



St Andrew's Church of England Junior School – Scheme of Work: Geography Year 5



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

Autumn Term – The Grand Canyon

Year 5	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To locate the Grand Canyon and identify key features.	Map, states, locations, latitude, longitude, features	Children will locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA. They will identify other locations on the same latitude and longitude lines before exploring some key information about the canyon, such as size, width and depth.	• Can children locate the Grand Canyon on a map? • Can identify other locations along the same latitude/ longitude lines? • Can children describe key features of the Grand Canyon?
Session 2	To understand how the Grand Canyon was formed.	Map, states, locations, latitude, longitude, features, formation, erosion, glacier	Children will find out some further facts about the Grand Canyon before exploring how it was formed. They will look at the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years.	• Do children understand that the Grand Canyon was formed over millions of years? • Do children know what erosion means? • Can children explain some ways in which water erosion has helped form the Grand Canyon?
Session 3	To learn about the environment at the bottom of the Grand Canyon.	Map, states, locations, latitude, longitude, features, formation, erosion, glacier, biomes, climate, altitude, gorge	Children will learn that the Grand Canyon has several different biomes and climate conditions. They will use pictures to explore what the bottom of the Grand Canyon is like and	• Do children have a basic understanding of what biomes are? • Do children know that there are different biomes and climate conditions at different altitudes

			compare climates in the gorge and North Rim of the canyon.	within and around the Grand Canyon? • Can children describe the conditions at the bottom of the Grand Canyon?
Session 4	To find out about different biomes in the Grand Canyon.	Map, states, locations, latitude, longitude, features, formation, erosion, glacier, biomes, climate, altitude, gorge, desert scrub, habitats	Children will identify that the conditions at the bottom of the Grand Canyon change at different points thanks to the presence or lack of the Colorado River. Children will explore what the desert scrub biome is like and find out about some of the animals and plants that live there.	• Do children understand that there are different biomes found at different points within the Grand Canyon? • Can children explain some reasons why there are different biomes? • Can children describe some plants and animals living in a desert scrub biome
Session 5	To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it.	Map, states, locations, latitude, longitude, features, formation, erosion, glacier, biomes, climate, altitude, gorge, tourism, environment	Children will consider some of the ways in which the Grand Canyon is used by humans, both for local people and for those visiting. They will weigh up the benefits of tourism to the area and counter this with the negative impact tourism can have on the environment.	• Can children think about ways in which land is used by humans? • Can children consider some of the benefits of tourism? • Do children know some ways in which tourism can harm an environment?
Session 6	To consider the types of settlement and land use in and around the Grand Canyon	Map, states, locations, latitude, longitude, features, formation, erosion, glacier, biomes, climate, altitude, gorge, tourism, environment, tribe, sustained	Children will be introduced to the Havasupai tribe and find out how they have lived at the Grand Canyon for hundreds of years. They will find out about the lifestyle of the Havasupai and consider how they use the land around the Grand Canyon, both historically and today.	• Do children know some ways in which the land at the Grand Canyon sustained the Havasupai's way of life? • Do children know some ways in which the use of the land by American Indians has changed over time? • Can children explain how American Indians benefit from tourism?

Session 7	To describe the human and physical geographic features of the Grand Canyon.	Map, states, locations, latitude, longitude, features, formation, erosion, glacier, biomes, climate, altitude, gorge, tourism, environment, tribe, sustained, preserve, protect	Children will start by considering why it is important for natural parks to be protected by the government. They will then go on to consolidate everything they have learnt about the Grand Canyon and present their understanding in a variety of ways.	• Can children think of reasons why it is important to preserve and protect special places like the Grand Canyon? • Can children explain what they have learned about the geography of the Grand Canyon? • Can children evaluate their own learning?
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Spring term - Water World

Year 5	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To explore water on our Planet	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth	Children will identify different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glaciers. They will find out how much of the water on the planet is usable by humans and that water is either salt or fresh water.	• Do children understand water can be found in different forms around the world? • Can children explain where water is found on our planet? • Can children explain the different bodies of water found on earth?
Session 2	To understand and explain the water cycle.	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth, water cycle	Children will find out how the water cycle and its various processes work. They will use specific vocabulary to describe the how the water cycle works and start to understand the importance of the water cycle for our planet.	• Do children understand why the water cycle is an important process on our planet? • Do children understand the steps involved in the water cycle? • Can children explain the water cycle in their own words?
Session 3	To explore why we need water and how we use it.	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth, water cycle, household, treatment, conservation	Children will consider all the ways in which households in the UK use water. They will think about how much water they use on a daily and weekly basis, and find out how it gets	• Do children know how water gets to their homes? • Can children explain how and why they use water?

