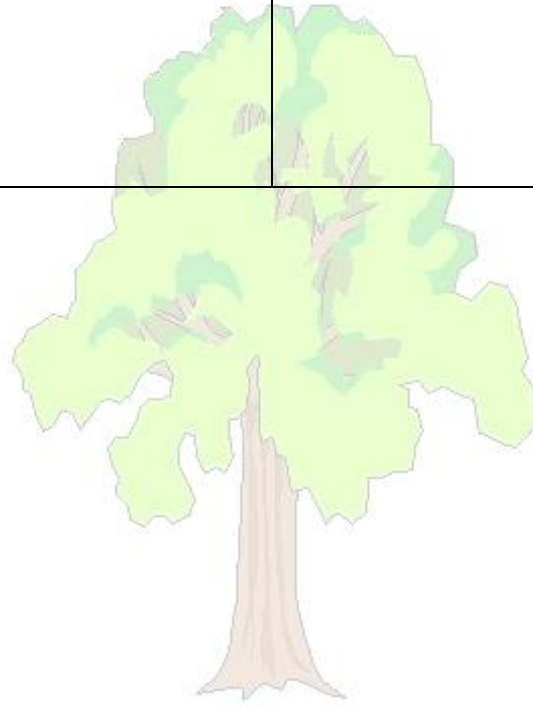


## Year 5 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Where in the world? <b>Locational Knowledge</b></p> <p>What are the physical features of mountains? <b>Physical Features</b></p> <p>Do humans improve an environment? <b>Human Geography</b> <i>Fieldwork</i></p>		<p>How do we get day and night, the seasons and climates? <b>Locational Knowledge</b></p>			<p>How would you survive on a desert island? <b>Locational Knowledge</b> <b>Place Knowledge</b> <i>Fieldwork</i></p>



## Year 5 Geography Medium Term Plan

Term 1 Geography- <b>Where in the world?</b>	What are the physical features of mountains?	Do humans improve an environment?
National Curriculum Links		Key Vocabulary
<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>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;</li> <li>Identify the position and significance of latitude, longitude,</li> </ul>		Latitude Longitude  Ridge Valley Plateau Summit Outcrop Face Foot Slope
<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Describe &amp; understand key aspects of: physical geography, including: ...mountains...</li> </ul>		
<b>Geographical Skills and Map work</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass (NB skill from Year 4)</li> <li>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.</li> </ul>		
		<b>Pupil Offer</b>  SUMMER HOMEWORK (set on meet teacher day)- Learn County names.  Fieldwork in the local area (Senacre Woods) linked with if humans improve or damage an environment.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	
Lesson Overview including Substantive knowledge	<b>Where in the world?</b> <b>Locational Knowledge &amp; Physical Features</b> <b>Y3 Retrieval</b> Pupils have previously learnt about counties in the southeast.  Pupils will be naming and locating counties of the UK. They will then be comparing counties based on physical features.	<b>Physical Features</b> Pupils will be finding out which counties have mountains and using this to make comparisons between different counties.  <b>What are the physical features of mountains?</b> <b>Physical Features</b> Pupils will then be naming and describing the physical features of mountains.	<b>Where in the world?</b> <b>What are the physical features of mountains?</b> <b>Locational Knowledge</b> <b>KS1 Retrieval</b> Recall knowledge of continents <b>Y4 Retrieval</b> Pupils have previously studied North America and physical features  Where are the famous world mountain ranges? Pupils will be using longitude and latitude to locate world mountains/ranges. They will then be creating a presentation based on the physical features of that mountain/mountain range to support them with answering the first two big questions.	<b>Should we allow tourism in the mountains?</b> <b>Fieldwork</b> As we are unable to visit a mountain, we will be starting this section by looking at 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 it is humans being positive and humans being negative.	<b>Should we allow tourism in the mountains?</b> Link work from previous week with work about mountains.  <b>Retrieval- BIG QUESTION</b> Pupils will be writing a discussion text to answer the final big question.	
	Geographical Knowledge	I can name and locate counties of the UK concentrating on their key physical and human characteristics.  I can compare and contrast different regions based on their human and physical features.	I can compare and contrast different regions based on their human and physical features.	I can compare and contrast different regions based on their human and physical features.	I can collect, present and analyse evidence and draw conclusions.  I recognise how people can improve or damage the environment.	I recognise how people can improve or damage the environment.
	Organisation and Communication	Venn Diagram	Labelled diagram	Non-Chronological Report	Photographs from different perspectives & analysis	Debate Discussion Text
	Famous People			Sir Edmund Hillary and Tenzing Norgay Junko Tabai		

