

Year 5 Geography Progression Map

	Autumn 1	
Topic	<u>My Region and the Western United States</u>	
Unit Aim	By the end of the unit, pupils should be able to describe key physical and human features of their local region and the Western United States, including landscape, climate, settlements and land use. They should be able to compare similarities and differences between the two regions and explain how physical geography influences how people live. Pupils should also be able to use maps, atlases and other geographical sources to ask and answer questions, showing an understanding of how environments can change over time. Child Friendly Version By the end of our <i>My Region and the Western United States</i> topic, we will be able to describe what our area is like and what the Western United States is like. We will compare the two places and explain how they are similar and different. We will also learn how people live in these places and use maps, pictures and information to ask and answer questions about them..	
Prior Learning	Year 1/2 – Children will have developed a solid foundation in geographical skills such as identifying and describing places, using simple maps, and understanding basic human and physical features. They will be able to recognise similarities and differences between their local area and other places. They understand that environments can vary and that there are places beyond their immediate surroundings. Substantive concepts such as settlement, environment and weather will have been introduced but not explored in depth. Year 3 – Children will understand different types of settlements and how land is used. They will begin to explore how physical features such as rivers and mountains influence where people live. They will also develop their understanding of basic geographical processes such as the water cycle. Year 4 – Children will understand how physical geography, such as rivers and landscapes, shapes human activity. They will explore how people use and change their environments and begin to understand the impact of human actions on the natural world. Children will develop map skills including using coordinates and grid references. Year 5 – Children will understand how the Earth's features are formed and how they change over time, including natural processes such as earthquakes and volcanoes. They will explore global trade and the distribution of natural resources, understanding how countries are interconnected and how humans depend on the environment.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	- Location and Place Knowledge - Human and Physical Features - Map Skills - Fieldwork and Observation - Comparison and Contrast - Environmental Impact - Change and Sustainability	- I can locate my region and the Western United States on a map using appropriate geographical terms. - I can use a range of sources (maps, atlases, digital tools) to gather information and draw conclusions about places. - I can describe the key physical and human features of my region and the Western United States.

	Fieldwork Skills I can use maps, atlases and digital tools to locate places and identify geographical features. I can collect and record geographical information using observations, sketches, photographs and surveys. I can compare different places and environments using geographical evidence and vocabulary. I can analyse and present geographical data to draw conclusions about people, places and environmental change.	• I can use appropriate geographical vocabulary to compare and contrast different regions. • I can describe how people live in different places, including their lifestyles, settlements and interactions with the environment. • I can identify how environments have changed over time and explain reasons for these changes. • I can explain how natural processes and human actions affect the environment and consider ways to protect it.
Vocabulary	Region County Country Continent Hemisphere Equator Latitude Longitude Border Map scale	
Future Learning	Year 6 – Children can use geographical vocabulary accurately to describe locations, places and environments. Children can explain how physical and human processes shape landscapes and environments, using terms such as environmental, economic, climatic and cultural. Children can analyse a wide range of geographical sources (e.g. maps, data, images and digital tools) to draw conclusions and justify their understanding of different places. Children understand that no single source provides a complete view of a location and can compare multiple sources to build a fuller picture. With support, children can refine geographical questions and lines of enquiry. Children can use appropriate geographical vocabulary to explain change over time and differences between places. Children can compare regions, including their local area and places beyond Europe, identifying similarities and differences in physical and human geography. Children can explain how and why environments change and the impact this has on people and the planet. Children can describe the diversity of people, cultures and environments across the world and understand how this influences ways of life.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	

	Spring 2	
Topic	<u>My Region and the North Region of Brazil</u>	
Unit Aim	Teacher Version By the end of the unit, pupils should be able to describe the key physical and human features of their local region and Brazil, including climate, landscapes and settlements. They should be able to compare similarities and differences between the two locations and explain how physical geography influences how people live. Pupils should also be able to use a range of geographical sources to compare places and form their own understanding of environmental issues and sustainability. Child-Friendly Version By the end of our <i>My Region and Brazil</i> topic, we will be able to describe what our area is like and what Brazil is like. We will compare the two places and explain how they are similar and different. We will also learn how people live in these places and use maps, pictures and information to help us understand the environment and how to look after it.	
Prior Learning	Year 1/2 – Children will have developed a solid foundation in geographical skills such as identifying and describing places, using simple maps, and understanding basic human and physical features. They will be able to recognise similarities and differences between their local area and other places. They understand that environments can vary and that there are places beyond their immediate surroundings. Substantive concepts such as settlement, environment and weather will have been introduced but not explored in depth. Year 3 – Children will understand different types of settlements and how land is used. They will begin to explore how physical features such as rivers and mountains influence where people live. They will also develop their understanding of basic geographical processes such as the water cycle. Year 4 – Children will understand how physical geography, such as rivers and landscapes, shapes human activity. They will explore how people use and change their environments and begin to understand the impact of human actions on the natural world. Children will develop map skills including using coordinates and grid references. Year 5 – Children will understand how the Earth's features are formed and how they change over time, including natural processes such as earthquakes and volcanoes. They will explore global trade and the distribution of natural resources, understanding how countries are interconnected and how humans depend on the environment.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	- Location and Place Knowledge - Human and Physical Features - Map Skills - Fieldwork and Observation - Comparison and Contrast - Environmental Impact - Change and Sustainability	- I can locate my region and Brazil on a map using appropriate geographical terms. - I can use a range of sources (maps, atlases, digital tools) to gather information and draw conclusions about places. - I can describe the key physical and human features of my region and Brazil. - I can use appropriate geographical vocabulary to compare and contrast different regions.

