



Geography Medium Term Planning Year 5



<u>Topic and term</u>	<u>Knowledge</u>	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Key Vocabulary</u>
Egyptians Egypt and the river Nile	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To describe human geography, including: types of settlement and	- To locate Egypt on the World Map. To name neighbouring countries which have borders with Egypt. <i>Locate Egypt in Africa.</i> <i>Israel, Libya, Sudan, Chad, Nigeria, Ethiopia</i> - To use Digi maps to locate key cities and points of interest on a map of Egypt. <i>Cities- Cairo, Alexandria, Sharm el-sheick, Giza</i> <i>Places of interest- Pyramids, Valley of the kings, Giza necropolis, Great Sphinx of Giza</i> - To know the River Nile is the longest river in Africa. To locate the River Nile. To know which two main rivers flow into the River Nile. <i>The Nile is composed of two tributaries: the White Nile and the Blue Nile. The White Nile, which is the longer of the two, begins</i>	Children will have experience of using an atlas and locating UK cities. <u>Year 3 –</u> Predator- - Locating North America Ancient Greece- - Locate countries within Europe (including UK) on a map. Know the capital cities of European countries	Continent, River Nile, Red Land, Black Land, Valley of Kings, Cairo

	land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.	at Lake Victoria in Tanzania and flows north until it reaches Khartoum, Sudan, where it converges with the Blue Nile. The Blue Nile begins near Lake Tana in Ethiopia. ● To discuss the importance of the River Nile and the impact it has on people's lives. The Nile River played an important role in shaping the lives and society of Ancient Egypt. The Nile provided the Ancient Egyptians with food, transportation, building materials, and more. The Nile River is the longest river in the world. The River Nile is 6,650 km ● To name different job roles in Egypt. To know there were many professions in ancient Egypt, most of which were inherited. To know for the most part, whatever job your father had, you had. To identify the significance of the different job roles in Egypt. Jobs included bakers, priests, noblemen, soldiers, farmers, merchants, fishermen, hunters, craftsmen, artists, and scribes. There were many professions in ancient Egypt, most of which were inherited. ● To understand the importance of farming in Egypt. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. They also grew flax which was	<u>Year 4</u> Hunting and Farming ● Products grown at Essington farm ● Import and exported food ● Vegetation belts and climate ● Compare daily life of the Yanomani tribe to my own life in the UK.	
--	---	--	--	--

		made into linen. The most important crop was grain. The Egyptians grew their crops along the banks of the River Nile on the rich black soil, or kemet which was left behind after the yearly floods.		
--	--	--	--	--

Flow Rivers and the water cycle	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	- To name plants/animals that live by a water source and name and sort the plants to the water source Water sources- pond, marshes, river, ocean. Plants- water lillies, duckweek, frogbite, grasses, reeds, rushes, algae, arrowhead, kelp, phytoplankton Animals- pond skaters, water snails, larvae, frogs, beavers, raccoon, otter, water vole, weasel, bottlenose dolphin, sea otter, sea lion. - To can understand how the water cycle works and how it creates bodies of water. I can label the stages of the water cycle. Water is evaporated through bodies of water and rises. It then cools and forms clouds. The clouds then condense and create rainfall. Rain runs off different surfaces and becomes part of another body of water. - To identify and explain the different parts of a river and how it may have changed over time. (I can create a glossary of terms)	Children have previously labelled the parts of a river. Children will have discussed the River Nile in Egyptians topic. <u>Year 3</u> Active planet - know what the term 'natural disaster' including floods Ancient Greece - Use world maps and atlases to locate the province of Naples in Italy, Pompeii and the location of Mount Vesuvius. Scrumdiddlyumptious- - Locate countries on a map	river, river bed, meander, bank, cliff, dam, erosion, flood barrier, basin, bed, canal, channel, current, confluence, delta, depth, downstream, floodplain, freshwater, erosion, estuary, gorge, irrigation,
--	--	---	---	---

