

<b>Geography</b> <b>Year 5</b> <b>Autumn 2</b>  <b>Fair Trade</b> <b>Topic Key Question: Is food a natural or economic resource?</b>		<b>Learning in this topic:</b> <u>General geographical knowledge, position and significance</u> <ul style="list-style-type: none"> <li>▪ Children will investigate where different foods come from and plot their <b>origin</b> on a world map (e.g. coffee, cocoa beans, bananas, sugar, tea, potatoes, avocados, coconuts, strawberries, pineapples, rice)</li> <li>▪ They will map the journey of different foods to England and investigate their <b>carbon footprint</b>. (e.g. bananas from Panama, cocoa from Ghana)</li> <li>▪ They will identify the patterns between the climate of countries and the food produced there. They will discuss climates in relation to position of the Equator (e.g. North and South America, Africa, Asia)</li> </ul>			
<b>NC objectives covered:</b>	<u>Human and physical geography</u> <ul style="list-style-type: none"> <li>▪ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ 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</li> </ul>	<u>Place knowledge</u> <ul style="list-style-type: none"> <li>▪ They will identify what makes countries less or more developed (<b>low income, human resource weakness - nutrition, health, education and economic instability - export, agriculture, industry</b>), and where the countries are. They will identify countries on an atlas or globe and spot patterns of where the countries are located.</li> <li>▪ Children will compare <b>more economically developed</b> and <b>less economically developed countries</b> and compare the human and physical geography of each of these countries and their food production (<b>Ghana and Panama</b> compared to the <b>United Kingdom</b>)</li> </ul>			
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>▪ Locating counties and continents on atlases and globes (developed throughout KS2).</li> <li>▪ How the land use of counties, and the climate, define what food is produced and what crops are grown in particular parts of the world (Year 3 - Spain. Year 4 Amazon rainforest, Year 5 Greece).</li> <li>▪ Climate zones and the equator (Year 2)</li> <li>▪ The needs and life cycle of a plant (Year 5 science)</li> </ul>	<u>Human and physical geography</u> <ul style="list-style-type: none"> <li>▪ Children will learn about the physical geography of countries where food is grown. They will learn why certain foods are <b>mass produced/grown</b> in certain countries due to its <b>climate</b> and <b>biome</b>. Children will then learn about different <b>climate zones (the coldest polar zone, warm and humid tropical zone and the moderate temperature zone)</b> and the effect this has on food production.</li> <li>▪ They will look at different <b>biomes (forest, rainforest, desert, grassland, tundras)</b> and learn whether <b>food production</b> is suited to all types of biomes.</li> <li>▪ They will explore the <b>land use</b> of different countries and how the physical geography (rivers, mountains, terrain, water cycle and rainfall) supports their ability to produce/grow food.</li> <li>▪ Children will learn about trade links and explore imports and exports of different countries.</li> <li>▪ They will compare the impact this has on <b>MEDC</b> and <b>LEDC</b> and the impact that <b>Fairtrade</b> and commercial trade has on the producers through the use of the <i>Chocolate Trade Game</i>.</li> </ul>			
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>▪ Fair trade</li> <li>▪ Distribution</li> <li>▪ Economics</li> <li>▪ Importing and exporting</li> <li>▪ More and less developed countries</li> <li>▪ Trade links</li> <li>▪ Natural resources</li> <li>▪ Land use</li> </ul>	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>▪ Identify an increasing range of physical processes, e.g. <b>climate zones and biomes</b>.</li> <li>▪ Identify an increasing range of human processes, e.g. <b>economic activity including trade links</b>.</li> <li>▪ Talk about and compare a wide range of locations, countries and continents around the world, including North/South America.</li> <li>▪ Compare and contrast an increasing range of geographical patterns.</li> <li>▪ Identify and describe in detail the impact of change on the lives of people in a given location.</li> <li>▪ Suggest ways in which a location might change and develop in the future, based on factual information.</li> </ul>	<b>Direct links to made other subjects:</b>	<ul style="list-style-type: none"> <li>▪ DT - See topic overview</li> <li>▪ Maths - money and the economy - profit and loss, converting units and measure.</li> </ul>
<b>Inspirational Start:</b> Children to use large printed maps of the world to predict where they think our food comes from - children to be given a mixture of food samples and pictures to plot on the map e.g. coffee beans, chocolate, etc.		<b>Mid-way Milestone:</b> Play the <i>Chocolate Trade Game</i> - the children will take on different roles of businesses, Fairtrade representatives and producers to trade cocoa beans. See game on shared area.		<b>Extraordinary End:</b> Children will create mechanisms with a message to promote the use of Fair trade.	

