational skills, maps and keys, compass directions and locational language. Geographical debate and ability to explain, ask and answer questions about geographical factors. Pose a geographical hypothesis using various sources to draw a conclusion. **Greater Depth evidence:** Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises.

			- Describe and compare different features of the physical geography in North America, offering explanations for the location of some of these features. - North America has seen severe damage to local economies, ecosystems, and social systems from recent **extreme weather**, including floods, storms, droughts, heat waves, and wildfires. Identify and explain reasons behind this.		
		Human Geography	- Identify the key human features around the locations studied North America. (Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water). - Use aerial images and maps to confidently locate and name geographical human features on an OS map. Use OS map symbols whilst looking at these maps. Understand and confidently use 4 and 6 figure grid references and simple scale. - Describe and compare different features of the human geography in North America, offering explanations for the location of some of these features. For example, there is a vast difference between Mexico City and Washington DC. They are both capital cities within North America, however, they are vastly different in terms of wealth and infrastructure. - Discuss how human features have caused some problems for the Caribbean. The small island nations on the Caribbean Sea are attractive to tourists. The Caribbean tourism industry is developing ecotourism opportunities for visitors. For example, Ecotourism promotes travel to natural destinations, such as coral reefs, instead of developed destinations such as casinos. - Ask and answer geographical questions about the human characteristics of North America. For example, what is causing the rates of erosion to increase? For example, in San Diego, California. How are the sea turtles effected by tourism in the Caribbean? - Discuss types of settlement in North America. (Farming, mining, rural settlements, metropolitan settlements). Identify and explain previous land settlements of North America. For example, Jamestown and the Native Americans. Compare the historical types of settlement and settlement today. - Discuss land use. Woodland, tourism, built/non-built-up areas, artificial surfaces, agricultural areas, semi-natural areas and wetlands and water bodies. - Compare the size of houses in the USA to houses in England. How are they similar/different? Why? (more land in the USA so bigger houses) - Discuss how North America has capitalised from their human features. For example, tourism is very high, so they capitalise on their landmarks, infrastructure, and travel facilities.		

		Sustainability	Climate change - Explore climate change issues within Canada. - Identify and explain ways we could all help reduce the impact of climate change. - In Canada, climate changes include rising temperatures, shifting rainfall patterns, and increases in certain types of adverse weather. - Explore the accumulation of greenhouse gases which have primarily caused climate change to occur. (The gases trap heat in the atmosphere and cause a warming effect). - In 2014, the Intergovernmental Panel on Climate Change (IPCC) concluded that "it is extremely likely that human influence has been the dominant cause of the observed warming since the mid-20th century". Explore this quote with the children. Ask the question: whose responsibility is it to reduce the impact of climate change? - Use evidence from the group of Canadian scientists 'Environment Canada (EC) to support this study. Key effects upon Canada due to climate change: - Canada's land mass has warmed by 1.6°C from 1948 to 2014, about twice the global average. - Within Canada, all regions have warmed, with the greatest warming in the north and the west. - On average, annual precipitation in Canada has increased since 1948. - The area of Canada covered by snow at the beginning of the spring melt period is decreasing. The rate of decline has become more rapid in recent decades. - Based on satellite records from EC's Canadian Ice Service, the annual average Arctic sea-ice extent decreased over the period 1979 to 2012. - Observations of ice conditions in the Arctic over the past 10 years show record losses of sea ice, including a record minimum ice extent in 2012. - EC scientists are observing shifts in geographical distribution and ranges of wildlife species across the country. - *Key Issues - Climate Change - Canada.ca (useful information)*		

Optional links to the history topic:

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 5 - Ancient Greece	**Has Greece changed since the Ancient Greek period? How and why?** **Is Greece on the brink of an over tourism crisis?** The trade links and how Greece being located where it is benefited these. Outline locational Geography of Europe. Locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world. Understand geographical similarities and differences through studying the human and physical geography of Greece. Compare to the United Kingdom. Physical features of Greece, including volcanoes and earthquakes. Key human features, including types land use, natural resources, landmarks and how they have changed over time.	Location	- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions. Include using simple scale. - Explore in detail the location of Greece on a map, identify where in Europe it is. - Identify and explore in detail the major cities within Greece. - Compare ancient Greece to modern Greece. How are the maps similar/different? - Whilst studying the battles between city states in History, identify and locate these states on a map. Are they still visible today? If so, have the boundaries changed? - Identify the Seas surrounding Greece. (Mediterranean Sea, Aegean Sea, Sea of Crete, Ionian Sea) - Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to the location of Greece. Both Greece and North America fall into the Northern hemisphere therefore they are North of the equator. Discuss the seasonal differences of the two hemispheres. - Suggest where in the world an aerial photo or satellite image shows, explain reasons for their suggestion. For example, the aerial image shows this is Greece as we can see the island of Crete below mainland Greece. - Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare ancient and modern Greece.	During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Ancient Greeks. From Year 1 to 5, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Oceans and Seas which surround them. The pupils will also acquire new knowledge whilst combining geographical learning with their history topic. They will study the physical geographical features of earthquakes and volcanoes. They will learn how and why earthquakes occur. They will also learn why volcanoes are located where they are and what causes them to be active, dormant or extinct. Children will use their geographical knowledge to locate the historical landmarks in Greece. They will compare both Ancient and modern Greece. To conclude the topic, children will consider whether Greece is on the brink of an over-tourism crisis. They will need to think geographically and come to accurate conclusions, using information.	*Geographical sources of evidence:* Maps (e.g. historical maps, thematic maps, ordnance maps, navigational maps, Google maps and Google Earth), atlases, globes, aerial images, photographs, Infographics, Gazetteers (Geographical dictionary which contains information about locations and statistics), audio recordings, video recordings, films, published books newspapers and magazine clippings, Letters, Visitors and interviews, Field work objects e.g. weather vane, barometer. Use atlases and maps which show physical and human features. Compare information from atlases with that from a globe.
		Place	- Study the geographical similarities and differences of an area of the UK (Mexborough) with an area of Greece. You could choose an area previously studied (Mexborough, coastal regions, Wales). Are both locations suffering from the effects of tourism? Erosion? Do they both have areas of lower population density? What features do the over-populated areas have which are similar? Do they both have similar biomes? - Confidently describe route and direction using 8 compass points (N, E, S, W, NW, NE, SW, SE) and link to degrees on a compass. Describe the route from the Mexborough to Greece and Spain (Y4 learning) to Greece. Plot the route on a map or globe, identifying countries and/or significant landmarks that are passed considering time zones and how they would affect the journey. - Support reasons for the human and physical features of a range of locations with factual evidence. For example, the Ancient Greek landmarks in Athens e.g. the Acropolis of Athens. Why as it built here? What did it provide for the citizens during both ancient and modern times? - Identify physical and human features that have contributed towards the change and development of a locality. Study the impact of **earthquakes** in Greece. - Discuss how the physical location can determine the growth of a settlement or industry. - Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. For example, explore why the landmarks make Athens a popular tourist destination. - Draw an accurate map – develop a more complex key and use context/index to locate the position of a location including page/coordinates. - Confidently draw accurate sketch maps and plans using standardised symbols and a key.		

