**Year 5 Geography Curriculum – Autumn Term**

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| **Theme: Planet Earth** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Keyword** | Definition  | **Latitude** | Imaginary lines that run parallel to the equator, used to measure distances north or south of the equator. | **PSHE** – **History –** **English** – **Science –**  |
| **Axis** | An imaginary line that the Earth spins around, running from the North Pole to the South Pole. | **Longitude** | Imaginary lines that run from the North Pole to the South Pole, used to measure distances east or west of the prime meridian. |
| **Equator** | An imaginary line around the middle of the Earth, equidistant from the North and South Poles, dividing the Earth into the Northern and Southern Hemispheres. | **Prime Meridian** | The imaginary line that divides the Earth into the Eastern and Western Hemispheres, located at 0 degrees longitude. |
| **North Pole** | The northernmost point on Earth, located at the top of the Earth's axis.  | **Tropic of Cancer** | An imaginary line north of the equator, marking the northernmost point where the sun can be directly overhead. |
| **Northern Hemisphere** | The half of the Earth that is north of the equator. | **Tropic of Capricorn** | An imaginary line south of the equator, marking the southernmost point where the sun can be directly overhead. |
| **South Pole** | The southernmost point on Earth, located at the bottom of the Earth's axis. | **Map projection** | A method for representing the curved surface of the Earth on a flat map. |
| **Southern Hemisphere** | The half of the Earth that is south of the equator. | **North Point** | An arrow or symbol on a map that shows which direction is north. |
| **Antarctic Circle** | An imaginary line around the Earth near the South Pole, marking the boundary of the area where, for at least one day a year, there is 24 hours of daylight or darkness. | **Greenwich/Prime Meridian** | The line of 0 degrees longitude that runs through Greenwich, England, used as the starting point for measuring longitude. |
| **Arctic Circle** | An imaginary line around the Earth near the North Pole, marking the boundary of the area where, for at least one day a year, there is 24 hours of daylight or darkness. | **International Date Line** | An imaginary line, generally located at 180 degrees longitude, where the date changes by one day when crossed. |
| **Time Zone** | A region of the Earth where the same standard time is used. | **Orbit** | The path that the Earth takes as it revolves around the sun. |
| **Prior Learning:**Hot and cold places- Year 2Shape of our land/celebrating our world- Year 4 | **Future Learning:**N/A |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How does the Earth's spin create day and night?
 | * Understanding that the Earth spins on its axis.
* Learning about the concept of day and night.
* Recognizing the effects of Earth's rotation on time and climate.
 | **Activity:** Use a globe and a light source (representing the sun) to demonstrate how the Earth's rotation causes day and night.**Skill:** Observational skills and understanding of cause and effect. |
| 1. What are the lines of longitude and latitude?
 | * Learning about lines of latitude and longitude.
* Understanding the significance of the equator and prime meridian.
* Recognizing how these lines help in locating places on the Earth's surface.
 | **Activity:** Create a simple map with lines of latitude and longitude, marking the equator and prime meridian.**Skill:** Map reading and spatial awareness. |
| 1. How accurate is the world map?
 | * Learning about different types of map projections (e.g., Mercator, Robinson).
* Understanding the distortions that occur in map projections.
* Recognizing the importance of using different maps for different purposes.
 | **Activity:** Compare different map projections and identify the distortions in size and shape of continents and countries.**Skill:** Critical thinking and comparison. |
| 1. What are time zones?
 | * Understanding the concept of time zones.
* Learning how the Earth's rotation and position relative to the sun create different time zones.
* Recognizing the significance of the prime meridian in setting time zones.
 | **Activity:** Create a world map showing different time zones and practice calculating time differences between various locations.**Skill:** Time calculation and map reading. |
| 1. Why does the sun rise higher in the sky during summer and lower during winter?
 | * Understanding the concept of the Earth's tilt and its orbit around the sun.
* Learning how the tilt causes the sun to appear higher in the sky during summer and lower during winter.
* Recognizing the impact of this phenomenon on seasons and daylight hours.
 | **Activity:** Use a globe and a flashlight to demonstrate how the tilt of the Earth affects the angle of sunlight and the changing seasons.**Skill:** Scientific observation and demonstration. |
| 1. What are the differences between tropical and polar regions?
 | * Learning about the characteristics of tropical and polar regions.
* Understanding the climatic differences between these regions.
* Recognizing the impact of latitude on climate and biodiversity.
 | **Activity:** Compare and contrast the climate, flora, and fauna of tropical and polar regions using pictures and data.**Skill:** Comparative analysis and research. |
| **Themes and links** |
| **Geography themes** | **Where these are covered:** | **Links across the Geography curriculum** |
| **Space and scale** | * Lessons 1, 2, 3 and 5
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| **EYFS** |  |
| **1** |  |
| **2** | Hot and cold places |
| **3** |  |
| **4** | Shape of our land/celebrating our world |
| **6** |  |

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| **Interdependence** | * Lesson 4
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| **Environment and sustainability** | * Lesson 6
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| **Cultural understanding and diversity** | * Lesson 6
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