**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 2  Shape 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 | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** | Hot and cold places | | **3** |  | | **4** | Shape of our land/celebrating our world | | **6** |  | | |
| **Interdependence** | * Lesson 4 | | | | | | |
| **Environment and sustainability** | * Lesson 6 | | | | | | |
| **Cultural understanding and diversity** | * Lesson 6 | | | | | | |