

Medium Term Plan – Geography – Year 5

Autumn – The UK: Who are we?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	- The UK is made up of four countries. - The UK has different regions and local areas with distinct characteristics. - People live in different communities and that places are shaped by people. - People have moved between places and countries for different reasons. - Places are influenced by global connections, including trade and culture.	Region County Map	<u>Session 1 – regions and counties of the UK</u> <u>Learning</u> - The countries of the UK are divided into smaller areas known as regions and counties. - Maps can be used to identify the size and location of the UK's counties. - The United Kingdom is made up of England, Scotland, Wales and Northern Ireland
<u>Geographical Concepts</u> Regions: UK and Global Land use and settlement	<u>Geographical Knowledge</u> - The countries of the United Kingdom are divided into regions and counties of different sizes and characteristics. - Maps and images can be used to describe and compare places. - Stereotypes give a single, often misleading view of a place or group of people. - Migration is the movement of people from one place to another, both within the UK and internationally. - People migrate for many reasons including economic, social, environmental, and quality-of-life factors. - Net migration is the difference between the number of people arriving and leaving a country. - Migrants bring skills, ideas, cultures and traditions, contributing to the character of the UK. - The UK population changes over time, as shown by the census, and migration plays a major role in this change. - People also move within the UK, for work, housing, education or lifestyle reasons. - The UK has strong global links through people, goods, culture, trade and connections that shape local communities.	Stereotype Differences Diversity Similarities	<u>Session 2- Images of the UK</u> <u>Learning</u> - Images of the UK can be used to investigate places and present geographical information. - Images can show the similarities and differences between towns and cities across the UK. - Images can show the similarities and differences between the physical landscape across the UK. - Stereotypical views are when people see a single story about people or places; they can be positive as well as negative.
		Abroad Emigration Immigration Migration	<u>Session 3 – The UK: Moving in, moving out</u> <u>Learning</u> - Migration is when people move from one place to another; the UK has a long history of people arriving and leaving. - There are many reasons why people decide to move to a new country, or away from their country of birth. - Net migration is the difference between immigration and emigration into the UK.

• These global links can be identified through local fieldwork, showing how the UK is connected to the wider world. <u>Geographical Skills</u> • Use maps, atlases and digital maps to locate regions and counties. • Interpret photographs and images to investigate landscapes, settlements and cultural features. • Analyse and question population data, such as census results, to understand how and why the UK is changing. • Understand and explain geographical concepts such as migration, movement, connections and place identity. • Ask and answer enquiry questions such as: Why do people move? How does migration change places? What links does our area have to the wider world? • Use fieldwork to gather evidence of global links in the local area. • Communicate geographical understanding using maps, diagrams, data, and written explanations.		• People from different backgrounds bring different cultural ideas and skills to their new home. <u>Session 4 – Impacts of the UK’s changing population</u> <u>Learning</u> • The census is a population survey carried out every ten years in the UK. • The census shows that the UK's population changes all the time, partly due to migration. • People moving into the UK bring benefits to the country and change the nature of places.
	Census Data Inhabitants Population	<u>Session 5 – Moving within the UK</u> <u>Learning</u> • Families move within the UK for many different reasons. • People often move to improve their quality of life, which can be measured in a number of ways. • People often move for economic reasons. • We can use maps to share stories about where we have moved.
	Belonging Economic Quality of life	<u>Session 6 – Revealing the UK’s global links</u> <u>Learning</u> • The UK is linked to the rest of the world in many different ways. • Global links help to create the character of our local area. • We can find global links in our own local area through fieldwork
Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/the-uk-who-are-we/lessons?sid-32e77e=MapO0Xyvgo&sm=0&src=3		

