What is the land in the UK mainly used for? Year 5	**Subject content Key stage 2:** 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.					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic	**Ancient Greece**	**Those Who Dared**	**Vikings and Anglo Saxons**	**Space**	**Hunting & Elephants**	**Sustaining our World**
Topic question	**What legacy did the Ancient Greeks leave?**	**Was Annie Edson Taylor Inspirational or Rebellious? Explain your reasons**	**How did invasion and resistance shape the Dark Ages?**	**Could Humans Live in Space?**	**What effect does hunting have on elephant populations?**	**How can we be more sustainable?**
Retrieval	Where is Greece? - *Greece is in southern Europe. It is mountainous and has many islands.*	Where is Canada? *Canada is in the continent North America that borders the United States of America (Year 3)* What are the features of a river? *Features of a river: Source, mouth, upper, middle and lower course, tributary, meander, oxbow lake, floodplain, waterfall (Year 3)*	Which countries in Europe have you already studied in Year 3? *The United Kingdom, Italy, Greece and France.* What are the countries of the United Kingdom? *England, Scotland, Wales and Northern Ireland.* Who settled in the local area during Roman times? *The Romans settled in the local area. (Year 3)* What evidence is there that the Romans settled in	What is longitude and latitude? (Year 3) *Latitude are lines that run east to west and measure how far north and south a place is from the equator (0°).* *Longitude are lines that run north to south and measure how far east or west a place is from the Prime Meridian (0°).*	Which continent is Tanzania located in? *Africa (Yr 1)* What is the Equator and where is it located? *The Equator is an invisible line that circles the middle of the Earth, halfway between the North Pole and South Pole.* *(Yr 4)* Where is the UK located in relation to the Equator, and how does	How does plastic waste get into the oceans? (Year 3) *Plastic waste can enter oceans through littering, rivers, and poor waste disposal.* What impact does plastic waste have on ocean animals & environment? *Animals can eat plastic or get tangled in it, which can harm or kill them. Plastic does not break down easily and pollutes the water, harming habitats and ecosystems.*

			the local area? *Evidence includes Roman road names and the Newington Roman ruins.* What are the eight points of a compass? *North, North-East, East, South-East, South, South-West, West and North-West.* Why do we use the eight points of a compass? *We use them to describe and give directions more accurately.*		its climate compare to places where elephants live? *The UK is in the Northern Hemisphere and is further from the Equator than Africa. It has a temperate climate, which is cooler than the habitats where elephants live.* Why does each biome have different plants and animals? *Each biome has a different climate, and this determines the types of plants and animals that can live there. (Yr 4)* What is the land in the UK mainly used for? *Land in the UK is mainly used for farming and is very urbanised, with many towns and cities. (Yr 3)*	How do humans change rainforests through land use? (Year 4) *People cut down trees for farming, roads, and buildings, which is called deforestation.* What impact does deforestation have on rainforests? *It destroys habitats, reduces biodiversity, and affects the climate.* Where might we see litter in our local area? (Year 1) *We might see litter in parks, streets, playgrounds, or near schools. Litter makes places dirty and can harm animals and plants.* How can we help reduce litter? *We can put rubbish in bins, recycle, and take part in clean-up activities.*

New Knowledge						
Vocabulary		Niagara, Niagara Falls, Canada, United States of America, North America, human feature, physical feature, waterfall, river, cliff, bridge, settlement	Continent, Europe, County, Kent, East Sussex, West Sussex, Greater London, Surrey, Essex, Viking, Saxon, river, coast Retrieval from term 2: settlement		Africa, Tanzania, Kenya, Botswana, population, region, Northern Hemisphere, climate zone, biome, rainfall, temperature, urban, rural, human impact (poaching, conservation) Retrieval from term 2: settlement, continent Retrieval from term 4: equator	Land use, agriculture, commercial, business, residential, recreational, transport, landfill, waste, environment Retrieval from term 5: human impact
Substantive Knowledge **To know that…**		**Locational Knowledge:** Niagara Falls is a waterfall in Canada and the United States of America			**Locational Knowledge:** Some countries in central and eastern Africa, such as Tanzania, Kenya and Botswana, have high	**Human and Physical Geography:** Land is used in different ways, such as agriculture (farming), housing/residential (homes), commercial

		Human and Physical Geography: Identify and describe human geographical features around Niagara Falls and explain how they are used to support tourism and economic activity. Identify and describe the key physical features of Niagara Falls (waterfall, river, cliffs, surrounding landscape) and explain how they are formed and connected.			populations of elephants. **Place Knowledge:** Climate zones are areas with distinct weather patterns, rainfall and temperature. **Human and Physical Geography:** Land use differs between countries; the UK is more urbanised and farmed, whereas some areas of Africa where elephants live are savannah or forest. Humans influence the environment (e.g., farming, urban development) which affects which animals can live there. Elephants are adapted to live in savannah and	areas (shops and businesses), recreational areas (parks and leisure spaces) and transport (roads, railways, airports). Different land uses are often found together within towns, cities, and rural areas. Humans change land to meet their needs, for example by building houses, roads, farms, or landfill sites. Landfill is a place where waste is buried, and it changes the natural landscape. Human actions can have positive and negative effects on the environment.

					forest habitats found in parts of Africa.	
Disciplinary Knowledge **To know how to:**		**Locational Knowledge and Geographical Skills and Fieldwork:** Locate Canada and the United States on maps, atlases and globes. To locate countries of inspirational women studied on maps, globes and atlases **Human and Physical Geography and Geographical Skills and Fieldwork:** Identify the human features around Niagara Falls on photographs and maps (including digital maps) Identify the physical features of Niagara Falls using photographs and maps (including digital)		.	**Locational Knowledge and Geographical Skills and Fieldwork:** Locate countries where elephants live (particularly in Central and Eastern Africa) and describe patterns in their distribution. **Place Knowledge and Geographical Skills and Fieldwork:** Compare locations of UK (climate and biomes). **Human and Physical Geography and Geographical Skills and Fieldwork:** Compare land use in different countries and relate it to human and physical geography.	**Human and Physical Geography and Geographical Skills and Fieldwork:** Explain the different ways land is used in an area, use maps and digital tools to identify and describe land use patterns, and explain how human actions (such as creating landfill sites) affect land use and the environment. **Geographical Skills and Fieldwork:** Carry out a simple land-use survey in the local area or around the school, record findings using tally charts or tables, and present results in a simple graph or map to show how land is used.

					Explain why elephants could not survive in the UK naturally, using knowledge of climate, vegetation and land use. **Geographical Skills:** Use six figure grid references to build on their knowledge areas. Use maps and population data to locate and describe patterns in elephant populations and explain why they are found in these areas. Link this to climate and habitat.	Use this evidence to explain how people use land differently and discuss how human actions can change the environment.