

GEOGRAPHY MEDIUM TERM PLAN (MTP) YEAR 5 2020: Taught 2nd Half of each term

GEOG. MTP Y5	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p>Key knowledge: Ge2/1.1 Locational Knowledge Ge2/1.1b 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),</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4b To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key.</p> <p>Key Skills: Begin to suggest questions for investigating; Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8 compass points; Begin to use 4 figure co- ordinates to locate features on a map. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales. Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p>	<p>Key knowledge: Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1c To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4c To 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.</p> <p>Key Skills: Begin to suggest questions for investigating; Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8 compass points; Begin to use 4 figure co- ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales. Draw a plan view map with some accuracy. Use index and contents page within atlases.</p>	<p>Key knowledge: Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b To describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Country: UK and local (Barking and Dagenham)</p> <p>Key Skills: Begin to suggest questions for investigating; Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale Collect and record evidence unaided Analyse evidence and draw conclusions Use 8 compass points; Begin to use 4 figure co- ordinates to locate features on a map. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales. Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p>Key vocabulary: maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>

	<p>See bottom of sheet for list of Cities and Counties Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust Water cycle: precipitation, collection, evaporation, condensation environmental regions, physical, human characteristics, countries, cities maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary: latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS) coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	
<p>1</p>	<p>Lesson objective: To learn about the world’s continents and their countries.</p> <p>Outline of tasks: Children will fill in the continents’ names on a world map.</p> <p>Groups of children will then take a closer look at each one of the continents. They will create a presentation/poster about the countries that are part of the continent. Children can include the languages that are spoken in this part of the world, as well as religion and other demographic facts.</p> <p>The groups of children then report back to the whole class sharing all their findings.</p>	<p>Lesson objective: Using atlas Marvellous maps</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>Outline of tasks: Locate countries on an atlas Identify Europe, Asia, America etc Using digital maps to find cities and counties.</p>	<p>Lesson objective: To understand what Human features are.</p> <p>Outline of tasks:</p> <p>Children to research the famous human features around the world and create a fact file of their own.</p>

<p>2</p>	<p>Lesson objective: To learn about Europe</p> <p>Outline of tasks: Children demarcate Eastern, Central, Western and Southern Europe on a map of Europe.</p> <p>The class then will be split into four groups of children. Each group will look closer at one of the four European regions.</p> <p>They will share their findings with the class.</p>	<p>Lesson objective: Symbols</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world</p> <p>Outline of tasks: Use a key to describe features on an Ordnance Survey map.</p>	<p>Lesson objective: To understand Physical features.</p> <p>Outline of tasks: Children to research the famous human features around the world. Compare and contrast the physical features.</p>
<p>3</p>	<p>Lesson objective: To learn about the United Kingdom</p> <p>Outline of tasks: Children identify the location of the UK on a map and also the locations of England, Wales, Scotland and Northern Ireland.</p> <p>They should also locate important cities on the map (London, Edinburgh, Belfast, Manchester, Liverpool, etc.)</p> <p>The class will be split into four groups. Each group will take a closer look at one of the countries of the UK: England, Wales, Scotland and Northern Ireland. Each group to identify important topographical features, like mountain ranges, woodland and forests, rivers, etc. Children should</p>	<p>Lesson objective: Compass points</p> <p>Outline of tasks:</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map</p>	<p>Lesson objective: To understand settlements and why people migrate.</p> <p>Outline of tasks: Identify the types of migration and understand where people would chose to settle ie, near a river</p>

	<p>also identify the size of the population and economy.</p> <p>The groups of children then report their findings to the rest of the class.</p>		
<p>4</p>	<p>Lesson objective: To understand how to use a compass and consolidation of knowledge.</p> <p>Outline of tasks: Children will create a game based on the exploration of continents, Europe and the United Kingdom.</p> <p>Teacher to introduce North, North-East, North-West, East, South, South-East, South-West, West and how to identify this on a compass.</p> <p>Children will then create a game where they describe the location of either a continent, country within Europe or city within the UK by giving the directions with the help of the compass. E.g.: city in the north-west of London, country north of Germany and towards the East.</p>	<p>Lesson objective: Grid references</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <p>Outline of tasks: Locate this on a map</p>	<p>Lesson objective: To create a landscape that is optimal for human survival</p> <p>Outline of tasks: To understand the needs of people such as farming and water supply. Children to create their own map of a location that is optimal for survival.</p>

<p>5</p>	<p>Lesson objective: To explore the local area that we live in in relation to other parts of UK.</p> <p>Outline of tasks:</p> <p>Identify features in the local area and compare to another area. Example, London to south-end.</p> <p>Compare and contrast the features.</p>	<p>Lesson objective: Planning a route</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey.</p> <p>Outline of tasks:</p> <p>Plan a journey using the eight compass points and four or six-figure grid references.</p>	<p>Lesson objective: To create a map.</p> <p>Outline of tasks:</p> <p>Children to create their settlement in 3D using cardboards etc.</p>
<p>6</p>	<p>Lesson objective: To compare contrast different regions in the United Kingdom.</p> <p>Outline of tasks:</p> <p>Learn about England, Scotland, Wales and Northern Ireland.</p> <p>Create a fact file for chosen regions</p>	<p>Lesson objective: Assessment task to complete / Evaluation</p> <p>Outline of tasks:</p>	<p>Lesson objective: Assessment task plus: To evaluate the effectiveness of a settlement.</p> <p>Outline of tasks:</p> <p>Children to share their settlements and collect effective feedback and evaluate the use of their settlement.</p>
<p>7</p>	<p>Lesson objective: Assessment task to complete / Evaluation</p>	<p>Lesson objective:</p> <p>Outline of tasks:</p>	<p>Lesson objective:</p> <p>Outline of tasks:</p>

	Outline of tasks:			
8	Lesson objective: Outline of tasks:	Lesson objective: Outline of tasks:	Lesson objective: Outline of tasks:	