**Year 5 Geography Curriculum – Summer Term**

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| **Theme: Biomes and Vegetation Belts** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **Keyword** | Definition | **Climatic** | relating to climate. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Biome** | A biome is an area classified according to the species that live in that location. Temperature range, soil type, and the amount of light and water are unique to a particular place and form the niches for specific species allowing scientists to define the biome. | **Canopy** | the [uppermost](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_2GbO1Efg1-u0cDUGWWn90T6UDuw:1713798044935&q=uppermost&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJlg4GkbnBSjHo0HQDsGGfnwo5w2XKRFTAAYzUCbiictsWHcHlDIvQyCUPb63Rt0geRBRSbTt5mJoLo2gjQ1kp8lCI5PA%3D&expnd=1&sa=X&ved=2ahUKEwinmL2di9aFAxWmUkEAHShKDWcQyecJegQIDxBA) branches of the trees in a forest, forming a more or less continuous layer of [foliage](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_2GbO1Efg1-u0cDUGWWn90T6UDuw:1713798044935&q=foliage&si=AKbGX_r0zqXEeLlZhGfi3fbO0QSWhf05eeIoPT7Obge8QyIVuyWOvkL6aNFnKJX2Frizxg_pIqfxjKdCLXZujDvB6bezba19Kw%3D%3D&expnd=1&sa=X&ved=2ahUKEwinmL2di9aFAxWmUkEAHShKDWcQyecJegQIDxBB). | | |
| **Vegetation belt** | the plant life as a whole within a certain area. | **Vegetation** | plants considered [collectively](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn086SqDgki4_s9vWjQ4QDzhs2JtDfw:1713797838467&q=collectively&si=AKbGX_rYYX5RSQWW4ITS1L-igAzuFmUgd3D2kGyC30ea4oa2sjw0-d-3cyJkbqX6ztrAq8ryjFrweeetEHtfLbl0uV-40irLgCCbgLMNUXJT-Lm2dpOABIo%3D&expnd=1&sa=X&ved=2ahUKEwiksoO7itaFAxXwT0EAHZeQAD4QyecJegQIHRAO), especially those found in a particular area or habitat. | | |
| **Interdependence** | the state of being dependent upon one another : mutual dependence. | **Diverse** | showing a great range of variety; very different. | | |
| **Flora** | the plants of a particular region, habitat, or [geological](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08LmJFsy8CQoUsaxkG25xZmdGIdBA:1713797911900&q=geological&si=AKbGX_pt4UlL1m2gNC94R_NJDj6STJFOlzFK7SlkxWXbiiPscblVWVHsUaeEY9sAshtlQpLOo5E89cILo3TGSbkNEglOTsSuziyWKCkAx3itPxkJ6DDOBgA%3D&expnd=1&sa=X&ved=2ahUKEwiW-YPeitaFAxUEWEEAHY_lBtQQyecJegQIFRAO) period. | **Masai** | a member of a [pastoral](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08ZNk13GtXiTpHn4O6WIaoNc6o32g:1713798100849&q=pastoral&si=AKbGX_q870E3DK3nJ7cu3BOD7pxCKNwU8LhI0Cj0Z0LFOfmw0hHJKRGqAyeIZLOub6iaTgix_Ui3MCqHKAeD5XPBuQlrhCV7MCZeAvoOCRHEua4gpnc-TAc%3D&expnd=1&sa=X&ved=2ahUKEwjN7ZG4i9aFAxV1VUEAHQ2OC2YQyecJegQIKRAO) people living in Tanzania and Kenya. | | |
| **Fauna** | the animals of a particular region, habitat, or [geological](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08jaDxUCtTsiHOJPM_L4To-U-hFuw:1713797939367&q=geological&si=AKbGX_pt4UlL1m2gNC94R_NJDj6STJFOlzFK7SlkxWXbiiPscblVWVHsUaeEY9sAshtlQpLOo5E89cILo3TGSbkNEglOTsSuziyWKCkAx3itPxkJ6DDOBgA%3D&expnd=1&sa=X&ved=2ahUKEwj225HritaFAxVrVUEAHY1QC3MQyecJegQIHRAO) period. | **Desert** | arid land with usually sparse vegetation. especially : such land having a very warm climate and receiving less than 25 centimetres (10 inches) of sporadic rainfall annually. | | |
| **Equator** | a line notionally drawn on the earth [equidistant](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08EUljAXrplpteNVcP8uV08tUFF5w:1713797960895&q=equidistant&si=AKbGX_okpkrXRdHQwZu4Fe0iRe3uQVInWoMvwGEAd8pXTMdV2kob1lUj_nBJg1PI0xc6fJ6J-TxDgUgOhPsUxJpmX1xjC44e9YuQfqQQkETBHiuSQMA4QBE%3D&expnd=1&sa=X&ved=2ahUKEwii2rP1itaFAxXXQUEAHXiMBdYQyecJegQIHBAO) from the poles, dividing the earth into northern and southern [hemispheres](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08EUljAXrplpteNVcP8uV08tUFF5w:1713797960895&q=hemispheres&si=AKbGX_okpkrXRdHQwZu4Fe0iRe3uDeqbfPhxeq2lfbPpDeDS6RH6FZXs-FrBtqUbBri-iuihzuNmV0ah9SZL-m7CikMkqNW2_chqqkJzPSO6_1Uo19-TF30%3D&expnd=1&sa=X&ved=2ahUKEwii2rP1itaFAxXXQUEAHXiMBdYQyecJegQIHBAP) and [constituting](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08EUljAXrplpteNVcP8uV08tUFF5w:1713797960895&q=constituting&si=AKbGX_rYYX5RSQWW4ITS1L-igAzuWs33C2g-WWt2sWlQQAP29EKOZv7UFKXcQyI7EiMkAXbiu-9X1iCYdxfBAuikaHPhmFnYQmsYD20QvWEsOZE_DI12hJM%3D&expnd=1&sa=X&ved=2ahUKEwii2rP1itaFAxXXQUEAHXiMBdYQyecJegQIHBAQ) the parallel of latitude 0°. | **Savannah** | a [grassy](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn09feLh19NuwG5cZuTU_d8wzUasssg:1713798175495&q=grassy&si=AKbGX_qMqBjhUm3ZRWjCp4_5aZjJMvq8TXfqdEBdmpoA0e2MnB3yF3dgJl8I8r8eVy3QV5S1keqBjdmE8AOXmF3Kowd_8FgjNw%3D%3D&expnd=1&sa=X&ved=2ahUKEwiN-t3bi9aFAxXrTEEAHSSkDKgQyecJegQIKxAO) plain in tropical and [subtropical](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn09feLh19NuwG5cZuTU_d8wzUasssg:1713798175495&q=subtropical&si=AKbGX_okpkrXRdHQwZu4Fe0iRe3u7B7T0CPxy7U92nVIvKRZr8-y9qaBvwRkMWhnvKVdJfQMeSRwQliWr-0cQLgEHgVtrbEvOeYEprP3GnpB02TLSj2UFFY%3D&expnd=1&sa=X&ved=2ahUKEwiN-t3bi9aFAxXrTEEAHSSkDKgQyecJegQIKxAP) regions, with few trees. | | |
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| **Prior Learning:**  Hot and Cold places (with rivers and mountains)- Year 2 | | | | | **Future Learning:**  Shape of our land; celebrating our world- Year 4  Natural resources and Trade- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. What is life in the rainforest like? | | * Rainforest landscapes are found around the equator. The basins of the rivers Amazon and Congo and the islands of Indonesia are core areas. * The typical daily pattern of rainforest weather: the temperature rises as the sun rises steadily in the sky heating the air; more and more moisture evaporates from the forest leading to heavy clouds and thunderstorms in the afternoon; in the evening the skies clear. | | | | | * Name two or three countries in Asia, Africa or South America in the rainforest belt (use an atlas). * Research enquiry questions such as: where can rainforests be found; what are climates in the rainforest like; which plants and creatures might live there; what is a typical rainforest landscape like; how do people use and benefit from it (even in the UK- interdependence with produce we use). * Produce a record (from research) of a particular aspect of the rainforest explaining what life is like there with reference to ‘a fascinating creature’, ‘an unusual plant’, ‘surprising facts’ or ‘traditional people’. | | |
| 1. What threatens the rainforest? | | * Many things threaten the rainforest; over-farming and deforestation posing some serious threats to both flora and fauna. * For example, the amazon rainforest is threatened by deforestation for timber. * The use for palm oil in many food products has increased demand leading to the loss of habitats for many species including Orangutans in Borneo and Sumatra (Southeast Asian islands). | | | | | * Discuss those who rely on the rainforest for food and work and the moral choice they face in providing for their family and the limited choices they may face. * Write a persuasive argument for or against the use of palm oil/write a persuasive argument from the perspective of an orangutan. | | |
| 1. What would I find on a desert journey? | | * Deserts are hostile environments due to the little to no rainfall they experience, they are not always sandy. The Antarctic and Greenland would classify as desert due to the little to no rainfall they receive and support very few forms of life compared to other deserts. * Some hotter sandy deserts include: the Sahara, Arabian and Great Victoria Desert are some of the largest hot deserts. The communities of animals and plants that live here are adapted to cope with harsh conditions. * Deserts can be blisteringly hot in the day with fierce sunshine from dawn till dusk and cold at night