

Beit Shvidler Primary School – Geography skills progression document Year 5



What are the aims and intentions of this curriculum? Year 5 That children: Children understand what the weather is like and they can describe the weather Our Local Area = Children understand the local area and how it has changed Marvellous mapping = Children understand their location and the location of cities, countries, continents and oceans. The natural environment = Children understand what materials are natural and man- made and which resources are running out. How can we deal with diminishing resources?				
Term	Topic	Knowledge	Skills	Assessment
Autumn	Where in the world am I?	To locate the Equator, Northern and Southern hemisphere on a map and globe. To identify lines of latitude and longitude on a map, atlas and globes to locate countries. To identify the Arctic and Antarctic Circle on a map and globe. To understand the difference between daylight hours in the UK and polar regions. To know the location of the Tropics of Cancer and Capricorn. To identify and name a country on the Prime Meridian.	To use a map and globe to locate the Equator, Northern and Southern hemispheres and the Arctic and Antarctic Circle. To use map skills to find longitude and latitude lines. To compare the UK and polar regions. To locate and compare the Tropics. To use map skills and recognise symbols.	
Spring	Do we have enough resources for everyone?	To know which natural resources and land uses we can find in the UK. To understand what we need. To understand where our power comes from. To understand the differences between renewable or non-renewable sources.	To use map skills to identify natural resources. To use pictures and videos and map skills to understand what we need.	

		<p>To understand energy saving and wise energy use. To consider whether there enough resources for everyone.</p>	<p>To compare the differences between renewable and non-renewable sources. To draw and label pictures to understand how to save energy. To investigate geographical attitudes about resources for everyone.</p>		
Summer	Where do rivers come from?	<p>To know the water cycle and why is it important. To know the features of a river. To know the processes of erosion, transportation and deposition. To know the uses of rivers How are rivers used? Can you find information from secondary sources about rivers? To know the causes river pollution locally and globally. How does this affect the environment? To choose a line of enquiry for an investigation.</p>	<p>To draw and label pictures about the Water Cycle. To draw and label pictures of erosion, transportation and deposition. To research information about rivers using map skills and secondary sources. To ask geographical questions about river pollution and rivers. To use fieldwork skills to conduct a line of enquiry for an investigation. To present fieldwork findings</p>		