



Year group: Year 5
Term: Spring
Subject: Latitude, Longitude and Time zones

Prior learning

EYFS Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They can recognise some similarities and differences between life in this country and life in other countries.

KS1 children will have learnt the different continents and oceans and focused on Africa

KS2 Children will begin to discuss what life is like on the different continents and make comparisons between locations. As they study different countries, they will know what continents they are on.

What comes next?

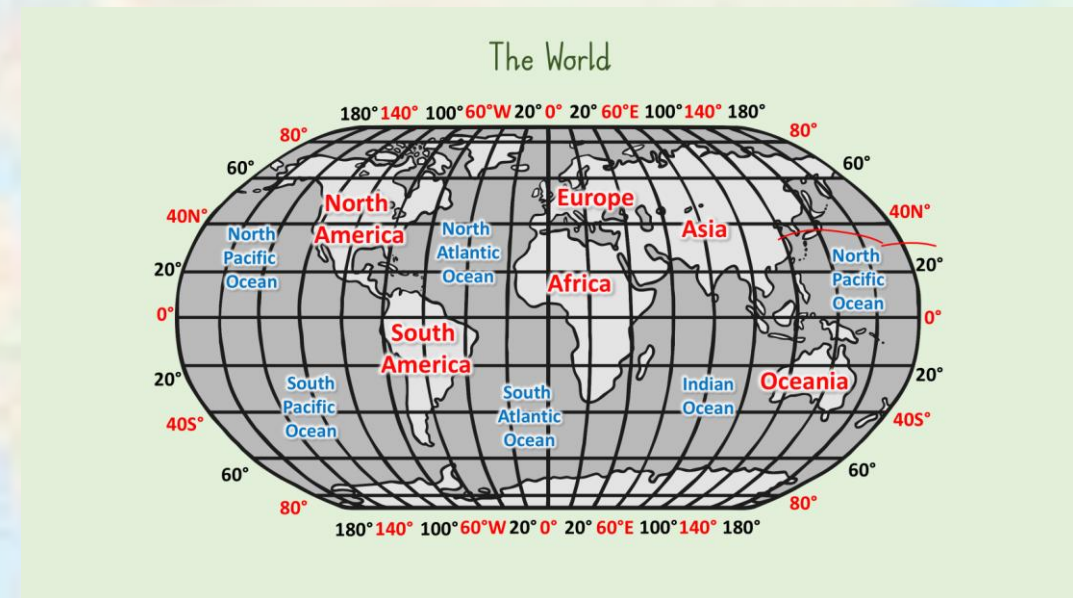
They will continue to locate different countries around the world.

Y6 – name and locate countries in North and South America and compare them with places previously studied.

Notes and guidance

To cover this objective, children will use maps and a globe to identify different countries around the world. They will be able to label the poles, tropics and equator on a map and talk about the conditions in that area.

They will understand what life is like in the different areas of the globe and why this is.



Key vocabulary

Longitude, latitude, meridian, time zones

Substantive Knowledge

I know how to read a world map
I know the purpose of lines of latitude and longitude
I can explain why we have a Greenwich meridian
I know there are different time zones in the world

Disciplinary Knowledge

I understand that geographers use longitude and latitude to accurately locate places in the world

Procedural Knowledge

I can locate the equator and lines of latitude and longitude
I can locate countries based on their latitudinal and longitudinal position
I can work out the time differences in different countries

Links to other curriculum areas

History – Geography of Egypt and how that effected where people settled
Science – Movement of the Earth

Learning Outside the Classroom

Use of digimaps
(History links)
Christian Heritage Centre – Egypt
Create a large map of the world/Egypt on the playground

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)