	TERM 1A	TERM 1B		TERM 1B/2A		TERM 2B/3A		TERM 3A		TERM 3B
		Planet Earth's imaginary lines		Barnes: from past to present		Country we live in (day) / Climate and biomes		India		
Y5 Geography		**Key knowledge** To know that imaginary lines are drawn around the globe for navigation and geographic purposes. They are helpful to determine the location of objects and distances between objects around the globe. To know that GMT stands for Greenwich Mean Time, the local clock time at Greenwich. To know the equator is an imaginary line half way between the poles running around Earth. To know that a line of longitude is an imaginary vertical line around Earth. To know that a line of latitude is a similar line running horizontally around Earth. To know the Tropic of Cancer is a line of latitude 23.5° north of the equator and the Tropic of Capricorn is a line of latitude 23.5° south of the equator.	**Key skills** To be able to identify key imaginary lines on planet Earth and explain their purpose.	**Key knowledge** To know that maps have developed over time. Modern maps use various projections. To know that the three most common are the Mercator projection, the Gall-Peters projection and the Robinson projection. To know that a map is a two-dimensional diagram or drawing of a landscape or area showing physical and human features. It has a scale and usually has a key. To understand basic history of cartography (from Babylonian carvings, Ptolemy grids, Mappae Mundi and Martellus map, to Robinson Projection.) To know that 4-figure and 6-figure grid references are used to identify specific places on maps. To know that the physical and human geography of Barnes has changed over time and understand the possible causes of these changes. To know that there are similarities and differences between places studied and within the same place over time. To begin to understand the slave trade. To know human geography includes the use of land and resources and related economic activity. To understand land use in the local area (e.g. classification of buildings into residential, commercial, industry, leisure and public).	**Key skills** To be able to read a variety of maps. To be able to use a range of maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. To know the names of different types of maps. To be able to use 4- and 6-figure grid references to locate a place. To be able to locate key features of Barnes on different maps produced in the period 1745–today. To be able to track the continuity and change in human geography over time using maps from period 1745 to today. To be able to ask and investigate increasingly complex geographical questions, drawing on 'golden threads' of geography. To be able to use a local OS map to locate key places in Barnes. To be able to understand and use symbols and keys on a map. To be able to explore continuity and change over time using historical maps. To be able to understand and discuss the interaction of physical and human processes. To be able to understand that our knowledge of the world can be revised as we collect new data and information.	**Key knowledge** To understand and accurately use the terms 'United Kingdom', 'Great Britain', 'British Isles'. To know and develop a wider understanding of landmarks of the UK and key cities and their place in the cultural landscape of the UK (e.g. Oxford university, birthplace of Roald Dahl, Cadbury factory). To know that land use has changed over time and be able to give some examples of this. To know that the world is split up into six different climate zones, which each have general patterns of weather: polar, temperate, desert/arid, Mediterranean, tropical and mountains. To understand the basic process of global warming, its causes, implications and changes required. To know that climate affects many factors, e.g. land use and settlements, plants and animals, food and clothes. To know biomes are areas of our planet in which there are similar climates, living things and landscapes. To know biomes can be categorised into two types: land and aquatic. To know that plants and animals have traits that help them to survive in their biome. Plants and animals that live in smaller areas of a biome depend on each other to survive. These smaller areas are called ecosystems. To know that global warming has climate impacts which are felt on the environment and on humanity.	**Key skills** To be able to locate other large cities on a map of the UK. To be able to use co-ordinates to locate cities in the UK. To be able to use a range of maps to explore how land use in the UK has changed over time (e.g. percentage of land that is urban and rural, population centres, retail, leisure factories, education, healthcare, transport). To be able to use a range of maps (modern, historic, satellite, light pollution maps, thematic maps) to ask questions and draw conclusions. To be able to understand the impact of climate on the environment and human processes. To be able to understand the location of biomes. To be able to understand the location of climate zones and how they link to biomes. To be able to read a variety of maps.	**Key knowledge** To know the southern tip of the India is near the Equator so it is always warm. To know China, Pakistan, Bangladesh, Nepal, Bhutan and Myanmar border India. To know India is a country in South Western Asia with a population of around 1.4 billion. To know the Himalayan mountain range in the north of India has some of the world's highest mountains. To know India's capital city is New Delhi. The country's largest river is the Ganges. India has 29 states. To know India's climate: in the north it is very cold — good for growing tea. The middle of India is very hot and dry — good for oats and wheat. In the south, it is really hot and humid — good for rice. To understand the distribution of natural resources.	**Key skills** To be able to use a range of maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. To be able to reach geographical conclusions, giving reasons.	.
		Enquiry/question/outcome/activity/genre of unit/text How can humans navigate and locate themselves on our Earth?		**Enquiry/question/outcome/activity/genre of unit/text** How and why has Barnes changed since 1745? In what ways are maps different and similar to each other? How do 2D maps represent a 3D Earth?		**Enquiry/question/outcome/activity/genre of unit/text** What do we mean by climate and why is the climate changing? How are biomes distributed on a map of the world? How do the characteristics of a biome influence the variety of life which survives there?		**Enquiry/question/outcome/activity/genre of unit/text** Where is India and what are the main geographical features? What is the climate like in India?		

		Key vocabulary (tier 2) continent country describe digital Earth east geography globe imaginary locate north planet position south west world	**Key vocabulary (tier 3)** Antarctic circle Arctic circle degrees equator GMT (Greenwich mean time) horizontal lines of latitude lines of longitude navigate navigation North Pole northern hemisphere pole prime meridian South Pole southern hemisphere Tropic of Cancer Tropic of Capricorn vertical	**Key vocabulary (tier 2)** aspect cause change city continuity describe difference economic economy effect England environment evidence factory feature housing human geography identify impact key landscape locate London map natural observe physical geography place population position present reason settlement similarity symbol	**Key vocabulary (tier 3)** Babylonian business cartographer cartography climate density education Gall-Peters Great Britain grid reference healthcare land use leisure locality Mappae Mundi Martellus Mercator projection OS map projection Ptolemy resource retail Robinson settlement slavery thematic topographical topological village west	**Key vocabulary (tier 2)** atlas centre change city civilisation climate continent continuity country describe digital distance Earth east economic economy feature geography globe human imaginary locate London mountain north ocean physical planet populate population position resource river rural sea south space structure survive town urban world	**Key vocabulary (tier 3)** adaptation Antarctic circle aquatic Arctic circle arid Belfast biome Birmingham British Isles Cambridge Cardiff degrees desert ecosystem Edinburgh Glasgow GMT (Greenwich mean time) hemisphere highland horizontal Ireland landmark lines of latitude lines of longitude lowland Mediterranean Mountain North Pole northern hemisphere Northern Ireland Nottingham Oxford polar pole prime meridian rainforest savannah Scotland South Pole taiga tectonic plate temperate time zone trait transport tropic of Cancer tropic of Capricorn tropical tundra United Kingdom university Wales	**Key vocabulary (tier 2)** atlas city civilisation continent country describe digital distance Earth east feature geography globe human imaginary locate north ocean physical planet population position religion resource river rural sea settlement south structure town urban village west world	**Key vocabulary (tier 3)** Asia Bangladesh Bhutan border capital city cartography China economy Himalaya India Myanmar Nepal New Delhi political South Western Asia trade	