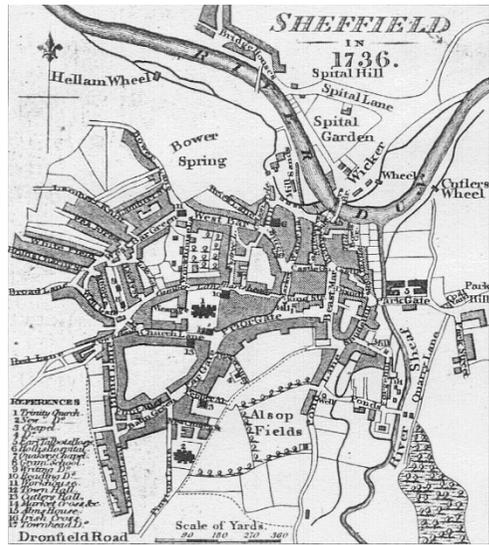


## Geography Year 5 Bridging the Gap

<b>National Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography and human geography.</li> </ul>			<b>Prior Objectives:</b> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.</li> </ul>		
<b>Lesson 1</b>  Skill - Describe and understand.  Knowledge -	<b>Lesson 2</b>  Skill - Describe and understand.  Knowledge -.	<b>Lesson 3</b>  Skill - Compare.  Knowledge -	<b>Lesson 4</b>  Skill -  Knowledge -	<b>Lesson 5</b>  Skill -  Knowledge -	<b>Lesson 6</b>  Skill -  Knowledge -
<p><u>WALT: Describe key human and physical geography before the industrial revolution</u></p> <p>WILF: What human geography was in Sheffield? What physical geography was in Sheffield?</p> <p>Lesson: Look at this map, It shows what Sheffield used to look like. What physical geography can we see? Trees, Fields, Rivers, Valleys. What human geography can we see? Houses, chapel, town hall. Highlight what we can see on the map.</p>	<p><u>WALT: Describe key human and physical geography after the industrial revolution</u></p> <p>WILF: What human geography was in Sheffield? What physical geography was in Sheffield?</p> <p>Lesson: Give children a map of the same area of Sheffield now. What has changed: Identify the human and physical geography on a map of the city now. Where are the factories. Is their more human geography now or in the past. Do the same activity as the day before and highlight the human and physical geography.</p> <p><b>Recording:</b></p>	<p><u>WALT: Compare the changes and explain what was good and bad about it.</u></p> <p>WILF: Compare the two pictures? What was good about the industrial revolution? What was bad about the revolution?</p> <p>Lesson: Compare the two pieces of work. What has changed? What is good about Sheffield's industrialisation? More shops, jobs and money. What is bad about it: Less physical geography. Would you change anything about Sheffield? Can you write a letter to the MP about what you would change and why? Explain what has happened in Sheffield because of industrialisation.</p> <p><b>Recording:</b></p>	<p><u>WALT:</u></p> <p>WILF:</p> <p>Lesson:</p> <p>.</p> <p><b>Recording:</b></p>	<p><u>WALT:</u></p> <p>WILF:</p> <p>Lesson:</p> <p>.</p> <p><b>Recording:</b></p>	<p><u>WALT:</u></p> <p>WILF:</p> <p>Lesson:</p> <p>.</p> <p><b>Recording:</b></p>



**Recording:**

**Assessment:**

**Key Vocabulary:** Climate zone, rivers, valley, land use, economic activity, trade links, energy, water



## *Glossary/Key Events*

<b>Climate zone</b>	A <b>climate zone</b> is a world area or region distinguished from a neighbor by a major physical <b>climatic</b> characteristic that is of global scale.
<b>River</b>	a large natural stream of water flowing in a channel to the sea, a lake, or another river.
<b>Valley</b>	a large natural stream of water flowing in a channel to the sea, a lake, or another river.
<b>Land use</b>	Land use involves the management and modification of natural environment or wilderness into built environment such as settlements and semi-natural habitats such as arable fields, pastures, and managed woods
<b>Economic activity</b>	An <b>economic activity</b> is a process that, based on inputs, leads to the manufacture of a good or the provision of a service
<b>Trade</b>	the action of buying and selling goods and services.
<b>Energy</b>	how things change and move. It's everywhere around us and takes all sorts of forms
<b>Water</b>	the liquid that comes from the clouds as rain and forms streams, lakes, and seas