



Where in the world?

Year 5 – Autumn 1



	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
Geography	Locational Knowledge 1) Know and locate the world's countries focusing on North America. 2) Identify the environmental regions, key physical and human characteristics of major cities of North America. 3) Identify the physical characteristics and key geographical features of countries within North America. Place Knowledge 1) Know the similarities and differences of (human and physical features) of a region of the United Kingdom and a region in North America. 2) Human and Physical Geography 3) To know and describe key aspects of physical geography including mountains, volcanoes and earthquakes, focussing on plate tectonics and the ring of fire.	4) Recognise physical and human processes 5) Using their geographical knowledge and understanding to carry out an investigation 6) Use maps and atlases to locate countries and identify key physical/ human features 7) Compare aerial photographs to large scale maps. 8) Describe how a range of physical and human processes change the environment	Climate — The usual weather conditions in a place. Consequences — Something that follows. The result of something. Continents — One of the earth's seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Countries — A section which some countries are divided into for local government. Countries — A large area of land where people live under the same government or have the same culture. Human geography — The branch of geography dealing with how human activity affects or is influenced by the earth's surface. Individuality — Total character of an individual, distinguishing self from others. Location — A place or position. Physical geography — The branch of geography dealing with natural features. Responsibility — The quality or state of being responsible.
DT	1) Indicate, describe and explain, with reasoning, the design features which will appeal to the intended users 2) Know and understand the different research types there are — surveys, interviews questionnaires and web-based resources. Use one of these to gather the views of others which will impact on their design 3) Know how to use prototypes and pattern pieces in the design process 4) Know how to use annotated sketches, cross-sectional drawings and exploded diagrams in the design process 5) Know how to create a step-by-step plan as a guide to making understand that it would support the process of making the product, include a list of tools, equipment and materials 6) Know, understand and follow all safety rules and procedures for the tools, equipment and materials they are using during the making process 7) Know how to accurately measure, mark out, cut and shape materials effectively using the most appropriate tools and equipment 8) Know how to accurately assemble, join and combine materials and components, including adding and applying a range of finishing techniques 9) Know how practically problem solve	10) Develop innovative, functional and appealing products that are aimed at particular individuals or groups 11) Use annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and technology to generate, develop, model and construct and combine materials with temporary, fixed or moving joinings. 12) Explore and use different finishes considering the aesthetics of their product 13) Investigate and analyse a range of existing products based on functional and aesthetic qualities 14) Evaluate their ideas and products against their own design criteria and communicate ideas.	Design—the process of planning, conceiving, and arranging elements to create a functional and aesthetic outcome Decisions— making choices Functionality— how a product is designed for its use. Purpose— how a product will be used Design specification— guide for designing Design brief— purpose of the product Evaluate— review and analyse the outcome Annotate— make notes Prototype— a design moving towards the outcome.