Term 3 Geography- <b>How do we get day and night, the seasons and climates?</b> NB this is taught as part of a scientific enquiry		
National Curriculum Links	Key Vocabulary	Pupil Offer
<b>Locational Knowledge</b> 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)	Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle  Prime/Greenwich Meridian Time Zones	

Term 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<b>How do we get day and night?</b> <b>Locational Knowledge</b> <i>NB Links with Science</i> <b>Prior Unit Retrieval- Longitude and Latitude</b> 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. This will include retrieving information from Term 1 linked with longitude and latitude. They will also learn about Sandford Fleming and use this to create a persuasion of the importance of time zones.	<b>How do we get the seasons and climates?</b> <b>Locational Knowledge</b> <i>NB Links with Science</i> <b>Y2 and Y3 Retrieval- Equator</b> 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.
Geographical Knowledge	I can identify the position and significance of the Greenwich Meridian and accurately use world time zones	I can name and locate counties of the UK concentrating on their key physical and human characteristics. I can analyse evidence and draw conclusions. I can compare and contrast different regions.
Organisation and Communication	Timetables to show the different times zones Persuasion	Pupils will be choosing their own methods to answer the geography big question.
Famous People	Sandford Fleming	

**Term 6 Geography- How would you survive on a desert island? NB this is taught as part of a scientific enquiry**

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Geographical skills and fieldwork</b> Use the eight points of a compass, four ...figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom...</p>	<p>Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle  Prime/Greenwich Meridian Time Zones</p>	<p>Week 6, pupils will be completing their walk which they have planned.</p>

Term 6	Throughout Term 6	Week 3	Week 4
<p><b>Lesson Overview including Substantive knowledge</b></p>	<p><b>Place Knowledge</b> Retrieval Pupils have previously located some of the locations visited in the text. Recap these.</p> <p>Linked with class text, Kensuke's Kingdom, pupils will be plotting the route taken by Michael in the story. At the end of the term, they will be choosing 2 of the locations visited to compare and contrast based on their own research of Human and Physical geography.</p>	<p><b>Locational Knowledge</b> <b>Prior Y5 Unit Retrieval</b> Pupils will be retrieving knowledge based on counties and physical features from Term 1.</p> <p>They will then be learning to locate places on an OS map using four-figure grid references and symbols.</p>	<p><b>Fieldwork and Map work</b> They will then be using an OS map of the local area to plan a short route which they will then be walking in Week 6.</p> <p><b>Retrieval- BIG QUESTION</b> Following their walk, in week 6, Pupils will be reflecting on their map reading skills through a self-reflection/evaluation and answering the big question linked with these skills.</p>
<p><b>Geographical Knowledge</b></p>	<p>I can compare and contrast different regions based on their human and physical features.</p>	<p>I can use 4 figure grid references.</p>	<p>I can use an OS map to plan a short route. I can measure distances using maps.</p>
<p><b>Organisation and Communication</b></p>	<p>Venn diagram and Pupil Presentation</p>	<p>Instructions</p>	<p>Photographs and Evaluation</p>
<p><b>Famous People</b></p>	<p>Dame Ellen Patricia MacArthur</p>		