<b>Geography</b> <b>Year 5</b> <b>Spring 1</b>		<b>Learning in this topic:</b> <u>General geographical knowledge, position and significance</u>	
<b>Our Local Area</b> <b>Topic Key Question: Which type of maps tell us most about our local area?</b>		<ul style="list-style-type: none"> <li>▪ To locate landmarks and human features in our local area - e.g. the school, the arboretum, local shops, the church, main roads, the hills, the race tracks,</li> <li>▪ To locate physical features such as <b>Cannock Chase</b>, <b>Hednesford Hills</b>, the River Penk.</li> </ul>	
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the local area.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketching maps and plans.</li> </ul>	<b>Place knowledge</b> <ul style="list-style-type: none"> <li>▪ To understand where <b>Hednesford</b> is in relation to other cities e.g. <b>Birmingham, Manchester, Wolverhampton, Stafford.</b></li> <li>▪ To apply their knowledge of the local area to plan and guide routes and walks using <b>scales and map skills.</b></li> </ul>	<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>▪ To examine how the physical geography of our local area is changing and developing e.g. new housing and the impact this has on <b>sustainability and wildlife</b> in the local area.</li> <li>▪ Suggest ways in which our local area might develop and change in the future, based on factual information and recent development. Discuss the impact this may have on the <b>environment, local businesses and residents.</b></li> </ul>
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>• Basic map reading skills</li> <li>• A basic knowledge of our local area</li> <li>• A basic understanding of grid references and co-ordinates</li> <li>• An understanding of distances and basic concepts of how far different units of measure are.</li> </ul>	<b>Geographical and fieldwork skills</b> <ul style="list-style-type: none"> <li>▪ Explore the local area through walks using maps of different scales.</li> <li>▪ To explore what is found in the local area - types of <b>plants, trees, wildlife.</b></li> <li>▪ To create sketches and plans of specific points in our local area.</li> <li>▪ To locate landmarks and <b>human features</b> in our local area using <b>six-figure grid referencing.</b></li> <li>▪ To follow maps using <b>compass directions and map symbols.</b></li> </ul>	
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>• Nature</li> <li>• Our local area</li> <li>• Maps</li> <li>• Sustainability of the local environment</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>• Use a range of equipment and maps to conduct independent fieldwork.</li> <li>• Communicate findings using complex terminology.</li> <li>• Locate a city in the UK using six-figure grid referencing.</li> <li>• Plot a series of points along a route and use the scale to calculate the distance.</li> <li>• Create maps of the local environment and beyond using different scales and six-figure grid referencing.</li> <li>• Recognise and describe the different views that people may hold when changes are made to the environment.</li> <li>• Talk about and describe the ways in which groups try to manage an environment's sustainability.</li> <li>▪ Describe how decisions made about places and environments can impact on the lives of the people who live there</li> </ul>	<b>Direct links to made other subjects:</b> <ul style="list-style-type: none"> <li>▪ English - debate writing based on environment sustainability and changes made e.g. new house estates.</li> <li>▪ Maths - scales and grid referencing</li> </ul>
<b>Inspirational Start:</b> (hook to capture the imagination) Walk over Hednesford Hills to collect inspiration and natural printing materials for their motifs.	<b>Mid-way Milestone:</b> Residential visit to Standon Bowers to explore our local area. This will involve a walk over the Roaches, orienteering activities and map reading.	<b>Extraordinary End:</b> (a recognised end point to work towards) Geography - To create and design a map of the local area around our school with a key and local landmarks shown. Art - To create a repeating pattern for an end purpose such as wallpaper, wrapping paper or fabrics.	

