



Subject- Geography



Threshold Concepts and Milestones

Threshold Concept	Year 5	Content
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 	<p>Collect and compare statistics (use Venn diagrams): population sizes, climate, trade, life expectancy, literacy levels, tourism, urban growth, including historical data.</p> <p>Who and what tend to live/work close to mountains and rivers? Do certain features mean that the location has more tourism? Which physical features have the biggest (positive and negative) impacts on our lives? What natural disasters take place (earthquakes/volcanos) and how do they affect us?</p> <p>How are cities and villages different? Visit the River Leen and conduct fieldwork (measure the river, observe the wildlife, the weather, physical features and human activity) in Hyson Green and compare results to Bestwood village and the river Leen in the Country Park. Record this result in tables and compare this research to facts about the river Trent and the Amazon River - are some rivers more significant and important than others? How do they connect differently with different locations?</p>

	<p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>Use maps and keys to locate locations with similar human and physical characteristics: compare South and North America with the UK. Compare maps: in an atlas, an ordinance survey, google Earth, aerial photographs, topographic, weather maps - what do they tell us, what's the main use of each map? Why are certain types of maps not appropriate for small areas? Why does a geographer use a variety of maps? Are maps sufficient on their own or do we also need statistics? Do maps show changes over time?</p> <p>Name and locate continents - where do South and North America sit in relation to the other continents? What links do these cities have, such as trade? How do rivers and other physical features make the cities closer/further apart? Do countries with bigger rivers tend to have more wildlife or bigger populations? What did the country look like in the past - has it changed? Why has it changed?</p> <p>Identify and compare the largest and most populated cities, main mountain ranges and rivers in North and South America. Because they are geographically closer together, are they culturally more similar, compared to other continents? Are continents communities? What is the difference between a city, a country, a state and a continent? Are they all examples of communities?</p>
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how</p>	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. 	<p>Compare different parts of the world. Do countries located near each other always have similar climates? How is the northern hemisphere and the southern hemisphere similar and different? How do longitude, latitude and the equator relate to one another? Are locations close to the equator similar? Look at the time zone map of the Americas and the UK to find the connection between the longitude and the time zones.</p>

<p>the world's natural resources are used and transported.</p>	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. <p>Begin to describe geographical diversity across the world.</p>	<p>Consider recent changes: climate change and use of fossil fuels; globalisation, trading and transportation; travel and tourism. Investigate the Amazon Forest - why has it shrunk over the years? Describe the changes in the population and culture of North America from 1500s -1600s. Describe changes caused by extraction of natural resources (North America's mountain ranges), coffee plantations (Brazil) and banana plantations (Ecuador). Is the UK similar or different? Do certain countries produce more than others?</p> <p>Describe the diversity that is associated with the climate zones that are found in North and South America (relate this to the equator, Longitude or latitude). Compare and contrast physical features (rivers and mountains) and close-by communities in colder and warmer climates, such as Canada and Brazil.</p>
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Use the four points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	<p>Colour team groups produce an Enliven presentation about two locations, one in North and one in South America, close to a river - compare the physical and human features. Compare the presentations - do the continents have similar or different locations - are continents/countries/cities communities?</p> <p>Compare South and North America to other parts of the world, eg. Nottingham, the UK and Europe. Create a travel brochure, using maps and grid references, for a tourist to explain routes and locations to visit: mountain ranges in North America, cities in Europe and rivers in South America.</p> <p>Create maps (with a key) to show data from the fieldwork (river Leen) - do rivers connect our lives to other communities? How else do our lives in Hyson Green connect to other locations? Have thinking debating sessions</p>

	<p>Create simple maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>related to rivers and communities: What are communities? What connects us to other cities? Does our world connect positively or negatively? What impact does the river have on the location and what impact are people having on the river? Can the world be one community (travel and trade)? What did Ranulph Fiennes achieve and what did he sacrifice? If travelling isn't sustainable (because of global warming) who should be allowed to explore the world? Should we sacrifice exploration now as the world is running out of fossil fuels?</p>
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