



Year 5 Geography

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Locational Knowledge	<ul style="list-style-type: none"> - Label a map of the world including all continents and main oceans, the Equator, the tropics and the Arctic and Antarctic Circle, as well as countries of interest. - Be able to answer questions about where different places are. - Understand the importance of location. - Be able to locate some of the main rivers in the UK on a map. - Be able to explain how a river or a coastline may change over time, due to erosion, environmental damage, oxbow lakes etc. 	<p>By end of year 5 a child will be able to locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>They will identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.</p>
Place Knowledge	<ul style="list-style-type: none"> - Identify the location of Greece and compare it to historical sources showing what Southern Europe used to be like. - Describe a range of human and physical features local to the school. 	<p>By the end of year 5, a child will understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>
Human and Physical Geography	<ul style="list-style-type: none"> - Describe a range of physical and human features of places using appropriate geographical terms - Make comparisons between different localities. - Make appropriate observations about human and physical features - Explain why human and physical features in South Africa are the way they are. - Investigate how the UK compares to South Africa. - Offer observations about river features - Identify how people affect the environment and recognise ways in which people try to manage it. - Recognise physical processes relating to rivers and explain how they change the character of places. - Describe how a place changes over time and be able to offer reasons for why those changes take place. 	<p>By the end of year 5 they will have a secure understanding of rivers and the water cycle.</p> <p>They will begin to understand human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> - Use maps and secondary sources of info to learn about a locality - Suggest appropriate geographical questions for investigation. - Use a range of skills when undertaking an investigation. - Offer explanations for local river features observed; relate local work to generalisations about rivers elsewhere. - Use a range of sources to learn about our local area - Select and combine information from different sources - Undertake simple or more advanced mapping exercises. - Present information in pictorial form 	<p>They will use maps, atlases, and globes to locate countries and describe features studied including using the four points of a compass, four 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</p> <p>They will 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.</p>