





# *Geography Medium Term Planning*




*Year 5*

## Key Concept Overview





It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;"><b>Navigation</b></p>	<p>To be able to talk about where I live.</p> <p>To know that places can be represented on a map.</p> <p>To know the name of my street and of Bricknell Avenue.</p>	<p>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</p> <p>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</p> <p>To know my own address.</p> <p>To locate Hull, London (as the capital) and the 4 countries on a UK map.</p> <p>To be able to use a globe to locate the north/south poles and equator.</p>	<p>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</p> <p>To be able to use simple compass directions and directional language to find locations on a map.</p> <p>To be able to name the capital cities of the countries in the UK.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to use the 8 points on a compass to create maps and plan routes.</p> <p>To be able to use various sources to identify locations around the world.</p> <p>To be able to locate major countries and understand how they are separated by borders.</p> <p>To be able to find where the Arctic and Antarctic Circles would be on a map.</p>	<p>To be able to plan a journey from my city using the 8 points of a compass.</p> <p>To be able to use ordnance survey maps for Hull and identify key features.</p> <p>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</p> <p>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</p>	<p>To be able to use 4 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to use digital mapping technology to find physical features of an area.</p> <p>To be able to understand scale factor.</p> <p>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</p> <p>Using a map, I can locate the world's countries of Europe, North and South America.</p>	<p>To be able to use 6 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to read and calculate distances from a scale factor.</p> <p>To be able to use longitude and latitude to help me understand time zones.</p> <p>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</p> <p>To be able to locate countries using digital mapping.</p>
 <p style="text-align: center;"><b>Fieldwork</b></p>	<p>To know how to work collaboratively.</p> <p>To be able to use evidence and photos from books.</p> <p>To be able to use my senses to explore the world.</p> <p>To be able to talk with and listen to others about what I have noticed.</p>	<p>To be able to use my own words to express my ideas and what I can observe (see).</p>	<p>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</p>	<p>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</p>	<p>To be able to observe, measure, and record physical features around where I live.</p> <p>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</p>	<p>To find out about human and physical features using different types of fieldwork to observe, measure and record.</p> <p>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</p>	<p>To be able to collect and measure information accurately (rainfall, temperature, wind speed) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</p>



## Key Concept Overview





Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Economic Activity</b></p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p><b>Tectonic Activity</b></p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p><b>Human Features</b></p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p> <p>To be able to describe human features using digital mapping.</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p>


## Key Concept Overview

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;"><b>Physical Features</b></p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries and use this understanding to draw comparisons).</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p style="text-align: center;"><b>Natural Resources</b></p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p style="text-align: center;"><b>Sustainability</b></p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p style="text-align: center;"><b>Climate and Landscape</b></p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk about changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