with bright stars to light the way. Sometimes string winds blow sand in your face. Dates and palm trees line the way and oases are hard to find. Drink needs to be consumed in the desert frequently and mirages can pose a threat for the would-be explorer conjuring visions of water shimmering in the distance. Care needs to be taken for prickly cacti and venomous predators that hide in the sand. | | | | | * Describe a desert scene as an explorer whose car has broken down in the desert. Write a what happens next scenario detailing the key features of the desert environment and sequence your journey. | | |
| 1. Why is it hotter nearer the equator? | | * Sunlight hits the Earth most directly at the Equator. The curve of the Earth means that sunlight is spread over a wider area the further you move from the Equator. Sunlight hits a smaller surface area at the Equator so heats up quickly compared to the poles, which by contrast are colder. * Contrary to popular thought the majority of world deserts are not located near the equator. While some deserts like the Sahara in Africa and the Arabian Desert in the Middle East are located near the equator, there are many other deserts located in other parts of the world. | | | | | * Identify the equator and mark on a map/globe. * Hypothesise why countries along the equator may be hotter and critique summer and winter temperatures in those countries compared with others nearer the poles. Record and conclude your findings. | | |
| 1. What would you see on the savannah? | | * Savannah, vegetation type that grows under hot, seasonally dry climatic conditions and is [characterized](https://www.britannica.com/dictionary/characterized) by an open [tree](https://www.britannica.com/plant/tree) [canopy](https://www.britannica.com/science/canopy-forests) (i.e., scattered trees) above a continuous tall [grass](https://www.britannica.com/plant/grass) understory (the vegetation layer between the [forest](https://www.britannica.com/science/forest) canopy and the ground). The largest areas of savanna are found in [Africa](https://www.britannica.com/place/Africa), [South America](https://www.britannica.com/place/South-America), [Australia](https://www.britannica.com/place/Australia), [India](https://www.britannica.com/place/India), the [Myanmar](https://www.britannica.com/place/Myanmar) (Burma)–[Thailand](https://www.britannica.com/place/Thailand) region in [Asia](https://www.britannica.com/place/Asia), and [Madagascar](https://www.britannica.com/place/Madagascar). * The species of flora and fauna on the Savannah are diverse. | | | | | * Select a range of flora and fauna to discuss and design a script to present on a BBC documentary (much in the style of David Attenborough). Present in groups or as individuals. * <https://www.britannica.com/science/savanna/Environment> * <https://letstalkscience.ca/educational-resources/backgrounders/savanna-biome> | | |
| 1. Can we farm the savannah? | | * Most of the world’s savannah is found in Africa and it is the home to many groups of people who herd animals for a living. One of the most famous of these groups is the Masai of Kenya and Tanzania. | | | | | * Follow the life of a Masai herdsman for a day and consider the possibilities of farming with cattle and agriculture in the savannah. Log a daily report empathising with the daily work of a farmer here and detailing the pros and cons of savannah farming. | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 2, 3 and 4. | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** | Hot and Cold places (with rivers and mountains) | | **3** |  | | **4** | Shape of our land; celebrating our world | | **6** | Natural resources and Trade | | |
| **Interdependence** | * Lesson 2 | | | | | | |
| **Environment and sustainability** | * Lessons 2, 4 and 6. | | | | | | |
| **Cultural understanding and diversity** | * Lessons 1, 2, 5 and 6. | | | | | | |