<b>Geography</b> <b>Year 5</b> <b>Summer 2</b>		<b>Our Local Area</b> <b>Topic Key Question: To what extent do you think the development of Greece is affected by it's physical geography?</b>		<b>Learning in this topic:</b>	
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of an area in an European country.</li> </ul>	<p><b>General geographical knowledge, position and significance</b></p> <ul style="list-style-type: none"> <li>Children will be able to locate Greece, the islands (Focusing on <b>Santorini, Rhodes, Crete, Mykonos, Zakynthos, Corfu and Kos</b>), the surrounding seas (<b>Ionian Sea, Aegean Sea</b> and <b>Mediterranean Sea</b>) and bordering countries (<b>Turkey, Bulgaria, North Macedonia, Albania</b>) on an atlas and a globe.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>The children will learn about the <b>population</b> of Greece (10million) and how this dispersed (3 million in Athens compared to smaller populations within the islands).</li> <li>They will learn about the time zone of Greece (Eastern European <b>Summer Time - GMT +3</b>)</li> <li>The children will locate the capital of Greece and other significant cities and regions within Greece and the islands.</li> <li>The children will learn that due to the location of Greece it often suffers from <b>natural disasters</b> such as severe <b>earthquakes, floods, droughts and wildfires</b>. They are also trying to manage problems with air and water pollution.</li> <li>They children will explore the impact of <b>physical</b> and <b>human</b> features on the development of the country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Children will learn that the physical geography is made up of four key features: <b>warm dry climate, mountainous terrain</b>, surrounded by <b>seas</b> and is made up of <b>many islands</b> by analysing different sources including maps, globes, photographs, weather data, recounts from visitors etc.</li> <li>They will they will learn about the climate throughout the year. Links will be made to maths to explore the average temperatures and plotting these on a graph. They will investigate why the climate is often hot and dry (latitude and longitudinal position) how the climate effects daily life, tourism, production of food and features such as housing, travel and culture.</li> <li>They will learn that two-thirds of the <b>terrain</b> of Greece is covered by <b>mountains</b>. They will study <b>Mount Olympus</b> (the highest mountain peak) and the <b>Pindus mountain range</b> (the most significant mountain range in Greece). They will study the features within the mountain ranges (vast, thick forests, rare species, rich biodiversity) and the impact on <b>landscape</b> and <b>agriculture</b>. They will learn how the mountains worked as a natural barrier between city-states and historical how this effected how the population settled and how the country was forced to divide and settle along the coast as individual city-states, rather than one civilisation. They will explore how Greece is still divided into natural regions that descend from Ancient Greece and how these are dictated by the formation of the mountains and seas.</li> <li>They will learn that Greece is a <b>peninsula</b> and has the largest <b>coastline</b> in <b>Europe</b> due to its numerous islands. They will discover that it is made up of 2000 islands but that only 168 are inhabited. They will investigate what makes an island <b>inhabitable</b> and why so few are lived on today.</li> </ul>			
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>The difference between human and physical geography</li> <li>Using an atlas and map skills (developed throughout KS1 and 2)</li> <li>Countries of Europe</li> <li>Ancient Greek life (Previous Year 5 topic)</li> <li>Knowledge of neighbouring European countries (Year 4)</li> <li>Knowledge of human and physical features of other countries to compare such as Spain (Year 3)</li> </ul>				
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Physical geography</li> <li>Human geography</li> <li>Climate</li> <li>Vegetation</li> <li>Region</li> <li>Development</li> <li>Settlement</li> </ul>	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Support reasons for the physical and human features of a location with factual evidence.</li> <li>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</li> <li>Select appropriate sources of primary and secondary information to support investigation.</li> <li>Select an appropriate way in which to present statistical information and findings.</li> <li>Ensure that conclusions make accurate reference to the evidence presented.</li> <li>Set own challenging questions when investigating geographical features and issues.</li> </ul>	<b>Direct links to made other subjects:</b>	<ul style="list-style-type: none"> <li>English - non chronological reports/ persuasive writing</li> <li>Maths - links statistics (average temperatures, plotting graphs)</li> </ul>
<b>Inspirational Start:</b> (hook to capture the imagination) Food tasting session of Greek food and discuss how this relates to climate and location.		<b>Mid-way Milestone:</b>  Game show to compare the geographical features and location of Hednesford to a city in Greece.		<b>Extraordinary End:</b> (a recognised end point to work towards)  To create a 3D map of Greece applying the knowledge they have gained throughout the topic.	