

## Geography curriculum map 2025/2026 – Year 5

Year 5	<b>Subject content</b> <b>Key stage 2</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: <b>Locational knowledge-</b> 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 ♣ name and locate counties and cities of the United Kingdom, 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 ♣ 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) <b>Place knowledge</b> ♣ 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, and a region within North or South America <b>Human and physical geography</b> ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Geographical skills and fieldwork</b> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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					
	<b>Locational Knowledge</b>					
Year 5	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic</b>	<b>Inspirational Women (Rebel Girls)</b>	<b>Ancient Greece</b>	<b>Space Vikings &amp; Saxons</b>	<b>Vikings and Anglo Saxons</b>	<b>Sustaining our World</b>	<b>Hunting &amp; Elephants</b>
Retrieval	Year R- Know the location of their house, school, road, village, town (Iwade, Bobbing, Sittingbourne). Important local settlements: Iwade, Bobbing, Sittingbourne. Maidstone, London. Sittingbourne, surrounding villages and towns are located in the United Kingdom. Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.  Year 1- England in part of the United Kingdom, in the continent of Europe. The United Kingdom (UK) is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map. A capital city is where a country’s government is located. The capital cities of the UK are: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast. Locate the countries of the United Kingdom and their capital cities on a map.					

A continent is huge area of land and there are seven of them in the world: Europe, North America, South America, Asia, Africa, Oceania and Antarctica.  
 An ocean is a huge area of water, larger than a sea and there are five main oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.

Year 2-

Identify the location of the North and South Poles and know they are very cold.

The further you are from the centre of the earth, the colder it gets.

There is an imaginary line that runs through the middle of the earth that is called the equator.

Places located on the equator are hot.

Identify the UK's surrounding seas and oceans: Atlantic Ocean to the west, English Channel to the south and east, North Sea in the east, Irish Sea separates Great Britain from Ireland.

The UK's surrounding seas and oceans: cold during the autumn and winter, warmer in the summer.

The English Channel links to mainland Europe.

Year 3-

Australia is in the continent of Oceania.

Its capital city is Canberra and other main cities include Perth and Sydney.

It has four seasons, like us. Summers tend to be hotter than the UK.

Year 4-

Locate the world's countries to include Europe and North and South America.

Brazil- Brasilia (capital), Sao Paulo, Rio de Janeiro. Democratic Republic of Congo (Kinshasa)

Identify the location and significance of: Equator- an imaginary line running through the centre of the world, equal distance between the north and south pole.

Northern Hemisphere- North of the equator. Southern Hemisphere- south of the equator.

The hemispheres have different weathers, seasons due to the sun's position. E.G When it is summer in the UK, it is winter in Australia.

Tropics of Cancer and Capricorn- the areas closest to the equator, up to 23degrees. This is where the Tropical rainforests are located.

Arctic and Antarctic circles- extreme north and south of the planet. Mostly covered in ice.

Longitude and latitude are systems of imaginary lines that are used to describe the position of places on earth.

Longitude runs north/south. Latitude runs west to east.

Location of Amazon rainforest including the countries it runs through. Location of the Congo Rainforest. Location of the Amazon River and the countries it runs through.

Location of the Congo River.

To locate the key settlements in Dickens' life- Rochester, Canterbury, London, Portsmouth, Sheerness

Name and locate key tectonic plates of the world: Locations of key volcanoes. Vesuvius- Pompeii- retrieval from Year 3 Locate the Ring of Fire.

Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.

New knowledge

Locate the countries of significant people covered.  
 Location of Niagara Falls.

Locate Greece and the countries it now borders.

