



Year 5

How does Greece's location influence its climate, economy and way of life?

Prior learning retrieved

Y4 Europe/UK regional knowledge, climate, human/physical comparison and maps.

Geographical concepts

Place; location; climate; tourism; trade; interconnection.

Key vocabulary

Greece, Europe, Mediterranean, climate, economy, trade, tourism, agriculture, export, Greek Orthodox.

Careers link

Tourism manager • economist • export manager • geographer • environmental planner. Gatsby BM4.

SMSC / climate & sustainability

SMSC: cultural identity and respectful place representation. Climate/sustainability: tourism pressures, water demand and seasonality where relevant.

Why this? Why now?

Year 5 begins with a focused European place study, allowing pupils to connect location and climate to tourism, food and trade. It fulfils the European regional comparison through a specific Greek region selected by teachers and prepares pupils for broader continental variation in North America.

YEAR 5 — Greece: Learning Sequence

1 Locate Greece and label key physical/human features.

2 Explore climate in relation to location.

3 Compare physical and human features of Greece and England.

4 Explain why Greece is a popular tourist destination.

5 Explore food, agriculture and exports/trade.

YEAR 5 — Greece: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local tourism/land-use comparison or virtual fieldwork; interpret climate/tourism data.

Mapping / GIS progression

European maps; thematic climate/tourism maps; digital mapping; locate Russia explicitly in European map retrieval.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 5 — North America

How and why does North America vary from place to place?

Prior learning retrieved

Y5 Greece regional comparison; Y4 latitude/longitude/climate; world continents.

Geographical concepts

Scale; region; climate; biome; settlement; time; spatial variation.

Key vocabulary

North America, Central America, country, state, biome, tundra, taiga, desert, settlement, land use, latitude, longitude, Prime Meridian, time zone.

Careers link

International business manager • urban planner • logistics/aviation planner • environmental scientist
• GIS analyst. Gatsby BM4.

SMSC / climate & sustainability

SMSC: diversity within a continent and avoidance of treating countries as interchangeable. Climate: compare biomes/climates and human adaptation.

Why this? Why now?

After a focused European study, pupils zoom out to a continent with major climatic and human variation. The time-zone lesson is the logical point to make Prime/Greenwich Meridian statutory knowledge explicit. Pupils then return to regional comparison at greater complexity.

YEAR 5 — North America: Learning Sequence

1 Identify countries of North America and compare climates.

2 Explore major physical and human features.

3 Explore selected capital cities/major cities.

4 Explore time zones; explicitly introduce Prime/Greenwich Meridian and longitude as the reference for global time.

5 Compare a UK region with a region in North America.

6 Research human and physical geography of a selected North American country.

YEAR 5 — North America: Fieldwork & Mapping

Fieldwork / geographical enquiry

Comparative local data; digital/virtual fieldwork for selected North American region.

Mapping / GIS progression

Latitude/longitude; Prime Meridian; time zones; thematic biome/climate maps; GIS.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 5 — Scandinavia

How do climate and physical geography influence life in Scandinavia?

Prior learning retrieved

Y5 Europe/Greece; climate zones; regional comparison; latitude.

Geographical concepts

Region; climate; physical process; settlement; energy; comparison.

Key vocabulary

Scandinavia, Nordic, Denmark, Norway, Sweden, fjord, glacier, Northern Europe, climate zone, daylight, settlement, renewable energy.

Careers link

Renewable-energy engineer • climate-policy adviser • architect • GIS planner. Gatsby BM4/BM5.

SMSC / climate & sustainability

SMSC: compare ways of living without stereotyping. Climate/sustainability: renewable energy, climate-adapted design and northern environments.

Why this? Why now?

This unit follows North America so pupils can apply continental/regional comparison to a closer European region and refine geographical terminology. It deepens connections between physical environment, settlement, architecture and energy before Year 6 studies of mountains and environmental management.

YEAR 5 — Scandinavia: Learning Sequence

1 Locate Denmark, Norway and Sweden and major cities; distinguish Scandinavia from the wider Nordic countries.

2 Explore climate and weather.

3 Explore physical features including fjords and glaciated landscapes.

4 Explore aspects of human geography.

5 Compare a selected Scandinavian area with a UK area.

YEAR 5 — Scandinavia: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local climate/energy comparison; analyse daylight/temperature data.

Mapping / GIS progression

European maps including Russia; thematic energy/climate maps; digital mapping.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.