Charles Darwin CP School Progression in Geography Year Five

Topic	**Local and global: why are trees and forests important?**	**Natural resources: what are they, where are they found, why are they important?**	**North and South America: how diverse are their places and landscapes?**	**South America: why does the Amazon matter?**	**Energy: how do we power the world?**	**Sustainable world: does it matter how we live?**
Themes	Local	Environmental	Global	Global	Environmental	Environmental
Prior knowledge	**From Year 2** Name physical features of the UK **From Y3** Understand the decline of the rainforests	**From Year 3** Understand land use in the UK	**From KS1** I can name and locate the continents of the world I have studied cities in the UK and Europe	**From Y3** Understand the decline of the rainforests **From Y4** I know about how humans can threaten an area	**From Y5 U2** I know that natural resources are materials produced by the environment that humans can make use of. I know what renewable and non-renewable energy sources are and can name examples.	I can identify the advantages and disadvantages of renewable sources of energy, and form an opinion about their relative merits.
Prior skills	Can conduct a local survey using fieldwork techniques Interpret data from maps and tables	Can use digital maps to explore an area Can use a key to interpret a map	Can plan a route Have studied world maps	I can explain how humans impact the environment	I can interpret data from maps and tables	I can plan a new area I can explain how humans impact the environment
Key vocabulary	native, biodiversity, forest, woodland, infrastructure, biome, indigenous, grid reference, survey, risk assessment	resource distribution, energy, minerals, renewable, finite, hydro-electric, geothermal, unsustainable, arable, pastoral. sustainable farming, extracting, mining, quarrying, biofuel, export, boreal, reservoir	continent, location, equator, northern hemisphere, southern hemisphere, weather, climate, latitude, landscape, Biome, settlement, population, landmark, wealth, inequality, tourist attraction	equator, Tropic of Cancer, Tropic of Capricorn, emergent, canopy, understory	fossil fuel, renewable energy, greenhouse gases, emissions, climate change,	consumption, global warming, food miles, rewilding, Sustainable Development Goals
Statutory Requirements	name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including forests) **physical geography,** including: climate zones, biomes and vegetation belts **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	name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including mountains) **physical geography,** including: climate zones, biomes and vegetation belts **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	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **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	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **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	locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **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	locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
Skills covered	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Types of Maps	Digimap OS maps Historical map Map showing world biomes	World natural resources map	World map including lines of latitude and longitude Climate graphs Population map of North and South America	World map showing rainforests Satellite images of rainforests	World map showing energy use per person	World map showing CO_2 emissions UK biodiversity map
Key Performance Indicators	I can use maps and data sources to identify changes in the UK's woodlands and forests. I can consider evidence from fieldwork and other sources to find a suitable location to plant trees in the local area.	I know that natural resources are materials produced by the environment that humans can make use of. I know what renewable and non-renewable energy sources are and can name examples.	I know that there is a diverse range of landscapes and climate zones in North and South America. I can describe some of the physical and human features in major cities of North and South America. I understand there are inequalities between the lives of people within and between countries.	I know what a rainforest is and why rainforests are important (focus on the Amazon rainforest) I can identify some of the threats to rainforests, and describe some ways in which people are taking action to protect rainforests.	I can explain the links between energy use, fossil fuels, carbon emissions and climate change. I can identify the advantages and disadvantages of renewable sources of energy, and form an opinion about their relative merits.	I can explain what a carbon footprint is and identify changes likely to make a positive difference. I can research, identify and give examples of some ways in which cities can become more sustainable.

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Lessons to be covered	1.The benefits of trees 2.Mapping trees locally 3.Mapping changes in the UK's forests 4.Global trees and forests 5.Mapping changes in forests around the world 6.Planning tree planting in the local area * done with The Mersey Forest	1.Natural resources 2.Renewable and non-renewable energy sources 3.Food 4.Minerals 5.Wood 6.Water	1.Using maps to locate countries in North and South America 2.Climate of North and South America 3.Physical geography of North and South America 4.Human geography of North and South America 5.Economic activities of North and South America 6.Planning a journey through the Americas	1.Tropical and temperate rainforests 2.Location of the Amazon rainforest 3.Features of the Amazon rainforest 4.Foods from tropical rainforests 5.Brazil nut production 6.People of the Amazon rainforest	1.Energy consumption 2.Non-renewable energy sources 3.Renewable sources of energy 4.Reducing energy use 5.Solving the energy problem	1.Sharing resources 2.Carbon footprints 3.Using energy wisely 4.Tackling food waste 5.Biodiversity 6.Making cities more sustainable
Assessment						