



## St Peter's Geography Medium term Plan 2020-21

### Year 5



Autumn 2 <u>Mountains High and Rivers Low</u>	Spring 2 <u>The Amazing Amazon</u>	Summer 2 <u>Night and Day</u>
<ul style="list-style-type: none"><li>locate the world's countries using maps concentrating on their environmental regions and key physical characteristics</li><li>name and locate geographical regions and understand how some of these aspects have changed over time</li><li>describe and understand key aspects of:<ul style="list-style-type: none"><li>physical geography, including: rivers and mountains</li><li>human geography, including: distribution of natural resources: water</li></ul></li><li>use maps, atlases, digital/computer mapping to locate and describe features studied</li><li>use fieldwork to observe physical features in the local area: sketch maps</li></ul>	<ul style="list-style-type: none"><li>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li><li>Locate South America and concentrating on its environmental regions, key physical and human characteristics, countries, and major cities and how this has changed over time</li><li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</li><li>describe and understand key aspects of: physical geography, including: vegetation belts</li><li>human geography, including: types of settlement and land use</li><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	<ul style="list-style-type: none"><li>locate the world's countries,</li><li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li><li>to use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</li></ul>
<ol style="list-style-type: none"><li>Map lesson: To use atlases and digital computer mapping to locate the world's largest rivers and mountains (identify their countries and their sizes) (also locate the river Irwell)</li><li>To identify and describe the key physical features of rivers</li><li>To use fieldwork to observe physical features in the local area (make a sketch map of what the children can see using vocabulary and features discussed in previous lesson)</li><li>To understand the role of rivers in the distribution of water</li><li>To identify and describe the key physical features of mountains</li></ol>	<ol style="list-style-type: none"><li>Map lesson: To use atlases and globes identify the position of the UK and South America on a map of the world.<ul style="list-style-type: none"><li>-Within this lesson also locate the countries within South America including Brazil and its capital city. Locate the Amazon rainforest. Locate England and its capital city and Grizedale forest (Lake District)</li></ul></li><li>Map lesson: To identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn (this could be done on a world map with Brazil and the Amazon, England and Grizedale forest already marked on- this could be used to help describe the climate in subsequent lessons)</li><li>To understand the physical similarities and differences between a forest in the UK with a forest in South America</li></ol>	<ol style="list-style-type: none"><li>Map lesson: To use maps, globes and atlases to locate countries in the world and identify what hemisphere they are in. (make sure equator is on the map and recap from last topic)</li><li>To identify the significance of the Equator, Northern and Southern Hemisphere (day and night, distance from the sun, seasons etc)</li><li>To identify the significance of the Prime/Greenwich Meridian and time zones</li><li>To compare daylight hours in the Arctic and Antarctic circle (and locate on a map)</li><li>To identify the significance of the Tropics of Cancer and Capricorn</li></ol>

<p>6. To describe and understand how mountains have changed over time</p>	<p>-discuss vegetation belts and compare the climate in each forest (link to equator and previous lesson) discuss type of rainforests you are studying e.g. rainforest, temperate forest, coniferous forest, tropical)</p> <p>4. To compare physical similarities and differences between a forest in the UK with a forest in South America (compare vegetation in each of the regions and label layers of a rainforest [Rainforests are divided into four layers, or storeys: emergent layer, canopy, understorey, and forest floor])</p> <p>5. To compare human similarities and differences between a region in the UK and in South America</p> <p>6. To compare how land use has changed over time in a region in the UK and in South America (this could include how parts of the forests have been cut down to make space for housing?)</p>	<p>6. To be able to use the lines of longitude and latitude and four and six figure grid references to describe position (Describe Bury using grid references)</p>
<p>inaccessible, impassable, volcanic, ascend, summit, descend, estuary, floodplain, gorge, source, peak, meander, oxbow lake, source, mouth, distribution, erosion, tributaries</p>	<p>Emergent, canopy, understorey, forest floor, deforestation, equator, southern hemisphere, northern hemisphere, temperate, rainforest, coniferous, tropical</p>	<p>Latitude, longitude, grid reference, tropics, Tropic of Cancer, Tropic of Capricorn, Meridian, time zone</p>