## Autumn Term- Around the World- 6 Lessons

<p><i>What are the world's continents and where can they be found on this map?</i></p> <p><i>What are the seasons and how do they change the climate and weather?</i></p> <p><i>What are the northern and southern hemispheres?</i></p> <p><i>Which countries can you identify on this globe/map?</i></p> <p><i>What can you tell me about the equator?</i></p> <p><i>How can we compare places in terms of their human and physical features?</i></p>				
<p><b>Key Vocabulary</b></p> <p><i>Port, trade, tropics, equator, hemisphere, climate, seasons, grid references, rivers, erode, mouth, meander, source, coast, water cycle, evaporation, precipitation, condensation, heating, cooling, sustainability, food miles, environment, equator, Europe, population, carbon emissions, local, transport</i></p>				
<p><b>Key Concept</b></p>	<p><b>Second order Concept</b></p>	<p><b>Lesson sequence</b></p>	<p><b>Suggested teaching sequence and Objectives</b></p>	<p><b>End point</b></p>
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> </ul>	<p>Lesson 1</p>	<p><b>Overall Objective:</b> To be able to identify the position of key lines of latitude.</p> <p><b>Learning Outcome:</b> I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn.</p> <p>Explain that longitude lines measure the way around the earth (east and west) whilst latitude lines show high/low (north and south) on the Earth. Recap learning of equator and arctic circles from previous years to explain that these lines aren't physically there.</p>	<p><b>Big Question:</b> Where are these key lines of latitude on the Earth?</p> <p>Children to label a world map with the equator, northern hemisphere and southern hemisphere.</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	<p>Lesson 2</p>	<p><b>Overall Objective:</b> To be able to use a map to locate the world's countries including that of Europe and North and South America.</p> <p><b>Learning Outcome:</b> I can use a map to locate the world's countries, including the countries of Europe and North and South America.</p> <p>Use of atlases in this lesson would be beneficial. Children to have maps of the continents mentioned above and to colour code the major/key countries of that continent.</p> <p><b>Prior Learning Recap Opportunity:</b> identify whether that country is in the northern/southern hemisphere and/or whether the equator passes through it. Children also learnt about borders separating countries which aren't islands in Year 3.</p>	<p><b>Big Question:</b> On this map, which countries can you identify?</p> <p>Colour coding on maps and identifying key countries within their continent and which hemisphere they are in.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Physical Features</p>	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Enquiry</li> <li>• Similarity and Difference</li> </ul>	Lesson 3	<p><b>Overall Objective:</b> To be able to compare places (including a region in a European country) in relation to their human and physical features including their environmental region.</p> <p><b>Learning Outcome:</b> I can use digital mapping technology (GIS) to trace physical features of an area.</p> <p><b>Learning Outcome:</b> I can recognise environmental regions and key human and physical characteristics, countries and major cities in European countries, and North and South America.</p> <p>Recap what is meant by 'physical features'. This has been taught every year. Children to be given the four locations of Ottawa, Beijing, Rio De Janeiro and Hull and to have time looking for physical features such as rivers, mountains, typical climate, location on the Earth etc. on Digimaps. Children need to draw out information about these places to build up to making comparisons. Children should be introduced to the ideas of biomes and types of landscape/ climate.</p>	<p>Two lessons to build up to this BQ.</p> <p><b>Big Question:</b> Using digital mapping and your own research, what physical and human features can you identify in these key locations?</p>
 <p>Human Features</p>	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Enquiry</li> <li>• Similarity and Difference</li> </ul>	Lesson 4	<p><b>Overall Objective:</b> To be able to compare places (including a region in a European country) in relation to their human and physical features.</p> <p><b>Learning Outcome:</b> I describe how some places are similar and dissimilar in relation to their human features.</p> <p>Use of atlases and online research if possible. Children to compare human features such as languages, land use, and settlement type (city, town, village), transport, religions of previously mentioned cities.</p>	
 <p>Economic Activity</p>  <p>Natural Resources</p>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Cause and consequence</li> <li>• Written and oral expression</li> </ul>	Lesson 5	<p><b>Overall Objective:</b> To be able to explain the concept of food miles and the impact this can have on the environment.</p> <p><b>Learning Outcome:</b> I understand the concept of food miles and the impact this can have on the environment.</p> <p>Discuss with children what they might think food miles are.</p> <p><a href="#">Food miles and the environment - BBC Bitesize</a></p> <p>Look at issues with importing food and food that uses more miles than others. Ask the children to prioritise using explorative talk and to decide which of the issues are worse than others in terms of the impact on our environment.</p> <p>Children then need to either look at their packed lunches/ingredients for a cooking task to try and find out their food miles to see who has the lowest emissions.</p>	<p><b>Big Question:</b> What are food miles and what impact are they having on the environment?</p> <p>After ordering the issues and working out their food miles, the children need to explain their impact on the environment.</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Sustainability</p>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Cause and consequence</li> <li>Written and oral expression</li> </ul>	<p>Lesson 6</p>	<p><u>Overall Objective:</u> To be able to understand a range of strategies that can be used to reduce the native impact that humans can have on the environment.</p> <p><u>Learning Outcome:</u> I understand a range of strategies that can be used to reduce the native impact that humans can have on the environment.</p> <p>This lesson will follow on from the last and the first discussion should be surrounding what we can do to reduce food miles now that the children know there are issues surrounding them.</p> <p>The children should then try to identify other environmental issues that they know about from previous years or from other contexts. In order to progress their understanding from previous years, they should be trying to think beyond themselves and their local area and to consider worldwide issues and whole world resolutions.</p>	<p><u>Big Question:</u> What strategies can be used to reduce our negative impact on the environment?</p> <p>Children to complete a table which shows 'issue', followed by 'worldwide action' followed by 'my action' to demonstrate their understanding of being part of a bigger picture in battling the negative impact on the environment.</p>

## Summer Term- Looking Back, Moving Forward - 9 Lessons


**Prior Learning**


What are the features of mountains?  
 Why might someone use an Ordnance Survey map?  
 What makes a good settlement?  
 What can you tell me about different seasons and types of weather?

