**Subject Area – Geography  Year Group - 5**

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| Unit of work | **South America – South America** | **North America - Megacities** | **Human Impact** |
| | Key stage 2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | |
| Composite Knowledge | **How does geography influence where people live in South America?** | **What are the pros and cons of living in a megacity?** | **What impact are people having on air, land and sea pollution?** |
| Component knowledge<br><br>(building blocks) | **Locational knowledge:**<br>-What are the key geographical features of South America?<br>-What can maps tell us about places in South America?<br>-What geographical patterns explain where people live in South America?<br><br>**Place knowledge:**<br>- How is the population distributed across South America?<br>- How does the Amazon support both people and nature?<br>-Why do people move to South America's major cities?<br>-What happens when cities grow rapidly?<br>-How do people live successfully in different environments across South America?<br>-What similarities and differences exist between South America and the UK?<br><br>**Human and physical geography:**<br>- How does the Andes Mountain range affect where people live?<br>- How does the Amazon River support human settlement?<br>- How does climate influence settlement patterns?<br><br>**Skills and fieldwork:** | **Locational knowledge:**<br>- use a map to locate environmental regions, key physical and human characteristics, countries<br>-What are some of the human and physical characteristics of North America, including population distribution and climate.<br>-How has migration affected the megacities of North America?<br><br>**Place knowledge:**<br>- What are the geographical similarities and differences o London and New York?<br><br>**Human and physical geography:**<br>-What are the key human and physical features of a megacity?<br><br>**Skills and fieldwork**:<br>- Use maps, atlases, globes & digital/computer mapping to locate North American countries and describe the features studied. | **Place knowledge:**<br>-To study the impact of human activity on local, national and worldwide environments and make comparisons.<br>-What impact do humans have on the natural world?<br>-What impact is pollution having locally, nationally and globally?<br><br>**Human and physical geography:**<br>- How is the physical environment impacted by humans.<br>-What human activities and developments have impacted the environment.<br><br>**Skills and fieldwork**:<br>-Use field work to research, measure and record human and physical features in the local area |

| | | | |
|---|---|---|---|
| | - Use maps, atlases, globes & digital/computer mapping to locate South American countries and describe the features studied. | | |
| National Curriculum KS2 | Pupils should:<br>**<u>Locational knowledge</u>**<br>♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>♣ 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)<br>**<u>Place knowledge</u>**<br>♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>**<u>Human and physical geography</u>**<br>describe and understand key aspects of:<br>♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>♣ 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<br>**<u>Geographical skills and fieldwork</u>**<br>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>♣ 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<br>♣ 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. | | |
| Links to prior knowledge<br><br>(refer to year group planning) | Year 4 – Climate zones (biomes)<br>Year 4 – Tourism<br>Year 3 – Mountains, rivers, Latitude and Longitude | Year 4 – Climate zones (biomes)<br>Year 4 – Tourism<br>Year 3 – Mountains, rivers, Latitude and Longitude | Year 4 – Climate zones |

**Termly Planning**

Autumn –

| Autumn | Enquiry Question | Key Knowledge | Main Task | Vocabulary |
|---|---|---|---|---|
| **Lesson 1** | What are the key geographical features of South America?<br><br>Objective<br><br>To locate South America and identify its major physical and human features | South America is one of seven continents and lies mainly in the Southern Hemisphere and entirely within the Western Hemisphere.<br>The Equator crosses Ecuador, Colombia and Brazil, affecting climate across the continent.<br>South America is the fourth largest continent and contains 12 sovereign countries.<br>Physical features include the Andes Mountains, Amazon Rainforest, Amazon River, Atacama Desert and extensive grasslands called pampas.<br>Human features include cities, roads, ports, farms and settlements.<br>Geographers use maps, aerial photographs and satellite images to study places. | Create a detailed map including countries, capitals, major landforms and geographical labels with explanations.<br><br>Outcome<br><br>A labelled map of South America with geographical annotations. | Continent, hemisphere, equator, latitude, longitude, physical feature, human feature, scale |
| **Lesson 2** | What can maps tell us about places in South America?<br><br>Objective<br><br>To use different map types to investigate geographical information. | Political maps show countries, boundaries and settlements.<br>Physical maps show rivers, mountains and landforms.<br>Population maps show where people live.<br>Geographers use maps to identify patterns and relationships.<br>Maps provide evidence to answer geographical questions. | Analyse three map types and complete a geographical investigation sheet identifying similarities, differences and useful information.<br><br>Outcome<br><br>A comparison of political, physical and population maps. | Political map, physical map, topographical map, key, atlas, symbol, compass points |
| **Lesson 3** | How is the population distributed across South America? | Population is unevenly distributed.<br>Most people live near coasts and major cities.<br>The Amazon Basin has a low population density. | Create a choropleth population map and explain why some areas are more densely populated than others.<br><br>Outcome | Population, density, distribution, urban, rural, settlement, migration |

