

# Year 5 Medium Term Plan

## Key Learning in Geography

### Autumn: How is our country changing?

1. To name and locate some key topographical features of the UK and their own region
2. To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable
3. To understand that regions change over time and that change is continual
4. To understand that change is happening in the local area, and that changes will continue to happen
5. To understand how the local area has changed and to consider what it might be like in the future
6. To explain how the local area has changed and how it might change in the future

### Cross curricular links:

English: creating a presentation on sustainable change in the local area (Lesson 5)

Computing: researching facts on the UK (Lesson 1)

History: learning about regional effects of World War II (Lessons 2–6)

PE: learning about planning for the 2012 Olympic and Paralympic Games (Lesson 2).

### Geography skill

During this topic, display maps of the local region in the classroom and Independent Learning Area. Use them each lesson to locate the region being studied. In Lesson 1, children will use maps on a range of scales, from a world map to UK and regional maps. In Lesson 4, children will use local area maps during fieldwork. In Lesson 5, children will study historical maps of the local area.

### Potential education visits

Welling High Street to compare with old photographs

## Key Learning in Geography

### Spring: Where should we go on holiday?

1. To be able to use physical and political maps to identify a region in Europe
2. To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing
3. To understand that houses are built to suit their location and purpose
4. To understand the importance of the tourist industry to Alpine communities, and to understand that tourism also brings disadvantages
5. To understand how glaciers and avalanches have influenced the Alpine landscape
6. To create a mobile app to inform tourists about the Alpine region

### Cross curricular links:

English: writing discussion texts on tourism in the Alps

Science: learning about forces and friction in mountain formation (Lesson 2)

Art & design management, simulating an avalanche (Lesson 5)

Computing: creating a digital book with photos and mobile apps to inform tourists about the Alpine region, and their own area (Lesson 6)

Modern foreign languages: French, German and Italian are spoken in the countries studied.

### Geography skill

This unit has numerous opportunities for using both physical and political maps and globes, particularly during Lesson 1. The children will use maps to locate the Alps and identify the physical features of the region. They will also use base maps to create their own maps of the region.

### Potential education visits

## Key Learning in Geography

### Summer: What is it like in the Amazon?

1. To understand what the Amazon is and where it is located
2. To understand the Amazon's climate and how the native animals are adapted to it
3. To research and write a report about the Amazonian city of Manaus
4. To understand what life is like in the Amazon and how it is changing
5. To understand how the Amazon is being damaged and how it can be protected
6. To make an animation showing the value of the Amazon, and how it can be protected

### Cross curricular links:

English: chronological reports (Lesson 3)

Maths: direction and compass points, distance (Lesson 1)

Science: matter – properties of liquids (Lesson 3)

Computing: using the internet safely and effectively for research (Lesson 3)

History: (Lesson 4) This unit also includes many opportunities to explore issues involving sustainability and global warming.

### Geography skill

This unit has lots of opportunities for both using and creating maps at a range of scales, particularly during Lesson 1. During this unit, children will begin with world maps, before moving on to maps of South America and Brazil. This allows them to develop their skills in locating and describing features studied.

### Potential education visits

### **Key vocabulary**

**City:** a place where people live, larger than a town  
**Continent:** land mass defined by physical, human, or cultural features  
**Country:** a political area defined by physical, human, or cultural features  
**County:** a geographical area used for administrative purposes  
**GDP:** Gross domestic product  
**Great Britain:** official name for the countries of British Isles  
**Human feature:** created by humans, e.g. roads, houses, canals  
**Industry:** a group of businesses that provide a product or service  
**Mountain:** a landform of rocks and earth rising high a hill  
North, South, East, West: compass points, locational vocabulary  
**Physical feature:** naturally occurring, e.g. rivers, mountains, lakes  
**Region:** an area of a country or continent defined by physical, human, or cultural features  
**River:** natural watercourse, flowing towards the sea, ocean or a lake.  
**Settlement:** a place where a group of people set up home, often the first inhabitants there.  
**The British Isles:** the islands of Great Britain and Ireland 5,000 smaller islands off the coastline  
**The United Kingdom of Great Britain and Northern Ireland:** political union of England, Wales, Scotland. The Channel Islands and the Isle of Man are not part of the UK (they are Crown Dependencies)  
**Town:** a place where people live, larger than a village  
**Village:** a place where people live, smaller than a town.