	natural resources including energy, food, minerals and water.	upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, floodplain, levee, delta, estuary - To explain why rivers are important to cities and how we use them to trade. I know what import and export is. Water-based transportation is generally the most cost effective mode for the majority of internationally traded goods Importing is where we buy in products that aren't produced here. Exporting is where we sell goods we produce to other countries. Read more: http://www.waterencyclopedia.com/StTs/Transportation.html#ixzz7EwaPQk2u - To know why ports are important and the role that play in distributing goods around the world. To name the most famous ports and locate them on a map. A port is a place where boats can come and go to load and unload their supplies/people. Ports are usually found in a city or town that has access to a harbour. In ancient civilisations, ports were the main mode of long-distance travel and trade. Port of Shanghai. As the largest port in China, the Port of Shanghai is also the busiest port in the world.	where cocoa beans are grown. - Name some fair trade items and match them to the country they are from within the world. <u>Year 4</u> Hunting and Farming - Import and exported food	river mouth, rapids, ravine, source, transportation, upstream, world, map, globe, river, country, locate, find, plants, animals, water sources, pond, marshes, river, ocean,
--	--	--	---	---

		To explore to name and locate many of the world's most famous rivers on a world map. Tigris, Nile, Mississippi, Rio Grande, Lena Niger, Indus, Paraná, Euphrates, Amazon, Yenisei, Congo, Mekong, Danube, Ganges Yukon, Zambezi, Yangtze, Yellow River, Amur Mackenzie, Rhine ,Murray-Darling ,Volga		
--	--	---	--	--

Traders and Raiders Europe and Russia	To locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	- To compare the makeup of cities and towns back in Anglo Saxon time compared to today. Anglo-saxon villages were small with only a few hundred people living there. The villages were built next to natural resources to help provide people with food, clothes and shelter. - To create a sketch map of an Anglo Saxon town. Sketch map shows the land use of a typical Anglo Saxon and demonstrates human and physical features that would be found. Key to be used to show key locations and features. - To use <u>Digi maps</u> to locate the countries within Europe and their capital cities and label them on a blank map of Europe. - To use <u>Digi maps</u> to explore the country Russia and locate cities and write a list of these. - To sort photographs of Russia and explore its physical	Children will know what a city and town is. Children will understand that some places were taken over by different groups of people. <u>Year 3</u> Ancient Greece- - Locate countries within Europe (including UK) on a map. Know the capital cities of European countries Active Planet- - Use world maps and atlases to locate the province of Naples in Italy, Pompeii and the location of Mount Vesuvius. <u>Predator</u>	European Union, EU, Europe, Capital, country, world, UK, neighbour, border, cities, towns, village, now, then, settlements, compare, comparison, separate, wooden houses, thatched
---	---	--	--	---

	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	and human features. - To explore aerial photographs of Landmarks from Russia and research them to name what city they are from. - To create a poster to encourage tourists to visit the Kremlin.	use an atlas to locate where given predators live across the world <u>Year 4</u> Romans and Celts - Sketch a map of Rome Hunting and Farming - name and write a list of villages, towns and cities in the UK.	rooves, windows, slits, eye holes, shields, antlers, tribe, Britain, ruled,
--	--	--	---	--

Vikings Where the Vikings came from and Mountains	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), and land-use patterns; and	- To use a map to show where the Vikings came from. The Vikings came from Scandinavia (Norway , Sweden and Denmark) By 866 the Vikings had arrived in York. - To can describe the journey the Vikings took to get to the UK using the 8 compass points. They attacked villages and towns in Wales, Scotland, Ireland, the Isle of Man and England. Describe the journey the Vikings undertook to get to the UK using the 8 compass points. The Vikings took over Northumbria, East Anglia and parts of Mercia - To label and describe features of a mountain using correct geographical vocabulary. Summit, snowline, tree line, ridge, outcrop, valley, slope, foot, face, plateau.	Children will recognise what a settlement is and what is needed to survive. Children will know that there are different land uses. Children will be able to explain what a mountain is and why some (and not all) are covered in snow <u>Year 3</u> Ancient Greece- Locate countries within Europe (including UK) on a map. Know the capital cities of	UK, world, country, Europe, map, globe, locate, identify, label, Vikings, invade, settlement, land use, survive, suitable, mountainous
---	--	---	---	---