Understand towns and cities have changed over time- change of name and

Know that a county is an area of land that includes towns, villages, cities and

Locate the world's countries covered- particularly those who have a high population of

		<p>Know that Greece is the southernmost country in Europe.          Know Greece is surrounded by the Aegon Sea, Mediterranean Sea.          Know the location of Mount Olympus.</p> <p>Compare the location of ancient Greece to modern Greece.          Coastlines have changed, use a map to locate.          Bordering countries have changed.          Collection of state to now a whole country.</p>	<p>location based on who has rules over the country.          Recall Year 3:          What longitude and latitude are.          To understand the Greenwich Meridian a line from North to South.          Every place on earth was measured in terms of its distance east or west.          Understand time zones are dependent on an area's location compared to GMT.</p>	<p>the land is used for different things.          Know there are multiple counties.          Name counties near children's locality Kent, East Sussex, West Sussex, Greater London, Surrey, Essex.</p>		<p>elephants (countries in central and eastern Africa e.g. Tanzania).</p> <p>Recap: Location and significance of equator, tropics, north and south pole.</p>
Vocabulary	Niagara Falls, Canada, United States of America.	Greece, southernmost, Europe, Aegon Sea, Mediterranean Sea, Mount Olympus, ancient, modern, changes over time, country, city states.	Longitude, latitude, Greenwich, Meridian line, North, South, east, west, distance, closer, further away, time zones.	Towns, villages, cities, land use, counties, Kent, East Sussex, West Sussex, Greater London, Surrey, Essex.		Tanzania, Africa, high population, equator, tropics, Morth Pole, South Pole.
<b>Place knowledge</b>						
Year 5	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Topic	<b>Inspirational Women (Rebel Girls)</b>	<b>Ancient Greece</b>	<b>Space</b>	<b>Vikings and Anglo Saxons</b>	<b>Sustaining our World</b>	<b>Hunting &amp; Elephants</b>
Retrieval	<p>Year R:          Animal habitats are all different.          Animals can live in different places - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.</p> <p>Year 1          Know that the following <b>human characteristics</b> are present in our local area: town, village, factory, farm, house, office, shop.          To know <b>other human characteristics</b> that may not be found in Sittingbourne and surrounding villages: port harbour, city.</p>					

Know that the following **physical characteristics** are present in our local area: forest, hill, beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather.

To know other **physical characteristics** that may not be found in our local area: mountain, ocean, sea.

Year 2:

The UK and Australia have things that are the same and that are different.

Similarities:

Both have four seasons and have mixed weathers.

Both islands surrounded by seas/ oceans.

Both have a lot of their land used for farming.

Both have lots of beaches and seaside places.

Differences:

UK is made up of different countries, Australia is one country.

Australia is a lot bigger but has a lower population.

Summers in Australia tend to be hotter.

Seasons are the opposite way round due to where it is located. Australian summer December, January and February.

Australia has some desert.

Both countries farm different fruits and vegetables.

Different housing examples.

Year 3:

To understand a lot of the Caribbean land was used for growing crops

Know, due to weather, a lot of the crops were destroyed.

The weather in Trinidad can be very varied from very hot and dry to very wet and stormy including hurricanes but is generally always warm or hot.

To know a hurricane is a very destructive heavy storm with huge winds and amounts of rain.

To understand the weather in the UK was cold and damp.

A lot of people in the Caribbean lived in poor condition, poor housing and did not have a lot of money.

Map the journey of people from Trinidad and other Caribbean islands to England.

Know physical geography: crops, farmland, coast, mountainous from images (Windrush foundation)

Human features: small houses, not built up.

To understand UK was very different to the Caribbean more built up and industrial with higher building, more people, more larger settlements.

Retrieve key physical features of our local area- Sittingbourne, Sheppey and local villages.

Retrieve key human features of our local area- Sittingbourne, Sheppey and local villages.

Identify and understand key physical and human features within Onesti in Romania.

Compare physical and human features of Sittingbourne, Sheppey and villages and Onesti in Romania.