### **ASSESSMENT**

#### **All children can:**

Describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland  
Name and locate some key topographical features of the UK  
Locate where they live within the UK  
Describe changes that have happened in their local area  
Share their hopes for the future of the area.

#### **Most children can:**

Describe how another region of the UK has changed over time  
Understand that change is continual  
Describe what their local area was like in the past  
Understand that their local area will continue to change  
Offer opinions on their local area at present and the changes underway  
Use appropriate geographical vocabulary to describe change.

#### **Some children can:**

Describe how several UK regions have changed over time Explain some of the ways in which development can be sustainable  
Understand that people hold differing views about change in their region.

### **Key vocabulary**

**Agriculture:** farming, including growing crops and rearing animals, to provide food and other products  
Arable farming: farming to produce crops  
**Avalanche:** rush of snow down a slope  
**Glacier:** slow-moving frozen river, formed on mountains or near the North or South Poles  
**Human feature:** created by humans, e.g. roads, houses, canals  
**Industry:** group of businesses that provide a product or service  
**Lake:** large stretch of water ringed by land, usually connected to the sea by a river or stream  
**Longitude, latitude, Tropic of Cancer:** imaginary lines used to show position on the Earth's surface  
**Mountain range:** a chain of mountains  
North, South, East, West: compass points  
**Physical feature:** naturally occurring, e.g. rivers, mountains, lakes  
**River:** natural watercourse, flowing towards the sea, ocean or a lake  
**Settlement:** place where a group of people set up home, often the first inhabitants there  
**Tectonic plate:** a huge slab of solid rock that forms the outer later of the earth, and fits together with other plates to form a 'jigsaw'  
**Tourism:** industry supplying information, transport, accommodation and other services to holidaymakers

## **ASSESSMENT**

#### **All children can:**

Use physical and political maps to locate places and regions  
Learn that the Alps were formed over a long period of time, millions of years ago  
Understand that the Alpine region is unique  
Select geographical information for a specific purpose  
Know and share information about a European region that may be useful to tourists.

#### **Most children can:**

Understand that fold mountains occur when two tectonic plates meet  
Explain the climate patterns of the Alpine region  
Explain that there are advantages and disadvantages to tourism in the Alps  
Explain how avalanches are caused  
Explain some of the ways avalanches can be prevented.

#### **Some children can:**

Understand the importance of sustainable development in the Alps  
Explain how the Alps have changed over time.

### **Key vocabulary**

**Continent, country, region:** an area that is defined by certain unifying characteristics, which may be physical, human, or cultural  
**Human features:** created by humans, e.g. roads, houses, canals  
**Location vocabulary:** e.g. longitude, latitude, Tropic of Capricorn, north, east, south, west  
**Physical features:** naturally occurring e.g. rivers, mountains  
**Primary source:** information from the actual time, place or event, e.g. photos, video, eye-witness accounts  
**Secondary source:** a source which presents information originally presented elsewhere, e.g. a school textbook, and encyclopaedia etc  
**Rainforest:** a tropical forest which has a high annual rainfall  
**River:** a natural watercourse, flowing towards the sea, an ocean or a lake.

## **ASSESSMENT**

#### All children can:

Use an atlas, map or globe to locate the Amazon rainforest and Amazon River  
Explain some of the ways in which the Amazon rainforest is valuable  
Correctly use some of the key vocabulary  
Understand how they can play a role in preserving the environment  
Name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.

#### Most children can:

Identify and name some of the countries in which the Amazon is located  
Choose and use appropriate sources for geographical research  
Explain the value of the Amazon rainforest and some ways in which it can be protected  
Describe some similarities and differences between their local area and a region in South America  
Describe what the climate is like in Amazonas.

#### Some children can:

Evaluate and refine the effectiveness of their research methods  
Correctly use all the key vocabulary  
Understand that communities change over time.