Year 5 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Where in the world? **Locational Knowledge** What are the physical features of mountains? **Physical Features** Do humans improve an environment? **Human Geography** *Fieldwork*		How do we get day and night, the seasons and climates? **Locational Knowledge**	South America: why does the Amazon matter? **Locational Knowledge** **Human and Physical Geography**		

Senacre Wood Primary School

Year 5 Geography Medium Term Plan

Term 1 History- Where in the world? What are the physical features of mountains? Do humans improve an environment?		
National Curriculum Links	**Geographical skills and knowledge**	**Key Vocabulary**
Locational Knowledge • 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; • Identify the position and significance of latitude, longitude, **Human and Physical Geography** • Describe & understand key aspects of: physical geography, including: …mountains… **Geographical Skills and Map work** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Locational Knowledge** I can name and locate counties of the UK concentrating on their key physical and human characteristics. – *Focus on naming at least 15 counties of the UK.* I can identify the position and significance of latitude, longitude – *Use this to locate world mountain ranges* **Human and Physical Geography** I can compare and contrast different regions based on their human and physical features – *using knowledge of physical features to compare different counties of the UK with a focus on Cumbria and Kent plus one county of pupils choosing.* **Fieldwork** I can collect, present and analyse evidence and draw conclusions- Looking at local environment and using different fieldwork strategies to collect evidence of human impact.	Latitude Longitude Ridge Valley Plateau Summit Outcrop Face Foot Slope Tourism Aerial Photo

Pupil Offer	Famous People
Fieldwork in the local area (Senacre Woods) linked with if humans improve or damage an environment.	Sir Edmund Hillary and Tenzing Norgay Junko Tabei

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	
Lesson Overview including Substantive knowledge	**Where in the world?** **Locational Knowledge & Physical Features** ***Y3 Retrieval*** Pupils have previously learnt about counties in the southeast. Pupils will be naming and locating counties of the UK. **Physical Features** Pupils will be naming and locating the UK peaks and then learning about contour lines.	**Human and Physical Features** Pupils will be completing their own research to compare Cumbria, Kent and one other county.	**What are the physical features of mountains?** **Physical Features** Pupils will then be naming and describing the physical features of mountains.	**Where in the world?** **What are the physical features of mountains?** **Locational Knowledge** ***KS1 Retrieval*** Recall knowledge of continents Where are the famous world mountain ranges? Pupils will be using longitude and latitude to locate world mountains/ranges. They will then be comparing different mountain ranges based on their key features	**Should we allow tourism in the mountains?** ***Fieldwork*** Using the local environment- plan how we could find out if humans are improving this environment. Look at old aerial photos- discuss how it has changed. Fieldwork looking at woods and impact of humans. Discuss how the use of photos can change our opinion. Take multiple photos to show humans being positive and negative.	**Do humans improve an environment?** Link work from previous week with work about mountains. ***Retrieval- BIG QUESTION*** Pupils will be writing a discussion text to answer the final big question. This can draw on knowledge from this unit and from work based on the rainforest from earlier in the year.
Organisation and Communication	Map Work	Pupils will be choosing their own presentation methods	Labelled diagram	Comparison Table	Photographs from different perspectives & analysis	Debate to support writing a discussion Text
Reading & Maths Opportunities			S5 LS+ Ever exhilarating Everest Retrieval Focus	S5 LS+ Record Breaking Mountains Explanation Focus	Junko Tabei Comprehension Twinkl Data Collection	

Term 3 Geography- How do we get day and night, the seasons and climates? *NB this is taught as part of a scientific enquiry*		
National Curriculum Links	**Geographical skills and knowledge**	**Key Vocabulary**
Locational Knowledge • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, … Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Human and Physical Geography** • Describe & understand key aspects of: physical geography, including: climate zones	**Locational Knowledge** I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, northern and southern hemispheres. Applying this knowledge to understand seasons and climates linked with scientific work. I can identify the position and significance of the Greenwich Meridian and accurately use world time zones	Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time Zones