Spring – South America: Why does the Amazon matter?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of learning
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Pre-learning	- Name and locate continents, including South America. - The world has different climate zones, including tropical regions. - Climate affects plants, animals and how people live. - Different places have distinct physical environments, such as forests and rivers. - People depend on natural resources for food and materials. - Human activity can damage or protect environments. - Climate change impacts on environments and living things.	Rainforest Equator Tropic of Cancer Tropic of Capricorn	<u>Session 1 – Tropical and temperate rainforests</u> <u>Learning</u> - The rainforest is a type of environment or biome, with a distinctive climate and ecosystem. - Rainforests are located in tropical and temperate regions of the world. - Weather and climate conditions in tropical and temperate rainforests are different because of their locations on Earth. - Climate data can be used to investigate what rainforests are like.
<u>Geographical Concepts</u> Physical processes Land use and settlement Regions: UK and global Climate and weather	<u>Geographical Knowledge</u> - Rainforests are biomes with their own distinctive climates, plants, animals and ecosystems. - Rainforests are found in both tropical and temperate regions, and their climate differences are linked to their locations on Earth. - The Amazon Rainforest is in South America and stretches across several countries. - Rainforests are structured in four layers — forest floor, understory, canopy, and emergent — each providing unique habitats. - The Amazon is one of the most important ecosystems on Earth, supporting millions of species, including Indigenous peoples. - Climate zones influence where different foods (e.g., cocoa, bananas, coffee) can grow, and many rainforest products are important global exports. - People live in different types of settlements in the rainforest, with lifestyles that can be compared to those in the UK. - Indigenous communities face challenges such as deforestation, land conflict and environmental change.	Amazon rainforest Tropical rainforest Climate Biodiversity Forest floor Understory Canopy Emergent Rainforest product Trade	<u>Session 2 – Location of the Amazon Rainforest</u> <u>Learning</u> - Asking questions is an important research skill. - Different sources of information can be used to investigate the location of the Amazon rainforest. The Amazon rainforest is located in South America and spans several countries. <u>Session 3 – Features of the Amazon rainforest</u> <u>Learning</u> - The rainforest is a type of environment or biome, with a distinctive climate and ecosystem. - The rainforest has four very different layers: forest floor, understory, canopy and emergent. - The rainforest is a very important ecosystem and provides a habitat for millions of plant and animals, including humans. - Different sources of information can be used to investigate the location and features of rainforests. <u>Session 4 – Foods from tropical rainforests</u> <u>Learning</u>

	• Rainforests help regulate Earth's climate, store carbon, and support biodiversity, but face threats including logging, farming and mining. • People and organisations around the world are working to protect and conserve rainforests. <u>Geographical Skills</u> • Use maps, atlases and digital tools to locate rainforest regions, climate zones and continents. • Ask geographical enquiry questions and use evidence to find answers. • Interpret climate data, graphs, maps, photographs and diagrams to understand rainforest climates and features. • Identify and compare human and physical features in rainforest environments and the UK. • Analyse how location affects climate, ecosystems, food production and human activity. • Use multiple sources (texts, maps, images, data) to investigate the Amazon and its people. • Evaluate human-environment interactions — how humans depend on, use and impact rainforest environments. • Communicate findings using geographical vocabulary, comparison, explanation and evidence.		• Temperate and tropical climate zones have different characteristics which are related to their location on Earth. • Some food products grow in temperate climate zones while others grow in the tropical climate zones. • Rainforest food products are important export crops and are exported around the world.
		Indigenous Ethnic group Settlements Colonists	<u>Session 5 – People of the Amazon rainforest</u> <u>Learning</u> • Different types of settlements are located in the Amazon rainforest. • There are similarities and differences between lifestyles in the Amazon rainforest and the UK. • There are a variety of challenges facing the Indigenous peoples living in the Amazon rainforest.
		Climate Carbon dioxide Water cycle	<u>Session 6 – Protecting our rainforests</u> <u>Learning</u> • Rainforests regulate Earth's climate and are important for life on Earth in many different ways. • Rainforests face a variety of threats. • People are taking action to protect rainforests in different ways.
	Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/south-america-why-does-the-amazon-matter/lessons		

