# Highgate Primary
# Year 5 Geography Curriculum 2021

Place knowledge
Location Knowledge
Human Geography
Physical Geography
Mapping and Fieldwork
Geographical vocabulary

| Autumn 2 **What Price Progress?** | Spring 1 **Our Place in Space** | Spring 2 **Highgate N6** | Summer 1 **Benin - An African Kingdom** | Summer 2 **A Village School** |
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| **United Kingdom** <br> • Use maps atlases and digital mapping to name and locate major cities and counties of the UK <br> • Use maps atlases and digital mapping to name and locate 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><br> **Industrial Revolution** <br> How did the UK change during the industrial revolution? <br> • Investigate economic migration in the UK during the Industrial Revolution: the move from the countryside to cities. <br><br> **Environmental Science** <br> • Understand and provide an explanation of the causes and impacts of climate change <br> • Understand the sources of man-made carbon emissions <br> • Understand the impact of carbon emissions and deforestation on average world | **The Globe** <br> • Be familiar with the globe <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). | **Local Area Study** <br> How has Highgate changed over the last 150 years? <br> • Use maps (including OS maps), atlases and digital mapping to investigate the physical and human features of our local area. Compare with historical maps of the area. Discuss reasons for changes. <br> • Compare maps of Highgate High Street from 1820, 1895 and 2000. <br> • Take part in a local area walk, highlighting land use, significant historic building, transport routes, changes over time <br><br> What does Highgate High Street look like today? <br> • Trip to Highgate High Street. Observe and draw sketch map and identify shops. Label with key. <br> • Sketch/photograph individual shop fronts. <br> • Use the eight points of a compass, symbols and keys on an OS map to follow a different route back to school. <br><br> • Describe and understand key aspects of the human geography of Highgate, including: types of | **Benin** <br> Where was the Kingdom of Benin? <br> • Use maps, atlases and digital mapping to name and locate the Kingdom of Benin. <br> • Link to today's countries and key topographical features (hills, mountains, coasts). | **Stoke by Nayland** <br> Where is Stoke by Nayland? <br> • Use maps, atlases and digital mapping to name and locate the four countries of the UK and plot on a map of UK. <br> • Identify main regional cities. <br> • Name and locate the nine geographical regions of the UK. <br> • Label Greater London and East Anglia on a map of England. <br> • Locate Stoke by Nayland (SBN) on Google Maps & look at Earth/Street View. <br><br> How different are London and East Anglia? <br> • Identify physical characteristics of East Anglia including topographical features (hills, coasts and rivers) <br> • Identify main human characteristics of East Anglia, including land use patterns <br> • Compare geographical similarities & differences. <br><br> What is Stoke by Nayland like? <br> • Visit to SBN. Tour of village and school. Visit to local church. <br> • Use fieldwork to observe and record human and physical features in the local area using |

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| temperatures.<br>• Understand the consequences of rising temperatures on the icecaps and patterns of weather.<br>• Understand the environmental impact of rising sea levels on habitats | | settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br>• Compare type of shops and consider impact of changes in patterns of retail on the high street.<br>• Understand how changes in lifestyle and the industrial revolution may have changed the type of shops needed | | a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>• Use aerial photographs to draw a plan of Highgate Primary School. Use a key to label. Repeat for Stoke by Nayland School. Compare.<br>• Use OS maps to compare physical and human features of SBN & Highgate. Map land use for both. |