	Fieldwork Skills I can use maps, atlases and digital tools to locate Brazil and my region and identify geographical features. I can collect and record geographical information using observations, photographs, maps, graphs and other sources. I can compare Brazil and my region using geographical evidence and appropriate vocabulary. I can analyse and present geographical data to draw conclusions about people, places and environmental change.	• I can describe how people live in different places, including their lifestyles, settlements and interactions with the environment. • I can identify how environments have changed over time and explain reasons for these changes. • I can explain how natural processes and human actions affect the environment and consider ways to protect it.
Vocabulary	Region Brazil Continent South America Climate Tropical Rainforest Amazon River Environment Settlement Population Urban Rural Agriculture Trade Natural resources Deforestation Conservation Sustainability	
Future Learning	Year 6 – Children can use geographical vocabulary accurately to describe locations, places and environments. Children can explain how physical and human processes shape landscapes and environments, using terms such as environmental, economic, climatic and cultural. Children can analyse a wide range of geographical sources (e.g. maps, data, images and digital tools) to draw conclusions and justify their understanding of different places. Children understand that no single source provides a complete view of a location and can compare multiple sources to build a fuller picture. With support, children can refine geographical questions and lines of enquiry. Children can use appropriate geographical vocabulary to explain change over time and differences between places. Children can compare regions, including their local area and places beyond Europe, identifying similarities and differences in physical and human geography. Children can explain how and why environments change and the impact this has on people and the planet. Children can describe the diversity of people, cultures and environments across the world and understand how this influences ways of life.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	

	<u>Summer 2</u>	
Topic	<u>Biomes</u>	
Unit Aim	By the end of the unit, pupils should be able to describe key features of different biomes, including climate, vegetation and animal life, and explain how these environments vary around the world. They should be able to explain how living things are adapted to their biome and how humans interact with and impact these environments. Pupils should also be able to use geographical evidence to ask and answer questions and compare different biomes. Child-Friendly Version By the end of our <i>Biomes</i> topic, we will be able to explain what different biomes are like, including their climate, plants and animals. We will learn how living things are suited to their biome and how people live in and affect these environments. We will also use maps, pictures and information to ask and answer questions and compare different biomes around the world.	
Prior Learning	Year 1/2 – Children will have developed a solid foundation in geographical skills such as identifying and describing places, using simple maps, and understanding basic human and physical features. They will be able to recognise similarities and differences between their local area and other places. They understand that environments can vary and that there are places beyond their immediate surroundings. Substantive concepts such as settlement, environment and weather will have been introduced but not explored in depth. Year 3 – Children will understand different types of settlements and how land is used. They will begin to explore how physical features such as rivers and mountains influence where people live. They will also develop their understanding of basic geographical processes such as the water cycle. Year 4 – Children will understand how physical geography, such as rivers and landscapes, shapes human activity. They will explore how people use and change their environments and begin to understand the impact of human actions on the natural world. Children will develop map skills including using coordinates and grid references. Year 5 – Children will understand how the Earth's features are formed and how they change over time, including natural processes such as earthquakes and volcanoes. They will explore global trade and the distribution of natural resources, understanding how countries are interconnected and how humans depend on the environment.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Location and Place Knowledge • Human and Physical Features • Map Skills • Fieldwork and Observation • Comparison and Contrast • Environmental Impact • Change and Sustainability Fieldwork skills	• I can use geographical vocabulary accurately to describe the characteristics of different biomes around the world. • I can describe the features of major biomes, including climate, vegetation and animal life. • I can use a range of sources (maps, atlases, climate graphs and digital tools) to gather information and draw conclusions about biomes. • I can use appropriate geographical vocabulary to compare and contrast different biomes. • I can describe how people live in different biomes, including their lifestyles and how they adapt to their environment.

	I can use maps, atlases, climate graphs and digital tools to locate and investigate different biomes around the world. I can collect, record and interpret geographical information about climate, vegetation, wildlife and human activity in different biomes. I can compare and contrast biomes using geographical evidence and appropriate vocabulary. I can analyse geographical data to explain how natural processes and human actions affect biomes and how they have changed over time.	• I can identify how natural processes and human activity affect biomes and consider the impact on the environment. • I can explain how biomes have changed over time and identify reasons for these changes.
Vocabulary	Biome Climate Temperature Precipitation Tropical Desert Tundra Grassland Forest Rainforest Savanna Taiga Vegetation Ecosystem Adaptation Habitat Biodiversity Latitude Longitude Sustainability	
Future Learning	Year 6 – Children can use geographical vocabulary accurately to describe locations, places and environments. Children can explain how physical and human processes shape landscapes and environments, using terms such as environmental, economic, climatic and cultural. Children can analyse a wide range of geographical sources (e.g. maps, data, images and digital tools) to draw conclusions and justify their understanding of different places. Children understand that no single source provides a complete view of a location and can compare multiple sources to build a fuller picture. With support, children can refine geographical questions and lines of enquiry. Children can use appropriate geographical vocabulary to explain change over time and differences between places. Children can compare regions, including their local area and places beyond Europe, identifying similarities and differences in physical and human geography. Children can explain how and why environments change and the impact this has on people and the planet. Children can describe the diversity of people, cultures and environments across the world and understand how this influences ways of life.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	