

# Year 5 – Discovery

**Enquiry question: What could we discover in Australia and New Zealand?**

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
<p>•To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>•To name and locate different regions and localities in Australia, New Zealand and the islands of the South Pacific and understand the diversity of the people and places of these regions.</p> <p>•To make comparisons between the various places I have studied using my knowledge of continents, countries, climate, temperature and economy.</p> <p>•To give some reasons for similarities and differences between places, using geographical vocabulary and what I know about relationships between places.</p> <p>•To use aerial photographs (including online e.g. Google Earth) to identify patterns (e.g. ribbon development of industry around rivers, ports etc.)</p> <p>•To ask questions about environmental issues affecting the various places I have studied and compare the impact on both people and place.</p>		<p><b>Where are Australia and New Zealand?</b></p> <ul style="list-style-type: none"> <li>To use maps and globes to locate Australia, New Zealand and the South Pacific islands in relation to the UK and surrounding oceans</li> </ul> <p><b>Who ‘discovered’ Australia and New Zealand?</b></p> <ul style="list-style-type: none"> <li>To understand that James Cook was the first European to make contact with Australia (on eastern coastline) and Australia used as a penal colony for British prisoners</li> </ul> <p><b>Who lived there before Europeans ‘discovered’ Australia &amp; New Zealand?</b></p> <ul style="list-style-type: none"> <li>To learn about the indigenous peoples of the South Pacific, including aboriginal and Maori people and their customs.</li> </ul> <p><b>What is the landscape like in Australia and New Zealand?</b></p> <ul style="list-style-type: none"> <li>To understand the physical geography of different locations in Australia and the key landforms of these places.</li> <li>To focus on the four major landform regions of Australia, discovering their key geographical features</li> </ul> <p><b>What is the climate like, and how does it affect life there?</b></p> <ul style="list-style-type: none"> <li>To learn that climate affects where people live and the characteristics of places in Australia</li> </ul> <p><b>Where do people and animals live in Australia and New Zealand?</b></p> <ul style="list-style-type: none"> <li>To learn about the key cities, regions and animals of Australia, New Zealand and the islands of the South Pacific.</li> </ul>			<p><i>Australia, New Zealand, the South Pacific, Indian Ocean, Coral Sea, Tasman Sea</i></p> <p>The Outback, Uluru, Territories (New South Wales, Queensland, Northern Territory, Western Australia, Victoria, Australian Capital Territory, Tasmania)</p> <p>major cities: Sydney, Canberra, Adelaide, Perth, Melbourne, Brisbane, Darwin, Hobart</p> <p>New Zealand – North &amp; South Islands; major cities: Wellington, Auckland, Christchurch, Dunedin; Cook Strait; Mt Raupehu, Mt Cook, Southern Alps, Stewart Island</p>
<p><b>Prior Learning</b></p> <p>Follows on from Yr 3 learning about the diversity of the Asian continent, and Yr 4 about the diversity of Europe. Builds on understanding of trade and the economic development of places. Links to previous topics history learning about the development of the British Empire.</p>					<p><b>Linked Texts</b></p> <p><a href="https://www.rgs.org/schools/teaching-resources/australia/">https://www.rgs.org/schools/teaching-resources/australia/</a></p> <p>Aboriginal/Maori stories</p>
					<p><b>Future Learning</b></p> <p><b>Yr 6:</b> Geography - The Americas - further develop understanding of diversity of people and place, including cultural and historical understanding, e.g. through study of indigenous people of an area, linking to impact of empire and colonialism.</p>
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<p><i>Where are Australia and New Zealand? Southern Hemisphere, latitude &amp; longitude, compass directions (8 points)</i></p>	<p><i>How is the Outback different to the cities?</i></p>	<p><i>Why is Australia’s landscape so diverse?</i></p>	<p><i>Why are the major cities in Australia located on/near the coast?</i></p>	<p><i>How was Uluru formed? What effect has climate change had on the landscape and lives of people in Australia?</i></p>	

Fieldwork Opportunities	Key vocabulary		Key Geographical Skills
	Major rivers Contrasting Climate Region	Geysers Geographic isolation Colonisation Circumnavigate	<ul style="list-style-type: none"> <li>• Confidently use maps, globes and Google Earth.</li> <li>• Use atlases/maps to describe and locate places using 4 figure grid references.</li> </ul>
<p align="center"><b>Sustainability and environmental concerns</b></p>	Outback	British Commonwealth	
<p>The effects of climate change on Australia will be a big focus in this unit (bush fires etc.).</p>	Coastal Equator Islands Settlements Location Features Coral reef Tropical rainforest Aboriginal Oral history Engravings Penal colony Prisoners Mining Architecture	Mountaineering Cartographer Relief map Elevated Depressions River basin Aerial Represent Latitude Longitude Coordinates Degrees Scale Prime meridian Hemispheres	<ul style="list-style-type: none"> <li>• Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</li> <li>• Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</li> <li>• Ask questions e.g. what is this landscape like? What is life like there?</li> </ul>