Year 4-

	<p>Similarities and differences in human and physical geography between the Amazon rainforest and the UK.  Physical: Weather- humidity, rainfall, temperature, seasons, hemisphere, climate, landscape and vegetation  Human: Deforestation in both areas, significantly higher population in the UK, land is used differently (less farming, built up areas).</p>					
New Knowledge	<p>Retrieval of river from Year 3.  Rivers, waterfalls.  Identify significant physical features of the area around Niagara Falls:  River  Waterfall  Forests  Meanders  Identify significant human features of the area around Niagara Falls:  Bridges  Viewing platforms  Boats  Shops  Town  Hotels  Similarities and differences between the area around Niagara Falls and the area around River Stour in Canterbury.  Larger city surrounding, more built up but with gardens.  River is smaller, has some tourist boats (punting), small river tours similar to Maid of the Mist.  No waterfall, some meanders.</p>	<p>Compare the overall geography of Greece to the UK:  More mountainous  Most significant cities are on the coast.  Closer to the equator so it is warmer.   Both have coastlines.  Both have many islands  Both in the northern hemisphere.</p>	<p>To know the locations of key countries/ sites involved in Space exploration.</p>	<p>Vikings and Saxons settled in the local area- evidence of settlements all around.  The locations of Saxon and Viking raids/ settlements in the local area including how they travelled from Europe.</p>		<p>Could elephants live in the UK?  Compare using land use knowledge (human and physical)  Weather- they live in hotter climate.  Location compared to the equator.</p>

Vocabulary	Rivers, waterfalls, Niagara Falls, Forests Meanders, Bridges Viewing platforms, Boats, Shops, Town, Hotels, River Stour, Canterbury, tourism.	Mountains, cities, equator, coastlines, islands, northern hemisphere.		Vocabulary around local area e.g. Middletune.		
<b>Human and Physical Geography</b>						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Year 5	<b>Inspirational Figures (Rebel Girls)</b>	<b>Ancient Greece</b>	<b>Space</b>	<b>Vikings and Anglo Saxons</b>	<b>Landfill</b>	<b>Hunting &amp; Elephants</b>
Retrieval	<p>Year R:</p> <p>Migration: Birds travel to warmer countries when it starts to get cold.</p> <p>Murmuration: Birds fly over Iwade school in murmuration.</p> <p>Climate: birds fly to warmer climates</p> <p>Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter.</p> <p>Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing</p> <p>Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety.</p> <p>Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, rainbows</p> <p>Season: Spring – appropriate jumper, hats. New plants start to grow – snowdrops, daffodils, blossom, buds, leaves</p> <p>Year 1:</p> <p>In the UK, weather changes based on the season- winter is often cold and damp.</p> <p>If we see snow, it is in Winter. Summer is warm or hot and often sunny and drier. Spring is where the weather starts to warm up and plants/ flowers start to grow again.</p> <p>Autumn is where the leaves fall from the trees, it gets cooler and wetter compared to summer.</p> <p>It is normally cooler in the evenings and the morning than the middle of the day.</p> <p>The North Pole is at the top of the world and the South Pole is at the bottom of the world.</p> <p>They are both very cold areas of the world.</p> <p>The further away from the middle of the earth, the cooler it is.</p> <p>Deserts are hot.</p> <p>Human geography is something that is made or affected by humans such as: buildings, bridges, roads etc.</p> <p>Physical geography is geography that occurs naturally and not built/ impacted by humans such as: rivers, mountains, lakes, deserts etc.</p> <p>Know what the following human characteristics are, and some are present in our local area: town, village, factory, farm, house, office, shop, port, harbour, city.</p> <p>Know what the following <b>physical characteristics</b> are and some are present in our local area: forest, hill, beach, cliff, coast, river, estuary, soil, valley, vegetation, season and weather, mountain, ocean, sea.</p>					

Year 2:

Physical and human features that may be found in Australia.

Physical: Great Barrier Coral Reef, Deserts, Rivers, Beaches, Mountains, Hot summers, Animals: snakes, kangaroo, koalas.

Human: Sydney Harbour Bridge, Sydney Opera House, Houses, buildings

How do these differ from the UK?

The closer to the equator, the hotter a place is. The further away (North and South Poles) the colder a place is.

Year 3:

Be able to describe key aspects of physical geography- Rivers:

What a river is. What the source and mouth of a river is and where they flow.

Know how a river is formed and its key features and where they occur.

Features of a river:

Upper, middle and lower course, meander, Oxbow lakes, tributaries, floodplains, waterfalls.

Physical geography- mountains.

Tall- over 980ft, often have snow on the top due to colder temperatures, tree lines.

Describe how settlements have changed over time@ more cities have been developed, are larger.

Land is used differently: less farming, more industrial, more houses.