Pupil Offer	Famous People
Fieldwork in the local area (Senacre Woods) linked with if humans improve or damage an environment.	Sandford Fleming

Term 2		
Lesson Overview including Substantive knowledge	How do we get day and night? **Locational Knowledge** *NB Links with Science* ***Prior Unit Retrieval- Longitude and Latitude*** Pupils will be learning about the Earth's rotation and how this creates day and night. They will then build on this knowledge to learn about different time zones. Pupils will also learn about Sandford Fleming and use this to create a persuasion of the importance of time zones.	How do we get the seasons and climates? **Locational Knowledge** *NB Links with Science* ***Y2 and Y3 Retrieval- Equator*** Pupils will be using their knowledge of the Earth's orbit and its tilt to develop their understanding of the seasons. They will then build on this to understand different climates based on their position on the globe. This will then be combined with their knowledge of longitude and latitude to locate main climate zones. **Retrieval- BIG QUESTION** Pupils will be choosing their own recording methods to showcase what they have learnt to answer the geography big question.
Organisation and Communication	Timetables to show the different times zones Persuasion	Pupils will be choosing their own methods to answer the geography big question.
Reading & Maths Opportunities	Reading about Sandford Fleming Pupils will be applying their understanding of time including am and pm and converting time based on time zones	

Term 4 Geography- South America: why does the Amazon matter? Planning adapted from the Oaks National Academy		
National Curriculum Links	**Geographical skills and knowledge**	**Key Vocabulary**
Locational Knowledge • locate the world's countries, using maps to focus on…North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, **Place Knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America **Human and Physical Geography** Describe & understand key aspects of: • physical geography, including: climate zones • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Map work** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Locational Knowledge** I can compare and contrast different regions based on their human and physical features- *Focus on comparing North and South America. They will also be comparing living in the Amazon (Awa people) with life in the UK* **Human and Physical Geography** I recognise how people can improve or damage the environment- *focus on deforestation* **Map Work** I can measure distances using maps. I can use 4 figure grid references.	Climate Temperate Tropical Trade links Settlement Colonists Stakeholder Deforestation

Pupil Offer	Famous People
Virtual Exploration of the Amazon Rainforest	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Lesson Overview including Substantive knowledge	**Climate of North and South America** ***Prior Unit & Y4 Retrieval*** Pupils have previously studied North America. In the prior unit, they also learnt about how we get different climates. **Physical Features** Pupils will be recapping climate & studying climate graphs linked with North and South America. Pupils will be using this to plan a route from North America to South America taking in key tourist attractions including the Amazon.	**What is the difference between tropical and temperate rainforests?** **Physical Features** Pupils will be learning about temperate and tropical rainforests and then use data to create explanations of the different types of rainforest.	**What are the features of the Amazon Rainforest?** **Physical Features** Pupils will be learning about the layers of the rainforest and the ecosystem. They will then use this knowledge to explain what they would need if they visited the rainforest.	**Foods from tropical rainforests** **Human and Physical Geography** Pupils will be learning about foods which are grown in tropical rainforests and then use this to knowledge to develop their understanding of trade links	**What is it like to live in the Amazon?** **Human Geography** Pupils will be learning about the different types of settlement in the Amazon. They will then focus on the Awa people and comparing their lifestyle with their own.	**What is the future of the Amazon?** **Human Geography** Pupils will be debating the topic of deforestation considering the views of different stakeholders	**Retrieval- BIG QUESTION** **Human and Physical Geography** Pupils will be using their knowledge from the enquiry to explain why the Amazon rainforest is important.
Organisation and Communication		Explanation	Labelled diagram Persuasion	Labelled map	Comparison Tables	Debate	Consequence wheel
Reading & Maths Opportunities	Climate Graphs	S5 LS+ Types of Rainforest Retrieval Focus Interpreting data in a table	S5 LS+ Layers of the Rainforest Retrieval Focus		Awa people text (Oaks Academy)	S5 LS+ Threats Summary Focus	

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