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| **Year 5 – Geography – Urban Environments** | | |
| What should I already know? | What am I going to learn in this unit? | Vocabulary I need to know |
| * I can explain the different features of a river. * I can explain how the different features are grouped by the course of the river. * I can recognise the key events that contribute to river flooding. * I can identify the impacts that flooding has upon local people living and working in an area. * I can understand how to read an OS map identifying the key, scale and contour lines. * I can identify up to 6 digit grid references for locations on a map. * I can use my knowledge of rivers to identify the location of pictures where they fit within a river course. * I can explain how waterfalls are formed. * I can create a model of a waterfall and label each part of the waterfall. * I can use scientific equipment to record measurements of rivers including velocity, depth and width. | * I can use different tools including maps and globes to locate the equator and the tropics of Cancer and Capricorn. * I know the names of and can locate several countries in South America and North America. * I can explain the link between physical and human geography when it comes to human settlements. * I can explain differences between the urban populations in North and South America * I can give examples of different human geographical features such as population, economy, and life expectancy. * I can explain how a slum develops and give examples of what living there might be like. * I can give reasons why people live in slums. * I can explain similarities and differences between two urban environments with high levels of poverty. * I can give examples of the challenges faced by people living in slums. * I can explain why there are more people living in slums in South America than North America. | |  |  | | --- | --- | | Slums | An informal, densely populated and usually illegal settlement that is inhabited (lived in) by the urban poor | | Services | A system provided for people, such as transport, education, internet, electricity. | | Urbanisation | The process whereby an increasing proportion of people live in towns and cities. | | Migration | The movement of people (or animals) from one place to another. | | Inhabitant | A person who lives in an area. | | Inequality | Difference or inconsistency | | Quality of life | The level of overall wellbeing of an individual, community or a country. It is made up of many factors, including wealth, health, rights and education. | | Standard of living | The level of wealth and material goods that an individual, community or country has access to. This is a numerical value, usually measured in US dollars. | |