



**Year 5  
Geography  
Autumn 2  
What's Renewable**

**Previous learning:**

Children we have had prior knowledge of deforestation and its effects on rainforest. The children also looked at rivers in year 4 and how their economy has been helped in Hull due to Siemens and the use of the Humber estuary.

**Sticky Knowledge**

1. The UK has a variety of natural resources including: Geological: coal, petroleum, natural gas, limestone, chalk, rock salt, iron ore, tin, silver, gold, lead.
2. there are four main **renewable energy** sources used to power **the UK**: wind, solar, hydroelectric and bioenergy
3. Siemens started the production of the first 108-metre wind turbine blade at its factory in Hull, the UK.
4. Dogger bank is the UK largest offshore wind farm off the Yorkshire coast.
5. Wind energy is a clean, renewable energy source and is one of the most cost-effective sources of electricity. However, wind turbines can be noisy and unappealing.

**Lesson 1  
Geography Driver**

**Natural resources**

- To identify some of Britain's natural resources and explain how they are used.

**Lesson 2  
Geography Driver**

**Locate renewable resources**

- To locate wind farms and tidal energy on a map of the UK,
- To locate major non renewable sites in the UK.
- Geographical knowledge of the UK and explain the land use for renewable energy in certain areas.

**Lesson 3  
Geography Driver**

**Siemens**

- To look at Hull and Siemens and how it is a hub for renewable energy.
- look at the impact of renewable energy in the area and worldwide e.g. Siemens in Hull, wind farms on the coast and look at the positive and negative aspects of it.

**Lesson 4  
Geography Driver**

**Positives and negatives**

- How wind farms out at sea and on the land affect physical and human aspects of the world.
- To be able to recognise positives and negatives for renewable/ non renewable energy.

**Lesson 5  
Geography Driver**

**Best place**

- To locate best positions for wind farms in the UK and give reasons

	using maps to back up reasoning
Lesson 6	<b>Journalling Week</b>
<b>Vocabulary</b>	
symbol key, economic, region, distribution, trade links, natural resources, renewable, non renewable.	
<b>Local Connection</b>	<b>Lyfta links</b>
Siemens. Local wind farms	<a href="#">Sustainability lesson collections</a>

<b>Year 5</b> <b>Geography</b> <b>Spring 1</b> <b>Howdy Partner</b>	
<b>Previous learning:</b> Prior knowledge of the world's continents and work done in Year 3 on South America.,	
<b>Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. North America has 23 countries</li> <li>2. The Rockies mountain range is the largest in North America.</li> <li>3. The longest river in North America is the Mckenzie river.</li> <li>4. The USA has 50 states.</li> <li>5. There are 11 times zones across North America</li> <li>6. North America has all 5 climate zones</li> </ol>	
<b>Lesson 1</b> <b>Geography Driver</b>	<b>North America</b>
	<ul style="list-style-type: none"> <li>● Locate North America on a world map, i</li> <li>● To locate countries, some states and cities within North America.</li> </ul>
<b>Lesson 2</b> <b>Geography Driver</b>	<b>Times zones</b>
	<ul style="list-style-type: none"> <li>● To identify the latitude, longitude in relation to North America and look at the different time zones across the continent</li> </ul>
<b>Lesson 3</b> <b>Geography Driver</b>	<b>Climate zones</b>
	<ul style="list-style-type: none"> <li>● To describe and understand the climate zones, biomes and vegetation belts, and rivers, in north America with a focus on mountains, comparing them with a UK mountain range</li> </ul>
<b>Lesson 4</b> <b>Geography Driver</b>	<b>Landmarks</b>
	<ul style="list-style-type: none"> <li>● To identify some major landmarks human/physical.</li> </ul>
<b>Lesson 5</b> <b>Geography Driver</b>	<b>Mountains</b>
	<ul style="list-style-type: none"> <li>● Compare mountain ranges in the UK with Mountain ranges in North America. (Aviemore and Aspen Skiing)</li> <li>● To discuss the positive and negative point to having tourism in a ski</li> </ul>

	resort (eg mountains)
Lesson 6	Journalling Week
<b>Vocabulary</b>	
states, national parks, grand canyon , geology, population, population distribution, flood population density, social, cultural, economic	
<b>Lyfta link</b>	
<a href="#">Ecosystems collection</a>	

<b>Year 5</b> <b>Geography</b> <b>Summer 1</b> <b>Sow, Grow and Farm</b>	
<b>Previous learning:</b> Children build on learning from previous term, learning to understand that the climate and vegetation in an area determines its resident plants and animals. Children will expand on previous learning of biomes to be able to understand the importance of how climates can have positive and negative impacts on soil fertility and plant growth.	
<b>Sticky Knowledge</b>	
Agricultural land use in the UK can be divided into three main types. The topography of an area intended for agricultural purposes is an important consideration. Soil fertility, drainage and climate influence the placement and success of agricultural land. The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	
<b>Lesson 1</b> <b>Geography Driver</b>	<b>Climate zones</b>
	<ul style="list-style-type: none"> <li>• Locate on a map the different climate zones and explain them in relation to the equator and the poles</li> <li>• To be able to describe how changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.</li> </ul>
<b>Lesson 2</b> <b>Geography Driver</b>	<b>Effect of climate zones on humans</b>
	<ul style="list-style-type: none"> <li>• How different zones may affect the way in which people live e.g. desert climate zone compared with the polar climate zones and how flora and fauna are different because of thing link back to y3 learning on rainforests.</li> <li>• To understand how farmers living in different countries adapt their farming practices to suit their local climate and landscape.</li> <li>• To understand how soil fertility, drainage and climate influence the placement and success of agricultural land</li> </ul>
<b>Lesson 3</b> <b>Geography Driver</b>	<b>Introductory knowledge</b>
	<ul style="list-style-type: none"> <li>• To know that agricultural land use in the UK can be divided into three main types. Arable, pastoral and mixed</li> </ul>

	<a href="https://www.caldmore.atrust.org.uk/wp-content/uploads/sites/21/2021/02/CC-Thursday-farming-information.pdf">https://www.caldmore.atrust.org.uk/wp-content/uploads/sites/21/2021/02/CC-Thursday-farming-information.pdf</a>	
Lesson 4 Geography Driver	<b>Farming in the UK</b>	
	<ul style="list-style-type: none"> <li>• To know that a wide variety of crops are farmed and a wide variety of livestock are reared in the UK.</li> <li>• To understand that soil fertility, drainage and climate influence the placement and success of agricultural land.</li> <li>• To know that the topography of an area intended for agricultural purposes is an important consideration.</li> </ul>	
Lesson 5 Geography Driver	<b>Farming around Patrington</b>	
	<ul style="list-style-type: none"> <li>• Field trip to a farm/ guest farm speaker</li> <li>• To know that farming around Patrington is mainly arable.</li> <li>• To understand the reasons why certain crops are grown in the area.</li> </ul>	
Lesson 6	<b>Journalling Week</b>	
<b>Vocabulary</b>		
carpel climate fertiliser irrigation livestock pesticide stamen		
<b>Local Connection</b>	<b>Lyfta links</b>	
Visit to a local farm	<a href="#">Climate change and extreme weather 1</a> <a href="#">Climate change and extreme weather 2</a>	