**Key Vocabulary**




Port, trade, climate, seasons, scale factor, grid references, rivers, erode, mouth, meander, source, settlement, location, coasts, water cycle, evaporation, precipitation, condensation, heating, cooling, environment, eroding




<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence and Objectives</u>	<u>End point</u>
--------------------	-----------------------------	------------------------	---	------------------


 <b>Fieldwork</b>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> <li>Similarity and Difference</li> </ul>	<b>Lesson 1</b>	<p><u>Overall Objective:</u> I can use different types of fieldwork to observe, measure and record the human and physical features of an area.</p> <p><u>Learning Outcome:</u> I use different types of fieldwork to observe, measure and record the human and physical features</p> <p>Last year, children collected data about our local temperature over a week. They will be gathering 3 different sets of data which they can analyse the relationship between now and lesson 9. Children need to measure the rainfall in our local area, moisture in the ground and again, the temperature.</p> <p>Involve the children in setting up these investigations and use understandings of a fair test in science to apply here too. Make it clear that they will only be collecting numerical data of physical features.</p>	<p><u>Big Question:</u> How can we accurately measure rainfall, ground moisture and temperature in our local area?</p>
--	--	-----------------	---	--

 <b>Navigation</b>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	<b>Lesson 2</b>	<p><u>Maths cross curricular</u></p> <p><u>Overall Objective:</u> To be able to use ordnance survey symbols and use 4 figure grid references.</p> <p><u>Learning Outcome:</u> I can use Ordnance Survey symbols.</p> <p>Look at the OS maps and see if the children can identify the key and use this to look for key landmarks/features.</p> <p>Can the children find where they live and our school using and landmarks in the local area? They should create their own key for a part of the map.</p>	<p><u>Big Question:</u> What do these symbols tell you?</p> <p>Children to be given a part of the map with a variety of symbols used but with the key missing. They should make a key.</p>
--	---	-----------------	--	--



Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	Lesson 3	<p><u>Maths cross curricular</u></p> <p><u>Overall Objective:</u> To be able to use ordnance survey symbols and use 4 figure grid references.</p> <p><u>Learning Outcome:</u> I can use 4 figure grid references.</p> <p><a href="#">Grid references - OS map skills - KS3 Geography Revision - BBC Bitesize</a></p> <p>Describing locations of symbols and landmarks based on their grid reference. Share ideas for remembering how to read grid references: along the corridor and up the stairs, along the landing and down the stairs, <i>x</i> comes before <i>y</i> alphabetically therefore <i>x</i> axis followed by <i>y</i> axis. Important to note to the children that the cross you reach is the bottom left corner of the box being referred to.</p> <p>What am I? - Describing the location to a partner and asking the partner which symbol/ landmark is at that location.</p> <p>Planning a route using the grid references and directional language and grid references.</p>	<p><u>Big Question:</u> How do we use 4 figure grid references on maps?</p> <p>Children to write a set of instructions using 4 figure grid references and directional language from one point on a map to the next.</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	Lesson 4	<p><u>Maths cross curricular</u></p> <p><u>Overall Objective:</u> To be able to understand scale factor.</p> <p><u>Learning Outcome:</u> I understand scale factor.</p> <p><a href="#">What is a scale factor? - BBC Bitesize</a> This video discusses the scale factor of a shape but the children in today's lesson will only be thinking of the scale factor of straight lines 'as the crow flies'.</p> <p>Children should use OS maps in this lesson to see how it is used in action.</p> <p>Children need to produce some of their own lines and use scale factor to demonstrate the distance that they would like them to represent.</p>	<p><u>Big Question:</u> What is scale factor and why is it used?</p> <p>Children should be able to verbally explain this and demonstrate how they can use it.</p>
 <p>Physical Features</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	Lesson 5	<p><u>Overall Objective:</u> To be able to explain the key aspects of the water cycle.</p> <p><u>Learning Outcome:</u> I can explain the key aspects of the water cycle.</p> <p><a href="#">What is the water cycle? - BBC Bitesize</a></p> <p>It would be beneficial for the children to be able to see a replication of the water cycle for example with steam boiled water condensing on glass above it and falling as water droplets. The children should then be able to make connections with their understanding of mountains and valleys to consider how this happens in the natural world. Children could in groups/one per class set up the sandwich bag experiment where it is sellotaped to the window and water from the bottom rises, condenses and finally caused precipitation. Children could use pens to draw the cycle on their bags. Make links to climate and weather during this session as well as solids, liquids and gases in science.</p>	<p><u>Big Question:</u> What is the water cycle?</p> <p>Children to create a diagram demonstrating the cycle with annotations of what is happening at each point. This could be presented in their books or as a class book lesson if they are drawing on the sandwich bags.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Physical Features</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> </ul>	Lesson 6	<p><u>Overall Objective:</u> To be able to describe and explain the key physical features of rivers and how they have shaped the land.</p> <p><u>Learning Outcome:</u> I can describe and explain the key physical features of rivers.</p> <p><a href="#">Rivers - BBC Bitesize</a></p> <p>Recapping from their work on the water cycle and of liquids in science, children should know that water takes the fastest possible route. A key part of the session will be sharing new vocab surrounding rivers as it will be the first time they have come across many of these words. Children know about valleys and mountains from Year 3.</p> <p>Where possible, find a way for the children to 'make' their own physical representation of a river from it's source to the sea and try to encourage them to demonstrate each feature such as a meander. They could use objects from around the room, could draw on the tables with dry wipe pens to label.</p>	<p><u>Big Question:</u> What are the key features of rivers?</p> <p>Children could produce a labelled diagram themselves or photos could be taken and shared in the class book if diagrams have been made. Children could write a 'river glossary' in their books to refer back to.</p>
 <p>Physical Features</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> <li>Cause and consequence</li> </ul>	Lesson 7	<p><u>Overall Objective:</u> To be able to describe and explain the key physical features of rivers and how they have shaped the land.</p> <p><u>Learning Outcome:</u> I can describe and explain how rivers have shaped the land.</p> <p><a href="#">How Rivers Change the Landscape - Geography Realm</a> This is useful for your knowledge and explanations.</p> <p>Sweets in a jar activity- this is a visual for how erosion happens much faster with moving water which we find with a river. It would be best to only have a couple of examples in each class rather than the whole class so that the teacher can constantly refer to what is it representing and the children can see the connection. Some jars need to be left still with the sweet in and others need to be swilled, shaken, moved lots and hopefully, it will be evident that the sweet in the second jar has 'eroded'.</p> <p>Another visual representation could be children acting as the river, flowing past some items/other children which/who are representing the river bank. As they become looser, they can get swept away by the river. The river then continuously fills the gap created by the movement of stones/mud/land leaves behind.</p>	<p><u>Big Question:</u> How do rivers help to shape the land?</p> <p>Children should provide a written answer to this question and evidence of the practical elements could be shown in the class book.</p>
 <p>Physical Features</p> <p>Economic Activity</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> <li>Cause and Consequence</li> </ul>	Lesson 8	<p><u>Overall Objective:</u> To be able to name and locate many of the world's most famous rivers and explain why most cities are situated by rivers.</p> <p><u>Learning Outcome:</u> I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers.</p> <p>Atlases- give them the names and get them to use the glossary to find the river. Explain how the glossary gives the page number and the grid reference of letter and then number for them to find it on that page.</p> <p>They explored settlements a lot in Year 4 this should build on that prior knowledge about trade, farming and land use as well as historical references for defending against invaders.</p>	<p><u>Big Question:</u> Which famous rivers are located next to cities and why do you think this is?</p> <p>This could be presented as a written answer.</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Fieldwork</p>	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Enquiry</li> <li>• Continuity and Change</li> </ul>	<p>Lesson 9</p>	<p><u>Overall Objective:</u> To be able to use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge.</p> <p><u>Learning Outcome:</u> I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge.</p> <p>Children should have an ongoing collection of data from Lesson 1.</p> <p>Children should be shown how to create line graphs and should create three separate ones for temperature over time, ground moisture over time and rainfall over time. As this is the first time that they have made line graphs (in geography, they may have done them in science or maths), children will need to be supported with interval amounts on the y axis.</p> <p>Children now need to be able to draw correlations between the data e.g. On days when the temperature was higher, there was both less rainfall and less moisture in the ground.</p>	<p><u>Big Question:</u> What does the data that I've gathered tell me?</p> <p>3 line graphs produced, followed by statements drawing comparisons between.</p>