understand how some of these aspects have changed over time. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	• To explore and explain the five different ways in which mountains are formed • To locate mountainous regions on a world map and identify why this type of land was not suitable as a settlement for the Vikings. The Cairngorms in Scotland. The Pennines in England. The Mourne Mountains in Northern Ireland. Snowdonia in Wales. To locate famous mountains in the UK on a map. e.g. Ben Nevis, Snowdon, Scafell Pike, Cairn Gorm, Tryfan, • To explore how contour lines show the height/gradient of mountains on ordnance survey maps • To locate top 10 mountains of the world 10- Annapurna in Nepal, 9- Nanga Parbat in Pakistan, 8- Manaslu in western Nepal, 7- Dhaulaguri in central Nepal, 6- Cho oyu in Tibetan, 5- Makalu in China, 4- Lhotse in Tibetan, 3- Kangchenjunga in India, 2- K2 in China and 1-Mount Everest in Nepal. • To name some famous Viking explorers and what they did. Erik Thorvaldsson, Leif Eriksson. The Vikings were popularly known for being great explorers and warriors	European countries <u>Year 4</u> Rainforests • Compare the Amazon rainforest in Brazil to Sherwood Forest in UK. Treasure • Be able to use 8 compass directions to find treasure. To label and name the compass points. • Read grid references on maps. <u>Year 5</u> Flow • Explain the different parts of a river	region, geographical, features, mountain, base, summit, plateau, ridge, snow line, face, tree line, slope, mountain range, valley, peak, outcrop, contour, descend, expedition, trek, landscape, landslide, explorer, Leif Erikson, Erik Thorvaldsson
--	--	--	--

	including energy, food, minerals and water.			
Machines and Inventions The Earth Matters	To know about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- To understand the difference between renewable and non-renewable sources of energy. - To understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future. - To understand some of the ways the world's climate is changing. glaciers and ice sheets melting, sea level is rising, heat waves are more frequent and intense, cold snaps and extreme cold are less frequent, - To explore and create a poster on how to reduce my carbon footprint. I understand and demonstrate some of the actions humans can take to reduce the effects of climate change. plant a tree, grow your own food, recycle, reuse (clothes, toys, furniture), walk more instead of using the car, take the stairs instead of the lift, switch it off when it is not being used, - To explore the effects of global warming and the impact on our lives	<u>Year 3</u> Predator - Explore biomes of animals - Endangered animals - Poaching Tribal Tales - Settlements in different places Scrumdiddlyumptious - Fairtrade <u>Year 4</u> Romans - Explore settlements - Compare roads then and now Frozen Kingdom - Compare climate in UK to arctic Hunting and Farming - Know how food is grown in the UK	global warming, climate change, greenhouse gases, temperature, Earth, world, weather, carbon dioxide, ozone, methane, water vapour, human activity, pollution, fossil fuels, coal, oil, nuclear, gas, power station, electricity,

		• To explore pollution and its effect on wildlife and the environment. • To explore air pollution and what can be done to reduce its effects. Fossil fuels: coal, oil, nuclear, gas Causes: transport, agriculture, household and industrial, waste. • To explore the mass production of plastic on the world. Plastics in the oceans Why does plastic damage the environment/ oceans? Threats to wildlife How can we help?	• Explore vegetation belts • Explore import and export Rainforest • Deforestation and its effects <u>Year 5</u> Flow • Understand export and import using rivers	petrol / diesel, agriculture, litter, deforestation, flooding, drought, extreme weather, reduce, reuse, recycle, non-renewable energy, renewable energy
--	--	---	--	--