



Year 5 – Geography

Objective	WT	WA	WB	Notes
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	I can locate some countries on a world map.	I know the continents and their locations. I am starting to think about how climates differ across the world.	I can locate various countries and can discuss different climates in certain areas e.g. countries around the equator are hot, the countries at the poles are usually cold.	National Geographic Atlas on iPads as well as paper atlases
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	I can identify some basic differences and similarities between France and England. Focus on Ambleside and Courcheval.	I can independently identify differences and similarities between Ambleside and Courcheval. I can suggest why there are differences.	I am starting to explain the reasons behind the differences e.g. Courcheval is higher → might be colder / more snow.	
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	I have a basic understanding of different climate zones. I know some features of rivers e.g. mouth, source, meander.	I can identify areas with different climate zones. I can identify different features of rivers and I can label them on a sketch.	I can identify and I am starting to explain different climate zones. I am starting to think about why the features of rivers occur e.g. meanders when the river has lots of energy.	Rivers/ Water topic during summer term
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	I know the 4 points of a compass and with support I can use a compass to help me find them. I recognise some map symbols.	I know the 8 points of a compass and am starting to use a compass independently. I understand a range of map symbols and can use these to help me navigate.	I can use a compass to help me locate the 8 points of a compass. I can use grid references, map symbols and compasses to help me navigate.	
<ul style="list-style-type: none"> A study linked to one of the nine eco-school topics: Water 	I know why we need to save water.	I can suggest ways to save water.	I am proactive in ensuring our school does all it can to save water.	Rivers topic. Case study on California's 'water war' – discuss or debate the reasons why people are extracting water from the River.



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