

Key Stage 2 YEAR 5 GEOGRAPHY

National Curriculum KS2 Programme of Study	Chris Quigley Essential Skills Milestone 3	
<ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Pupils should be taught to: • Locational knowledge • • locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Place knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>1. To investigate places</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (<i>such as aerial images compared with maps and topological maps - as in London's Tube map</i>). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of South America and identify their main physical and human characteristics.
	<p>2. To investigate patterns</p>	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world.

<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• use the eight points of a compass, four and six-figure grid references, symbols and key (<i>including the use of Ordnance Survey maps</i>) to build their knowledge of the United Kingdom and the wider world• use fieldwork to observe, measure, record and present the human and physical features of geographical regions e.g Conway using a range of methods, including sketch maps, plans and graphs, and digital technologies/ Visit to Styal Mill in Spring Term	<p>3. To communicate geographically</p>	<ul style="list-style-type: none">• Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links.• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.• Create maps of locations identifying patterns (such as: climate zones and population densities).
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