

Year 5

Autumn term

2022



Dear parents,

Welcome to a new year at EBIS. We wish you a fruitful, successful academic year. The Year 5 team has put together this pack containing comprehensive information about the first term of the academic year 2022/2023. The aim is to provide you with details on what the children will be covering in the following subjects:

- English
- Maths
- Science
- World Studies

We hope that the information provided will give you an in-depth picture on what your children will be studying for this term.

Thank you

The Year 5 team

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English

English topics that will be covered in Autumn term will be as follows:

- ✚ The main theme will be **A Story by a Significant Children's Author**. The main story will be '***This Is NOT a Fairy Tale***' by Jeremy Strong.
- ✚ This unit explores the work of the author Jeremy Strong focusing on one of his short stories and other examples of his work.
- ✚ The children will find out about his style and explore how he creates his stories as a series of humorous episodes.
- ✚ They will use various techniques to help them understand how to create characters and dialogue.
- ✚ They will write their own episode that continues the short story.
- ✚ The non-fiction section of the Unit will develop children's ability to understand and write a biography. They will examine the difference between biography and autobiography initially linked to material about Jeremy Strong.
- ✚ Children will also focus on another theme: a modern re-telling of King Midas myth and on how a dilemma can be a driving force of a narrative. They will be able to create characters of different status and empathise with the main character's dilemma. They will compose an ending for the story through a diary entry written in role as the main character.
- ✚ The non-fiction section of this unit links to the fiction through exploring the difference between a first-person recount, such as a diary, and a newspaper report of the same event. Children will compose their newspaper report based on a real-life rescue and adapt it for the radio.

Years 5 and 6 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Statutory requirements

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – transcription

Statutory requirements

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing – handwriting and presentation

Statutory requirements

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where

Statutory requirements

- necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

Maths

Maths in the autumn term will ensure that prior knowledge learnt in year 4 has been consolidated in order to allow children to build on new mathematical skills. The autumn term will see the followings topics being taught:

- Number and place value
- Number – addition and subtraction
- Number – multiplication and division
- Number – fractions (including decimals and percentages)
- Measurement
- Geometry: properties of shapes

The following is a copy of the mid-term plan that includes a detailed breakdown of the subjects covered in the autumn term. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis from the start of the autumn term until the beginning of the spring term.



Maths Autumn Mid Term Plans 1&2 2021/22

Autumn 1

Wk	Weekly Summary	Strands	Objectives
1	Read, write, compare and order 5-digit numbers, understanding the place value and using < and > signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; sustain a line of enquiry; make and test a hypothesis	Number and place value (NPV)	NPV.58 Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.59 Order and compare 5-digit numbers and say a number between
		Written addition and subtraction (WAS)	WAS.54 Use column addition to add two 4-digit numbers with answers > 10000
		Problem solving, reasoning and algebra (PRA)	PRA.63 Sustain a line of enquiry, make and test a hypothesis
2	Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems	Mental addition and subtraction (MAS)	MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.31 Add pairs of 2-digit numbers with a total ≤ 198 MAS.33 Subtract 2-digit from 2-digit numbers by counting up MAS.15 Use number facts to 10 to solve problems including word problems MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.60 Use counting up to subtract 4-digit numbers from near multiples of 1000 MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers MAS.61 Use counting up as an efficient mental strategy with minimal jottings
		Number and place value (NPV)	NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions
3	Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0.1 and 0.01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9	Decimals, percentages and their equivalence to fractions (DPE)	DPE.60 Match 2-place decimals to 1/100s, using a place value grid DPE.61 Use place value to multiply and divide numbers by 10 and 100, involving 2-place decimals DPE.62 Use place value to add and subtract 0.1 and 0.01 to and from decimal numbers
		Problem solving, reasoning and algebra (PRA)	PRA.64 Write and solve mathematical problems PRA.71 Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
		Mental multiplication and division (MMD)	MMD.41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems MMD.65 Use advanced mental multiplication strategies
4	Revise converting 12-hour clock	Measurement (MEA)	MEA.63 Read, write and convert time between analogue and digital 12 and 24 hour clocks

	times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m		MEA.52 Compare durations of events to calculate the time taken by particular events or tasks MEA.55 Use 24 hour clocks MEA.65 Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc. MEA.67 Measure and calculate the perimeter of composite rectilinear shapes in m/cm
5	Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up	Written addition and subtraction (WAS)	WAS.48 Use expanded decomposition to subtract 3-digit from 3-digit numbers WAS.50 Use compact decomposition to subtract 3-digit from 3-digit numbers WAS.55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)
		Mental addition and subtraction (MAS)	MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.55 Subtract 3-digit from 4-digit numbers by counting up MAS.67 Use counting up strategies to quickly calculate change