| | | | | |
|---|---|---|---|---|
| | Objective<br><br>To identify patterns in population distribution. | □ Difficult environments generally have fewer settlements.<br>□ Geographers identify patterns using population data. | A population density map and written geographical explanation. | |
| **Lesson 4** | How does the Andes Mountain range affect where people live?<br><br>Objective<br><br>To understand how mountains create opportunities and challenges for settlement. | □ The Andes form the longest continental mountain range in the world.<br>□ Temperatures decrease as altitude increases.<br>□ Transport routes can be difficult in mountainous areas.<br>□ Steep slopes limit farming opportunities.<br>□ Terrace farming allows crops to be grown on mountain sides.<br>□ Valleys often provide suitable locations for settlements.<br>□ Mining and tourism create jobs in mountain regions. | Create a balanced report identifying advantages and disadvantages of living in the Andes using maps and photographs.<br><br>Outcome<br><br>A case study investigation of Cusco, Peru. | Mountain range, altitude, relief, terrace farming, climate, settlement |
| **Lesson 5** | How does the Amazon River support human settlement?<br><br>Objective<br><br>To investigate how rivers influence where people live. | □ The Amazon River is one of the largest river systems in the world.<br>□ Settlements often develop near rivers because of access to water.<br>□ Rivers provide transport routes in remote areas.<br>□ Floodplains create fertile land for farming.<br>□ Rivers provide food through fishing.<br>□ Trade and communication are easier along rivers. | Produce an infographic demonstrating how the Amazon supports transport, farming, trade and daily life.<br><br>Objective<br><br>To investigate how rivers influence where people live. | River basin, tributary, floodplain, irrigation, transportation, resource |
| **Lesson 6** | How does climate influence settlement patterns?<br><br>Objective | □ Climate describes weather patterns over a long period.<br>□ Tropical climates are hot and wet throughout the year. | Compare climate graphs from Manaus, Lima and Buenos Aires and evaluate which location is most suitable for settlement. | Climate, weather, tropical, temperate, arid, precipitation, rainfall |

| | | | | |
|---|---|---|---|---|
| | To understand how different climates affect human activity and settlement. | ▯ Arid climates have very little rainfall.<br>▯ Climate affects food production and water availability.<br>▯ Extreme climates often have fewer settlements.<br>▯ Moderate climates can support larger populations. | Outcome<br><br>A climate comparison report. | |
| **Lesson 7** | How does the Amazon support both people and nature?<br><br>Objective<br><br>To explore the importance of the Amazon Rainforest. | ▯ The Amazon Rainforest is the largest tropical rainforest on Earth.<br>▯ It is home to millions of species of plants and animals.<br>▯ Indigenous communities rely on the rainforest for food, shelter and culture.<br>▯ The rainforest stores carbon and influences weather patterns.<br>▯ Deforestation threatens habitats and communities.<br>▯ Conservation aims to protect the rainforest for future generations. | Create a booklet explaining why the Amazon is important locally, nationally and globally.<br><br>Outcome<br><br>An information booklet about the Amazon Rainforest. | Rainforest, biodiversity, ecosystem, habitat, indigenous, conservation |
| **Lesson 8** | Why do people move to South America's major cities?<br><br>Objective<br><br>To understand the causes of urbanisation. | ▯ Cities attract people because of jobs and services.<br>▯ Rural-to-urban migration increases city populations.<br>▯ Cities often provide access to healthcare and education.<br>▯ Sao Paulo and Buenos Aires are examples of large urban centres.<br>▯ Urban growth contributes to economic development.<br>▯ Not all residents benefit equally from city growth. | Investigate why people move to cities and present findings using a cause-and-effect flow chart.<br><br>Outcome<br><br>A push-and-pull factor investigation. | Urbanisation, migration, economy, employment, infrastructure, megacity |

