

# Overview of progression in Year 5

Throughout the geography books, the title of the majority of half-termly units has been a question. Encouraging the children to ask and respond to questions – the integration of the enquiry process – is of paramount importance if the children are to take ownership of their learning. The units of work feature a logical progression in enquiry questions and the tasks children undertake. For example, children are asked questions which help them to acquire knowledge about a place, before they investigate any issues in that place. Fieldwork is also an integral part of delivering the 2014 National Curriculum for geography and wherever possible this has been integrated into classwork. Progression in fieldwork skills, as well as in map-work skills, is detailed in skills matrices, which are found in the main book.

The medium-term plans outlined on the following pages show how the lessons fulfil the requirements of the National Curriculum's subject content, as well as important geographical skills and understanding. Although not outlined specifically within the planning grids, the skills, understanding and knowledge described in the Aims of the National Curriculum for geography are woven into every unit.

## Locational knowledge

Previously, children will have studied places in the United Kingdom, Africa and Europe; in the Year 5 units 'Why on Earth' and 'How is Alaska changing?' children begin to consider areas in North and South America. Children also continue to build on work undertaken in Year 4, by identifying the position of lines of longitude and latitude, the Northern Hemisphere, the Arctic Circle, time zones and so on, in relation to Alaska.

## Place knowledge

The Year 5 unit on Alaska allows children to develop their understanding of geographical similarities and differences; this complements previous units on Poland and regions of the United Kingdom. Children also learn about Brazil, in the context of trade and sustainable tourism, in the final unit of Year 5.

## Human and physical geography

A close study of Alaska in the spring term allows Year 5 children to continue to develop their understanding of key aspects of physical geography (in particular, climate zones, rivers and mountains) and human geography (types of land use, economic activity including trade links, and the distribution of natural resources). The unit on sustainable tourism also allows children to undertake a close consideration of elements of human geography, such as the impact of trade through tourism on the economies of different countries, and physical geography through detailed case studies of the aquatic biomes of the Great Barrier Reef, Australia, and the wetlands of the Pantanal, Brazil.

## Geographical skills and fieldwork

Children's geographical skills are developed through all the Year 5 units, but particularly in the first unit of the autumn term, which requires them to observe, measure and record the human and physical features in the local area using a range of methods, and then plan a presentation about the area, using digital technologies. They are required to use maps, atlases or globes in every unit, now using eight compass points, six-figure grid references, and beginning to relate maps to aerial photographs.