Autumn 2

Wk	Weekly Summary	Strands	Objectives
1	Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form	Mental multiplication and division (MMD)	MMD.62 Apply divisibility tests for 2, 3, 4, 5, 6, 9, 10 and 25 MMD.63 Recognise common factors and relate these to common multiples MMD.61 Identify factors and multiples, and begin to find common factors
		Fractions, ratio and proportion (FRP)	FRP.55 Compare and order unit fractions and related fractions, using fraction walls and strips FRP.63 Place mixed fractions on a number line to compare fractions with the same denominator FRP.58 Use equivalent fractions to reduce any given fraction to its simplest form
2	Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit	Mental multiplication and division (MMD)	MMD.58 Understand multiplication and division as inverses of each other and use this to find relationships MMD.60 Multiply and divide multiples of 10, 100 and 1000 by 1-digit numbers
		Written multiplication and division (WMD)	WMD.49 Multiply 2- and 3-digit by 1-digit numbers using the ladder method WMD.60 Use the ladder method to multiply 4-digit by 1-digit numbers WMD.52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50

	numbers by 1-digit numbers using a written method and express remainders as a fraction and solve division word problems		<p>WMD.58 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriate</p> <p>WMD.57 Divide numbers just beyond the tables, with remainders given as fractions where the fraction is obvious</p>
		Problem solving, reasoning and algebra (PRA)	<p>PRA.65 Use mathematical reasoning to explain findings, patterns and relationships</p> <p>PRA.68 Solve problems involving addition, subtraction, multiplication and division and a combination of these</p>
3	Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related to turn	Geometry: properties of shapes (GPS)	<p>GPS.54 Estimate and measure angles, recognising that they are measured in degrees</p> <p>GPS.55 Use a protractor to measure angles, including of a given size</p> <p>GPS.56 Compare and classify acute and obtuse angles; order angles up to 180°</p> <p>GPS.65 Draw a specified given angle and measure it in degrees</p> <p>GPS.68 Compare angles up to 360°, including reflex angles</p> <p>GPS.61 Recognise and identify angles that are multiples of 90°</p> <p>GPS.62 Recognise that angles on a straight line total 180° and angles round a point total 360°</p> <p>GPS.72 Know and use the terms radius and diameter; identify the radius and diameter of different circles</p> <p>GPS.73 Draw circles and arcs, including using compasses</p> <p>GPS.74 Draw circles and arcs with a given radius</p> <p>GPS.70 Find missing angles using angles round a point = 360° or angles on a straight line = 180°</p>
		Problem solving, reasoning and algebra (PRA)	<p>PRA.65 Use mathematical reasoning to explain findings, patterns and relationships</p>
4	Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths	Number and place value (NPV)	<p>NPV.58 Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>NPV.61 Round 5-digit numbers up or down to the nearest 10, 100, 1000 or 10000</p>
		Decimals, percentages and their equivalence to fractions (DPE)	<p>DPE.59 Locate and write 2- place decimals on a number line using length as a context</p> <p>DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number</p> <p>DPE.63 Order and compare 1- and 2-place decimals and find a number between</p>
		Fractions, ratio and proportion (FRP)	<p>FRP.58 Use equivalent fractions to reduce any given fraction to its simplest form</p> <p>FRP.60 Recognise the equivalence of simple fractions and decimals</p>
5	Revise mental and written addition and subtraction	Mental addition and subtraction	<p>MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers</p>

strategies, choose to use a mental strategy or written method to solve addition and subtraction, choose to solve word problems involving multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method, use mathematical reasoning to work out a function, identify the operation being used on numbers, understand that addition and subtraction are inverse operations multiplication and division, use function machines	(MAS)	MAS.59 Add and subtract larger numbers using place value and number facts MAS.55 Subtract 3-digit from 4-digit numbers by counting up MAS.61 Use counting up as an efficient mental strategy with minimal jottings MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships
	Written addition and subtraction (WAS)	WAS.56 Use column addition to add several numbers with up to 4-digits with answers > 10000
	Number and place value (NPV)	NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions
	Mental multiplication and division (MMD)	MMD.43 Multiply mentally 2-digit by 1-digit numbers using partitioning MMD.57 Use mental strategies to solve divisions including dividing by 1 MMD.60 Multiply and divide multiples of 10, 100 and 1000 by 1-digit numbers MMD.37 Understand division as the inverse of multiplication
	Written multiplication and division (WMD)	WMD.49 Multiply 2- and 3-digit by 1-digit numbers using the ladder method WMD.56 Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects (distributive law) WMD.58 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriate
	Problem solving, reasoning and algebra (PRA)	PRA.68 Solve problems involving addition, subtraction, multiplication and division and a combination of these PRA.65 Use mathematical reasoning to explain findings, patterns and relationships

Number – number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number – fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal

Statutory requirements
sides and angles.

Science

Beginning a new year, the autumn term intends to teach pupils the fundamental basics of biology at a more complex level. Starting this module will be the study of the following:

- **Living things and their habitats** – Children will learn that plants and animals have life cycles and that reproduction is a part of this cycle. They will recognise that each life cycle has distinct stages but that these can vary between species, for example they may describe and contrast the stages of the human life cycle with three and four stage metamorphosis in insects and amphibians. They will understand the importance of reproduction for the survival of a species.
- **Forces** – Children will learn about the different types of forces that they can find and experience in their daily life: gravity, air resistance, friction, water resistance, etc. They will learn that force is basically push and pull of objects to change their size or shape, move or stop moving them. They will understand how to use simple machines and their mechanisms such as levers, gears and pulleys.

Upper key stage 2 programme of study

Working scientifically

Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Forces

Statutory requirements

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of

Statutory requirements

- gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

World Studies

History

The Roman Empire and its impact on Britain

Pupils will be able to describe aspects of Roman Britain in significant detail as well as ask and answer questions to demonstrate their understanding. They will also be able to use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed whilst establishing a clear understanding how the Roman Empire began.

Statutory requirements

Pupils should be taught to:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Geography

Coasts and Coastal settlements

Pupils will be able to identify characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Statutory requirements

Pupils should be taught to:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.