



**Prior learning to reactivate**

- I know where Europe (including Russia) is on a world map. I can identify different European countries and their capital cities.
- I know that there are different physical and climatic regions in Europe.
- The world is divided into different climate zones, each with their own temperature, weather conditions, vegetation and wildlife
- Polar climates have very cold temperatures, usually below freezing, and are usually covered in snow and ice
- Temperate climates vary greatly at different times of the year. They have four seasons.
- Mediterranean climates have long, warm, dry summers and wet winter
- Arid climates are very dry and hot and have little rainfall
- Tropical climates have high temperatures, rainfall and humidity all year
- Weather patterns - evaporation and condensation occur in the natural world as part of the water cycle
- Settlement and migration: patterns and reasons including 'push' and 'pull' factors (history link to Anglo-Saxons and Vikings)

**Key Learning: Physical and Human Geography**

**The water cycle:** The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea

Evaporation occurs when the sun heats the water and the water becomes water vapour

Condensation occurs when the water vapour cools and forms water droplets as clouds

Precipitation occurs when water vapour cools and falls to the earth as rain, hail or snow

**Rivers:** Run-off occurs when water is not absorbed in to the ground and flows towards the rivers and seas

Rivers have many different sections, including the upper course, middle course and lower course and many contain features such as a meander, tributary, floodplain, source and delta

Examples of significant UK rivers are: Thames, Severn, Avon, Trent, Mersey.

Examples of significant worldwide rivers are: Nile, Amazon, Mississippi, Ganges.

Rivers have always played a significant role in the life of humans. Many early settlements were near to a river e.g. Nile, Thames

Natural resources (e.g. energy, food, minerals, water) are distributed unevenly across the world and so need to be transported to different locations

The uneven distribution of natural resources can have a significant impact on humans (e.g. environmental impact due to transport and production of CO<sub>2</sub>, drought)

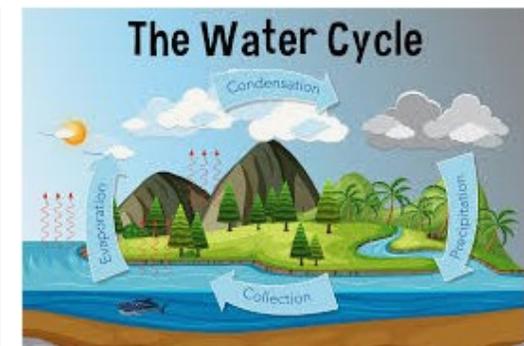
**Key learning: Locational knowledge**

I can locate South America on a world map.

I can identify different South American countries and their capital cities using a map.

I know that there are different physical and climatic regions South America.

I can locate on a map and explain about longitude, latitude, the Equator, The Tropics of Cancer and Capricorn, Southern and Northern Hemispheres, Arctic and Antarctic and Time zones.



## Focus Study

Brazil (link with rivers - Amazon) Contrasting with another e.g. Peru



Year 5



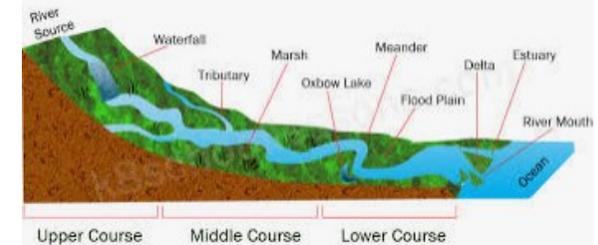
## National Curriculum

Using and interpreting	Position and orientation	Drawing	Symbols	Perspective & scale	Digital map making
<p>I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information. I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.</p>	<p>I can use 4 and 6-figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.</p>	<p>I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.</p>	<p>I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols. I know 1:50.000 symbols and atlas symbols.</p>	<p>I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.</p>	<p>I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.</p>

## Field Work

White river—follow the course of river to the estuary

Identify main parts of a local river and understand these features as part of a river system.



## Key vocabulary

Evaporation	When water turns to water vapour when heated	Mouth	The start of a river
Condensation	When water vapour cools back into a liquid	Delta	A triangular tract or sediment deposited at the mouth of a river
Precipitation	When rain, sleet or snow falls from clouds	Drought	A prolonged period of abnormally low rainfall
Transpiration	The evaporation of water from plants, especially leaves	Source	A spring or fountain head from which a river or stream issues
Meander	A river following a winding course	Estuary	Where a fresh water river meets the sea
Tributary	A stream or smaller river which joins a larger stream or river	Confluence	Where two or more bodies of water join together to form a single channel.
floodplain	An area of low lying ground adjacent to a river		