

Geography						
	Autumn		Spring		Summer	
Year 5			Reading and Understanding maps/ Trading places		Fashion around the world (link to climate & weather)/ Sweatshops (link to poverty and globalization)	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum			Identification of equator, N&S hemispheres and time zones - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)	Distribution of natural resources – energy, food, water minerals - 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	Diversity across the world –reasons for clothing - 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	Study of how countries are interconnected and interdependent -
(knowledge)			-earth enter and exit daylight at different times Fieldwork enquiry question: Which climate is better for a holiday?	-the importance of natural resources on meeting people’s needs -what are countries doing to ensure that natural resources are preserved? Fieldwork enquiry question: Which area is more reliant on natural resources?	-where garments sold in UK are made (ie. T-shirts/footwear etc.)-link to rural and poor areas -about the conditions and negligence of workshops –why is it still happening? -that the UK was once a top exporter of garments in the 70’s but now Bangladesh etc. lead the market-why?	-that a specific product may have many countries involved in the processes of -that Globalization is often defined as the interaction and integration of people in different areas of the world
(skills)			-demonstrate through roleplay/models that all the Earth cannot be facing the sun at once (rotation-time zones)) -identify other cities that has same latitude as London?		-suggest ways in which poorer countries are exploited -explain the distribution process of a clothing item from the high street and its impact on stakeholders -identify and review the impact UK legislation is making in combating exploitation	-explain and discuss why people move countries –define the terms economy, employment, education etc. -identify parts of the world that has a high level of immigration -define and distinguish between industrialized and developing countries
Discipline Focus			I can locate some countries and cities & significate longitudes and latitudes. I can use maps and atlases.	I can identify & describe some physical features of a location	I have some understand of geographical diversity & how countries are interconnected and interdependent. & the reasons for countries geological similarities and differences I can identify & describe some physical features of a location	I can explain how locations around the world are changing and why. I understand how countries are interconnected and interdependent.

Subject Builder																			
Key Concepts			<table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td rowspan="2">Human environmental interaction</td> </tr> <tr> <td>Region</td> </tr> </table>	Location	Movement	Place	Human environmental interaction	Region	<table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td rowspan="2">Human environmental interaction</td> </tr> <tr> <td>Region</td> </tr> </table>	Location	Movement	Place	Human environmental interaction	Region					
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