| Half Term | | | | |
|---|---|---|---|---|
| **Lesson 9** | What happens when cities grow rapidly?<br><br>Objective<br><br>To examine the impacts of rapid urban growth. | □ Rapid growth can lead to overcrowding.<br>□ Housing demand often exceeds supply.<br>□ Informal settlements may develop.<br>□ Transport networks can become overcrowded.<br>□ Air and water pollution can increase.<br>□ Sustainable planning can improve living conditions. | Use evidence from Rio de Janeiro to produce an evaluation of the benefits and challenges of urbanisation.<br><br>Outcome<br><br>A balanced evaluation of city growth. | Informal settlement, pollution, congestion, inequality, sustainability, housing |
| **Lesson 10** | How do people live successfully in different environments across South America?<br><br>Objective<br><br>To investigate human adaptation to different physical environments. | □ South America includes rainforests, mountains, deserts and grasslands.<br>□ Homes, jobs and transport differ according to location.<br>□ Environmental conditions affect farming methods.<br>□ People use available natural resources differently.<br>□ Adaptation helps communities survive and thrive. | Compare life in the Amazon, Andes and Atacama Desert through a geographical comparison chart<br><br>Outcome<br><br>A comparative geographical study. | Adaptation, environment, livelihood, agriculture, resources, sustainability |
| **Lesson 11** | What similarities and differences exist between South America and the UK?<br><br>Objective<br><br>To compare two places using geographical evidence. | □ South America is much larger than the UK.<br>□ South America has more varied climates and landscapes.<br>□ Population density varies greatly across both locations.<br>□ Coastal settlements are important in both places.<br>□ Physical geography influences settlement in both regions. | Create a geographical comparison between the UK and South America using maps, climate data and population statistics.<br><br>Outcome<br><br>A double-page comparative study. | Comparison, region, landscape, climate, economy, population |
| **Lesson 12** | What geographical patterns explain where people live in South America? | □ Settlements cluster around coasts, rivers and cities. | Compile a geographical evidence portfolio organised into:<br><br>• Mountains | Pattern, trend, analysis, evidence, relationship, conclusion |

| | | | | |
|---|---|---|---|---|
| | Objective<br><br>To analyse evidence and identify geographical patterns. | □ Population density decreases in difficult environments.<br>□ Climate, resources and transport influence settlement.<br>□ Physical and human geography are interconnected.<br>□ Geographers use evidence from many sources to form conclusions. | • Climate<br>• Rivers<br>• Rainforests<br>• Cities<br><br>Outcome<br><br>An evidence portfolio preparing for the final enquiry. | |
| **Lesson 13** | How does geography influence where people live in South America?<br><br>Objective<br><br>To draw conclusions using geographical evidence. | □ Settlement patterns are influenced by both physical and human geography.<br>□ Rivers, climate, resources and landforms create opportunities and challenges.<br>□ Cities attract people through employment and services.<br>□ Geographers must use evidence to support conclusions.<br>□ Settlement decisions are rarely influenced by one factor alone. | Complete an independent geographical enquiry including:<br><br>• Population map analysis<br>• Climate evidence<br>• Andes case study<br>• Amazon case study<br>• Urbanisation case study<br>• Final conclusion<br><br>**Final Written Outcome**<br><br>**Extended response:**<br>*"How does geography influence where people live in South America?"*<br><br>Pupils must:<br><br>• Use geographical vocabulary accurately.<br>• Refer to physical and human geography.<br>• Include evidence from maps, data and case studies.<br>• Explain patterns and relationships.<br>• Reach a justified conclusion that answers the disciplinary question. | Geographical enquiry, interpretation, evidence, justification, conclusion |

| | | | | |
|---|---|---|---|---|
| **Lesson 14** | | | | |
| | | | | |