Summer – Earthquakes: How do they change the world?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning
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Pre-learning	• The Earth's surface is made up of tectonic plates. • Movement of tectonic plates can shape the Earth's surface. • Natural events such as volcanoes can have positive and negative effects. • Natural hazards affect people and places differently around the world. • Some parts of the world experience more natural hazards than others.	Crust Tectonic plates Shock waves Plate boundaries	<u>Session 1 – The causes of earthquakes</u> <u>Learning</u> • Earth is composed of four layers: the crust, mantle, outer core and inner core. • Movement in the tectonic plates that form Earth's crust causes earthquakes. • Earthquakes occur at plate boundaries.
<u>Geographical Concepts</u> Physical processes Land use and settlement Regions: UK and global Climate and weather	<u>Substantive Knowledge (What pupils learn)</u> • The Earth has four layers (crust, mantle, outer core, inner core) and the crust is made of tectonic plates. • Earthquakes happen when plates move, especially at plate boundaries. • Earthquakes begin at the focus, with the strongest shaking at the epicentre. • Magnitude measures the strength of an earthquake. • Most earthquakes occur in specific global zones such as the Pacific Ring of Fire. • The 2011 Japan earthquake and tsunami caused huge destruction and loss of life. • Being prepared (strong buildings, warning systems, drills) reduces the impact of earthquakes. • The 2023 Turkey earthquake shows how different places respond depending on resources, support and scale of damage. <u>Disciplinary Knowledge (What pupils do as geographers)</u> • Use maps and atlases to locate tectonic plates, boundaries and earthquake zones. • Interpret diagrams, maps, and data about earthquakes and tsunamis. • Explain physical processes such as plate movement and seismic waves.	Focus Epicentre Seismic waves Magnitude Tectonic plates Plate boundaries Mantle Tsunami Pacific plate North American plate Impact	<u>Session 2 – Measuring earthquakes</u> <u>Learning</u> • The focus of an earthquake is deep underground - seismic waves radiate out from the focus. • The epicentre is on the surface, directly above the focus and is where the earthquake is felt most strongly. • The power of an earthquake is called its magnitude and is measured on the Richter scale. <u>Session 3 – The location of major earthquake zones</u> <u>Learning</u> • Every 30 seconds there is an earthquake somewhere in the world - including in Britain. • Maps can be investigated to locate major earthquake zones. • Earthquakes occur near the boundary of tectonic plates <u>Session 4 – Earthquakes and tsunamis: Honshu, Japan, 2011</u> <u>Learning</u> • The earthquake was the fifth most powerful earthquake of all time. • The epicentre was on the sea bed, 70km east of the Honshu coast.

	- Investigate real case studies to understand causes, effects and responses. - Ask and answer questions like <i>Where do earthquakes happen? Why? What are the impacts?</i> - Evaluate how different places prepare for and respond to earthquakes.		- The resulting tsunami wave was 40 metres high and came inland for 10km. - More than 350,000 buildings collapsed or were damaged and over 15,000 people died.
		Impact Early warning system Earthquake-proof Emergency supplies	<u>Session 5 – Preparing and responding to earthquakes</u> <u>Learning</u> - Being prepared for an earthquake reduces its impact on people and the built environment. - There are many different ways that governments can prepare, e.g. with earthquake-proof buildings and warning systems. - Families and individuals can also be prepared by practising what to do in an earthquake and having emergency supplies. - Wealthier nations are more able than poorer nations to respond to the challenge of a major earthquake.
		Response Aid organisation DEC Aftershock	<u>Session 6 – People and earthquakes: Turkey, 2023</u> - The scale of the earthquake in Turkey was huge in terms of land area, settlements and people affected. - Impact responses occur in the short, medium and long term. - Different people and countries respond to an earthquake in different ways.

Resources

<https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/earthquakes-how-do-they-change-the-world/lessons>