

KFJS
Geography Curriculum Map

In each project children: explore how human and physical geography impact on each other.

Year 5

Project	Our Iceberg is melting	Secrets of the Loddon Field work study	Country study
Key Question	Where do our resources come from? What makes our world hotter/colder?	How does the River Loddon change from Source to mouth?	Why do people live here?
Essential understanding	Environmental changes such as global warming increase water levels and reduce land mass which impacts the way humans use the land.	Rivers have a source, a mouth and a journey in between which cuts through land in different ways (erosion). The features of a typical river journey are: source, mouth, estuary, meander, oxbow.	As well as being home to Everest and the Himalayas, it has a range of settlements which are varied e.g. population, location and physical features.
Locational Knowledge	Using maps identify the position and significance of latitude and longitude, Northern Hemisphere, Southern Hemisphere,	Use maps and grid references to locate source, features and tributaries. Field Trip	Use maps to locate the world's countries, environmental regions, key human and physical characteristics and major cities.
Place Knowledge	Arctic and Antarctic Circle.	River Loddon source (and Basing canal basin?)	Where is Nepal and what is Nepal known for?
Human geography	Describe & understand distribution of natural resources – minerals, food, and energy, water...how is it sustained?	How have people used the River?	Understand geographical similarities and differences through studying the human and physical geography of a small area of a chosen country.
Physical geography	Describe and understand climate zones.	Describe the physical features of a river.	What is Nepal like?
Geographical skills	Begin to draw a variety of thematic maps based on their own data. Use index and contents page within atlases. Use latitude and longitude on atlas maps. Arctic and Antarctic longitude and latitude	Use of a range of maps and atlases incl parish/OS/Tithe etc.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Record my findings in different ways. Present my findings in different ways. Use iPads to explore and compare satellite and map imagery of locations.

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Fieldwork (Skills)		<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Take/select photos from the most effective angle that supports their investigation. Make and then listen to audio recordings. Select and use a range of measuring instruments. All of the above used to support their investigation.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps Scales – 1: 2500 (1cm = 25m) to build their knowledge of the United Kingdom and the wider world</p>	
Assessment	<p>Where do our resources come from? Double page spread showing where natural resources come from and how they are used.</p> <p>What makes our Earth hot and cold? Children present their findings on how climate change is affecting the planet.</p>	<p>How does the River Loddon change from source to mouth? Children can name and label accurately label features of a river – Task in books of labelled River (could be their 3d model) How does the River Loddon change from source to mouth? A range of fieldwork activities which show what this part of the river’s journey is like.</p>	

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WTS	<p>Children can describe what materials are used for products. Children show some understanding of what is happening in different places.</p>	<p>Following 3d group challenge of building a river, children can label the arrows of a diagram using given feature names.</p> <p>Children are supported to make accurate measurements and observations using the following skills: Flow rate Water depth Clarity of water Fieldwork sketches</p>	
EXS	<p>Children annotate given products showing materials needed and where they come from (some use of research allowed). This could be ground (e.g a mineral) or specific location if known. Using images provided, children describe what is happening currently. They are beginning to show an understanding of what the causes for this as well as the long term implications are.</p>	<p>Following 3d group challenge of building a river, children can take given terms (no arrows) and annotate river features.</p> <p>Children make accurate readings and observations in all three sites.</p> <p>Children make sensible suggestions as to why fieldwork area is like what it is.</p>	
GDS	<p>Instead of one of the given products, children select their own. As well as material and how they are used, children can show understand the impact of long term use of a product. In addition to the teacher's example, children demonstrate their understanding of a planet change and the long term impact.</p>	<p>Following 3d group challenge of building a river, children can annotate the features of a river with no given labels or arrows.</p> <p>Children use the fieldwork observations to make comparisons between the three sites.</p>	

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		Children show a good understanding of why the fieldwork area is like what it is.	