**Year 4-**

Key features of a rainforest

Physical: Four layers of the rainforest- forest floor, understory, canopy, emergent. There are a range of animals that live here.

Human: There are settlements in the rainforest where people live.

Be able to define a biome- Biomes are communities of plants and animals that have adapted common characteristics, to survive in a certain environment and climate.

To know tropical rainforest is a type of biome. Rainforests- brightly coloured macaws

To know the other biomes are: tropical rainforests, deserts, savannah, woodlands, grasslands, tundra.

Deserts- small shrubs and cacti Savannah- grasses and shrubs- animals such as zebra, elephants (leading to Y5) Woodlands- mainly trees

Grasslands- grass, zebra, elephants and rhinos (leading to Year 5Y5) Tundra- polar bears, penguins.

Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.

Know the world's crust is split into rocky sections called plate tectonics. These fit together like pieces of a puzzle that make up the world.

These plates move constantly. Know these plates impact the earth in forming mountains, volcanoes and natural disasters such as earthquakes and tsunamis.

The plates move in different directions causing friction. This causes energy to build up over a long period of time. Sometimes the energy is released which causes a shockwave- an earthquake.

Be able to describe key aspects of physical geography including how they are formed:

Mountains: formed by two of the plates pressing towards each other causing the plate to buckle, pushing the crust upwards to form a mountain.

Volcano- formed when magma from the crust pushes itself through a shaft onto the surface. When erupted and cooled, it forms rocks which form volcanos.

To know the Ring of Fire is an area, shaped like a horseshoe, in the Pacific Ocean where 75% of the world's active volcanoes are and where 90% of all earthquakes occur.

New Knowledge	Human features of Niagara Physical features of Niagara Human features of Canterbury Physical features of Canterbury	<b>Physical features of Greece:</b> <b>Mount Olympus</b> <b>Seas- Aegon, Mediterranean.</b> <b>Coastline- Largest coastline in Europe.</b>			To know that land is used for different purposes. The key uses of land are: Agriculture, commercial (retail, industrial, business), recreational, transport. Others may include forests, open land, water (which could be used for recreational and environmental reasons, protected.	Retrieval from Year 4: Biomes before moving on to: Climate zones. A climate zone is an area with distinct climates including weather patterns, rainfall. This helps understand the types of animals, plants that live in each area. Linked to biomes. Each biome has a distinct climate. Types of settlement: hamlet, village, town, city.
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<b>Geographical skills and fieldwork</b>						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Year 5	<b>Inspirational Figures (Rebel Girls)</b>	<b>Ancient Greece</b>	<b>Space</b>	<b>Vikings and Anglo Saxons</b>	<b>Sustaining our World</b>	<b>Hunting &amp; Elephants</b>

**Geographical skills and fieldwork**

Fieldwork- must be progressive. The activity may be the same, however the knowledge and skills being used must be progressed. The focus should be on the children applying the new knowledge gained in this term. Retrieval practice should be done but must not be the main focus

**Retrieval**

Year R-  
Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.  
Beaches have stones, pebbles, sand, ocean  
What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth

Year 1  
Know four main points of direction- north, east, south, west.  
Know that these four points are used to know which direction someone is facing or which direction something is located.  
Use simple compass directions [*North, East, South, West*]  
Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic.  
A castle is a human feature. Know where local castles- Dover, Rochester and Leeds.

	<p>Use observation skills to study the geography of the school and its grounds and the key human and physical features (see humans and physical features) of Sittingbourne, Isle of Sheppey and surrounding villages. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied</p> <p>Year 2: Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features. Devise a simple map, using and constructing basic symbols in a key e.g. a cross for a church, a line for a bridge across water etc. Use world maps, atlases and globes.</p> <p>Year 3: Use maps and atlases (including symbols and keys) to locate countries studied. Use images available to observe key geographical features of the Caribbean at that time. Use online mapping including Digimaps to study areas</p> <p>Year 4- Use maps, atlases, and globes to locate countries describe features studied. Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West] Use digital technologies (Digi maps) to observe areas of study.</p>					
<p>New Knowledge</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p>	<p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Be able to use four figure grid references to build on their knowledge of their local area.</p> <p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>

