

Year 5 Geography: Marvellous maps - mapping my locality

Autumn term

What can maps tell us?

Geographical skills:

- Use precise geographical words, e.g. *erosion, deposition, urban and rural*, and describe processes.
- Use ICT to enhance learning and present own findings.
- To work out scales on maps.
- Use and recognise OS and atlas symbols.
- To follow a route on an OS map in the field.
- Use atlases to find places using the index.
- Draw their own detailed sketch maps to scale.
- Draw and annotate sketches to describe and explain geographical processes and patterns.
- Use 4-figure grid references and OS maps at different scales.
- To begin to use 6-figure grid references.
- To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points.
- To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points.
- To use decision making skills- e.g. *deciding what measures are needed to improve safety in the local street*.
- To carry out a field work survey and draw graphs.
- Design and use questionnaires to obtain views of the community on a subject where appropriate.
- To select from appropriate visual media to record evidence- e.g. *photography*.
- To use ICT to create data files to analyse fieldwork data.
- Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data.
- To record fieldwork in an appropriate manner, e.g. *width, depth and velocity of a river*.
- Select and use a range of measuring instruments in investigations.
- Use latitude and longitude on atlas maps.

Fieldwork:

walk around school grounds

traffic survey on Fellside Road

Prior Learning:

My school, my country; Beside the seaside; My Locality; Around the World; Comparing North East England to a European region; Rule Britannia; Mountains, volcanoes and earthquakes; Sustaining the World's resources

Curriculum Skill(s)

Locational Knowledge

- To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.
- To confidently locate places on a world map.

Learning Intention

How does the UK differ in size and location to other countries?

- Recap prior learning – locate England and other countries of the UK, continents and oceans on a world map/atlas/globe. Locate Whickham, Newcastle, Gateshead and London on a UK map. Locate capital cities of the UK on a UK map.

Knowledge and Key Vocabulary

Knowledge:

- Name and locate countries of the UK and their capital cities
- Name and locate seas and oceans that surround the British Isles
- Know the difference between the UK and the British Isles
- Name and locate the continents and know that we are part of Europe

<ul style="list-style-type: none"> Develop knowledge of the locations and environments of significant places- e.g. <i>Continents, Oceans, longest rivers, deserts etc.</i> 	<ul style="list-style-type: none"> Recall some of the main points from Rule Britannia unit – population, main exports, climate, differences between UK/British Isles, region/county we are in etc. Recall some other countries previously studied and the continent they are part of e.g. France, Japan, America, Brazil. 	<ul style="list-style-type: none"> Name and locate the five major oceans Know that the UK is in the northern hemisphere and the difference between the northern and southern hemisphere as well as the significance of the equator and the tropics Locate Whickham, Newcastle, Gateshead and London on a UK map and know the county Whickham is in Recall features of the UK such as climate, biome, population, main exports.
<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world. To know the location and scale of a range of places around the world in relation to each other. To recognise how places fit within a wider geographical context and are interdependent. To use atlases to find out about other features of places, e.g. mountain regions and weather patterns. 	<p>Where are we compared to other major cities in the United Kingdom and the world?</p> <ul style="list-style-type: none"> To locate other cities of the UK in an atlas using the index and simple coordinates To locate other major cities of the world in an atlas using the index and simple coordinates To look at other types of information an atlas can provide e.g. statistics, symbols, time zones, scales 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Know how to use an index of an atlas Know how to use coordinates in an atlas to locate a given place Be able to retrieve information from an atlas <p><u>Vocabulary:</u> Atlas; coordinates; index; scale; physical; political; symbols; statistics; time zones</p>
<p><u>Vocabulary:</u> England; Scotland; Ireland; Wales; Northern Ireland; UK; British Isles; London; Dublin; Belfast; Cardiff; Edinburgh; North Sea; Atlantic Ocean; English Channel; Irish sea; continent; Europe; Asia; Africa; North America; South America; Australasia/Oceania; Antarctica; Pacific ocean; Indian Ocean; Arctic Ocean, Southern Ocean; Northern hemisphere; Southern hemisphere; equator; Tropic of cancer; Tropic of Capricorn; Whickham; Newcastle; Gateshead, region; county; town; city; population; land mass; climate; biome; exports</p>		

<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> To identify the different views that people, including themselves, hold about topical geographical issues- e.g. building projects, deforestation. To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life. To identify how and why places change, e.g. through the closure of shops, buildings of new houses, conservation projects) and how they change in the future (e.g. through an increase in traffic, or influx of tourists). Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development. To recognise some physical and human processes (e.g. <i>river erosion, a factory closure</i>) and how they cause changes in places and environments. 	<p>What can an OS map of Whickham tell us?</p> <ul style="list-style-type: none"> To use a key to describe features of Whickham on an Ordnance Survey map To locate various human and physical features on an OS map of Whickham using a four and six figure grid reference <p>What are the features of our school grounds?</p> <ul style="list-style-type: none"> To sketch a map to scale using ordnance survey symbols and a key To use the eight compass points to describe routes on a map 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify key human and physical features on an OS map using a key and symbols Locate features on an OS map using a four and six figure grid reference Be aware of the 8 compass points Sketch a map of the school grounds using OS symbols and key <p><u>Vocabulary:</u> Ordnance survey; Compass; North/North East/East/South/South East/South West/North West/West; Routes; Reference; Environment; scale; key</p>
<p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> Using: maps, counts, photographs, graphs, measurements, films and reports Carrying out fieldwork Researching secondary sources Engaging with people, communities, views and opinions Tackling issues and relevant events Proposing outcomes and taking actions Working at different scales of enquiry e.g. local, regional, global but in connected ways 	<p>What measures are needed to improve safety in the local area?</p> <ul style="list-style-type: none"> To design a survey to find out the busiest time of day for road usage on Fellside Road. To analyse evidence and draw conclusions 	<p><u>Knowledge:</u> Features are put in place to make our local area safer (pedestrian crossing, speed limits, traffic lights) Surveys enable us to find out potential issues</p> <p><u>Vocabulary:</u> Survey, issues, fieldwork, community, proposal, local, regional, global</p>
<p>Thinking Deeper: How might our local landscape have developed in the next 20 years?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> Subject Specific links – Maths – using grid references, looking at data, time zones, comparing populations, scales; Science – links of traffic survey to pollution issues covered in year 4; ICT – Use of Google Earth; English – Speaking and listening skills 		
<ul style="list-style-type: none"> Personal Development – confidence in speaking to others and considering improvements in the interests of others 		
<ul style="list-style-type: none"> SMSC – Awareness of local area and issues within 		

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| • Cultural Capital – ability to engage with community |
| • Careers – linked to traffic survey/ who makes decisions about where to put safety features? |
| • British Values – rule of law |
| • Equality - |