			to their taps through the water treatment process. They will start to consider the importance of water conservation.	Do children understand what water conservation is and why it is important?
Session 4	To compare the difference in water availability and usage in the UK and Kenya.	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth, water cycle, household, treatment, conservation, community, shortage, drought,	Children will find out about water-scarce countries, using Kenya as an example. They will compare pie charts showing water usage in Kenya and the UK, and start to understand how limited access to water affects lives.	- Can children compare water use and availability in two countries? - Do children understand water access around the world differs? - Do children understand limited access to water causes huge problems in communities?
Session 5	To explore how water can be used for power to contribute to a sustainable future.	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth, water cycle, household, treatment, conservation, community, shortage, drought, sustainable, hydroelectricity, hydro power, environment	Children will start to understand the idea of a sustainable future and look at the role water can play in this. They will find out about hydroelectricity and how water can be harnessed to produce power. They will discuss the pros and cons of hydroelectricity.	- Do children understand what a sustainable future is? - Can children explain how water contributes to a sustainable future? - Can children describe what hydropower is and how it can benefit and be detrimental to the environment?
Session 6	To investigate and explore a body of water	Bodies of water, oceans, rivers, bay, gulfs, glaciers, earth, water cycle, household, treatment, conservation, community, shortage, drought, sustainable, hydroelectricity, hydro power, environment, biological, chemical, physical and geographical	Children will identify bodies of water in their local area. They will plan and arrange a field trip to one of these bodies and find out about the biological, chemical, physical and geographical tests they can undertake, considering what they can learn from each test.	- Can children observe and record information they see? - Can children answer questions about the quality of water? - Do children understand that not all water is safe to drink?

Summer Term - Exploring Scandinavia

Year 5	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
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Session 1	To be able to locate Scandinavia's countries and major cities on a world map.	Maps, capital city, Scandinavia, Nordic, features, Europe	Children will identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. They will locate these countries on a world map as well as their capital cities. They will start to identify some of the main features of Scandinavia by exploring images and using online mapping.	• Do children know that Scandinavia is a region in Europe made up of three separate countries? • Can children locate Norway, Sweden and Denmark on a map? • Can children identify and locate the capital cities of Scandinavia?
Session 2	To explore the climate and weather of Scandinavia.	Maps, capital city, Scandinavia, Nordic, features, Europe, Climate Zones, temperatures, seasons,	Children will recap the three countries and capital cities of Scandinavia before exploring the climate zones of northern Europe, focusing on Scandinavia in particular. Children will use line graphs to explore and compare average temperatures. They will also explore how the seasons affect the hours of daylight and how climate informs national activities and identity.	• Can children make predictions about what the climate in Scandinavia is like based on its geographical location? • Can children use graphs and charts to explore the climate in Scandinavia? • Do children understand why parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer?
Session 3	To explore the physical features of Scandinavia.	Maps, capital city, Scandinavia, Nordic, features, Europe, Climate Zones, temperatures, seasons, features, glaciers, fjords, mountains, lakes, physical geography, human geography	Children will explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. They will use images and information to gather facts, and express what they have learnt through descriptive writing or art.	• Do children understand the difference between physical and human geography? • Can children identify some aspects of the physical geography of Norway? • Can children define and describe some aspects of the physical geography of Norway?
Session 4	To explore some aspects of the human geography of Scandinavia.	Maps, capital city, Scandinavia, Nordic, features, Europe, Climate Zones, temperatures, seasons,	Children will identify aspects of human geography and ask a variety of questions to find out about the	• Do children understand what human geographical features are?

		features, glaciers, fjords, mountains, lakes, physical geography, human geography	human geography of Scandinavia. They will compare the human geography of the three Scandinavian countries, or choose one particular country to investigate.	• Can children identify a variety of human geographical features in Scandinavian countries? • Can children identify how human features can contribute to national identity?
Session 5	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Maps, capital city, Scandinavia, Nordic, features, Europe, Climate Zones, temperatures, seasons, features, glaciers, fjords, mountains, lakes, physical geography, human geography	Children will identify key questions they can ask in order to compare and contrast an area in the UK with an area in Scandinavia. Children will carry out their own research to compare two locations independently, or work as a group to compare two locations in more depth.	• Can children compare aspects of physical geography in an area in Scandinavia and an area in the UK? • Can children compare aspects of human geography in an area in Scandinavia and an area in the UK? • Can children make inferences about how life is different in two different locations based on its physical and human features?
Session 6	To be able to plan a tourist visit to a Scandinavian destination.	Maps, capital city, Scandinavia, Nordic, features, Europe, Climate Zones, temperatures, seasons, features, glaciers, fjords, mountains, lakes, physical geography, human geography, tourism, holiday destinations	Children will consolidate their learning about Scandinavia by planning a holiday for tourists visiting a particular Scandinavian location. Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography. They will write persuasively to encourage tourism to their chosen area.	• Can children share facts they have learnt about Scandinavia? • Can children suggest locations for a Scandinavian holiday based on various criteria? • Can children write persuasively to advertise a Scandinavian holiday destination?