	Provide explanations for the use of land. The importance of tourism in Greece and where tourists visit. The impact of people on the environment and how residents try to sustain environments.	Physical Geography	- Study key physical features of Greece. Include climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. - Explore why Greece is prone to Earthquakes and why this is. The frequency of seismic activity in Greece makes it rank sixth in the world and first in Europe in the damage caused by earthquakes. This is due to some unique geological characteristics, caused by the movements of the tectonic plates in the Eastern Mediterranean region. - Identify and explore the 'Greek Bow' earthquake zone. - Some earthquakes in Greece are caused by volcanoes, including the one which forms the island of Santorini. - Identify the locations of volcanoes in Greece. Most of the volcanoes in Greece and the Greek islands are extinct, however, there are some still active. - The most popular volcano in Greece is in Santorini. Santorini is a subduction-zone volcano, and is one of the active volcanoes of the Southern Aegean Volcanic Arc. These volcanoes have formed in response to the continued, slow, sinking of the African plate northwards beneath the Eurasian plate. - The most recent volcanic eruption in Greece was that which shook Santorini early in January, 1950. There had been advance warning in the form of seismic events since the previous August. - Identify the **rivers** of Greece and locate on a map. For example, the Aliakmonas river. - Use aerial images and maps to locate and name geographical physical features on an OS map. Compare the changes over time. For example, the rates of erosion to the Hellenic coastline. Nearly one-third is eroding, (mostly < 10 m over time periods of 20-30 years). - Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of locations in North America. - Discuss how Greece has capitalised from their physical features. For example, Greece is a very warm touristic destination. - Describe and explain which natural resources produced in Greece. The minerals nickel and bauxite, Greece is the leading producer in the European Union of them. - Are they the same resources as were exported during the Ancient Greek trading times? The natural resources in ancient Greece include coal, marble, bauxite, clay, chromate and ore. Silver and gold were also available in some areas of Greece.		Carry out e-learning. Collection and recording of evidence: showing questionnaire results within a variety of charts or colour coded maps which demonstrate patterns. Use the 8 points and link to degrees on a compass. Confidently use 4 and 6 figure grid references and simple scale. Accurate observational skills, maps and keys, compass directions and locational language. Geographical debate and ability to explain, ask and answer questions about geographical factors. Pose a geographical hypothesis using various sources to draw a conclusion.
		Human Geography	- Identify the key human features around the locations studied in Greece. (Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water). - Use aerial images and maps to confidently locate and name geographical human features on an OS map. Use OS map symbols whilst looking at these maps. Understand and confidently use 4 and 6 figure grid references. - Describe and compare different features of the human geography in Greece, offering explanations for the location of some of these features. For example, tourism is high in Athens due to the landmarks but low where landmarks can't be found. - Discuss how human features have caused some problems for places with high levels of tourism. Discuss erosion and damage to the ancient landmarks. - Discuss land use. Woodland, tourism, built/non-built-up areas, artificial surfaces, agricultural areas, semi-natural areas and wetlands and water bodies. - Discuss how Greece has capitalised from their human features. For example, tourism is very high, so they capitalise on their landmarks, infrastructure and travel facilities.		

		Sustainability	Is Greece on the brink of an over tourism crisis? - Pupils are to use their knowledge of location, place and geographical features to answer the question. For example, over population and tourist activity is contributing to the increased rates of erosion in Crete. However, the tourism industry provides work and increased demand for the businesses that are located there. Discuss the Covid-19 pandemic, how did the lack of tourism affect the Greek economy and businesses? - They are to hold geographical debate through drama and role-play to discuss the viewpoints. - Children are to identify and explain how residents try to sustain environments, take into account the different viewpoints of other people as well as their own. What are they putting in place within tourist areas to reduce the negative effects of tourist activity? - Rank information in order of importance to make justified conclusions.		**Greater Depth evidence:** Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises.