

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 5 Geography LTP	Curriculum Substantive Concepts		
	Land formation and features, Population and Migration, Settlements and Land use, Rivers, Weather and Climate, Human Impact, Population and Migration		
	Autumn	Spring	Summer
Unit of work	Mountains Why are mountains magnificent?	Tourism How does tourism impact destinations?	A place to call home How do refugees add to a community?
Values	Friendship and Love How can we show love and appreciation for our local Malvern Hills? Appreciate the magnificence of mountains across the world.	Respect and responsibility Why should we respect other countries and cultures when we are tourists? How can we responsibly travel to other countries without impacting on them negatively?	Perseverance and Hope How do refugees and asylum seekers show perseverance for a better life? How can we support refugees so that there is hope for all in the future?
Link to programme of study	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 understand how some of these aspects have changed over time	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	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

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<p>What we need to know</p>	<p>Hills and mountains are different.</p> <p>Mountains can be formed in different ways including: Fold, Volcanic, Block</p> <p>A topography map demonstrates the gradient of a mountain.</p> <p>The Malvern Hills are located in Worcestershire and is 425m high.</p> <p>Grenoble Mountains are in France and 212m high</p> <p>The highest mountain in the world is Mount Everest in the Himalayas.</p> <p>Mountain tourism has advantages and disadvantages</p>	<p>Tourism is when people visit a location for pleasure.</p> <p>Different types of physical and human features attract tourists to a location.</p> <p>Tourism has increased in recent decades due to transport and opportunities</p> <p>Worcester is a tourist attraction in the UK</p> <p>There are positive and negative impacts of tourism</p> <p>We can have sustainable tourism for the future.</p>	<p>There are push and pull factors for migration.</p> <p>A refugee is a person who is seeking a safe haven after being forced to flee violence, persecution or war.</p> <p>Syria was once a tourist location and is now a war zone.</p> <p>There are misconceptions about refugees which need to be addressed</p> <p>Many refugees have had a positive impact on their community</p> <p>There are many ways we can make a refugee feel welcome to our community</p>
<p>Cross curricular links:</p>	<p>Maths: Data handling</p> <p>Literacy: Tour guide/persuasive writing</p> <p>ICT: Digital images</p>	<p>Literacy: Argument. Does tourism affect local environments?</p> <p>Maths: Data handling</p> <p>Literacy- Tour guide/ Tourist board</p>	<p>Maths: Data handling</p> <p>PSHCE: Global citizenship. Exploring racism, xenophobia, misconceptions.</p> <p>Literacy: Persuasive speech inspired by Malala Yousafzai</p>
<p>Links to prior knowledge (footprints)</p>	<p>What a continent is. That the UK is in the continent of Europe.</p> <p>We can explore the topography of a country by looking at maps.</p>	<p>Locate mountain ranges in Europe.</p>	<p>How location and topography affects land use and trade.</p> <p>Building on from political impact in South Africa of apartheid.</p>

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Vocabulary	Tectonic plate, mountain, topography, city, elevation, contour lines, mountain range	Tourism, positive, negative, economy, population, habitat, pollution, sustainability, seasonal	Refugee, pull and push factor, immigration, migration, asylum, persecution.
Excellence Enjoyment Everyone Everything	<p>Excellence-Identify the beauty of God’s creation in the world and the beauty mountains provide us.</p> <p>Enjoyment-Enjoy a trip to the Malvern Hills to recognise their beauty</p> <p>Everyone-Everyone is responsible for looking after our mountains and the habitats they provide. Exploring and embracing differences in human and physical features between our city and another.</p> <p>Everything- Know that mountains vary across the world and provide us with a wealth of habitats for mother nature.</p>	<p>Excellence- Identify the beauty of different locations across the world and recognise why people visit other locations.</p> <p>Enjoyment -Enjoy experiencing role play of tourist boards to advertise locations across the world</p> <p>Everyone- All cultures can be appreciated and celebrated through tourism.</p> <p>Everything- know that tourism can provide positive and negative aspects for each location.</p>	<p>Excellence Appreciate the excellence of how Malala Yousafzai gave hope to many Pakistani women, fighting for their right to equality and education.</p> <p>Enjoyment- enjoy learning about significant refugees in our community and country who have brought a wealth of positivity to our lives.</p> <p>Everyone Explore our role in being responsible and compassionate citizens.</p> <p>Everything-Know that people are displaced from their homes and it is everyone’s responsibility to welcome others to our own community.</p>
Disciplinary knowledge	<p>Graphicacy skills:</p> <ul style="list-style-type: none"> • Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Explain ideas using a thematic map for reference. • Draw to scale from given measurements/using observations and compare to other maps. • Compare and evaluate maps with different scales. • Begin to create own complex keys using mathematical concepts eg. size symbol for quantity). • Begin to use six-figure grid references to identify and describe locations. 	<p>Graphicacy skills:</p> <ul style="list-style-type: none"> • Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Explain ideas using a thematic map for reference. • Draw to scale from given measurements/using observations and compare to other maps. • Compare and evaluate maps with different scales. <p>Fieldwork Enquiry and Practical Skills:</p> <ul style="list-style-type: none"> • Begin to complete enquiries based on own suggested questions. • Evaluate own observations, compare them with others and begin to draw conclusions. 	<p>Graphicacy skills:</p> <ul style="list-style-type: none"> • Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability). • Explain how types of map and data give different perspectives/show prejudice <p>Fieldwork Enquiry and Practical Skills:</p> <ul style="list-style-type: none"> • Begin to complete enquiries based on own suggested questions. • Evaluate own observations, compare them with others and begin to draw conclusions.

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	<ul style="list-style-type: none"> • On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales. • Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC). <p>Fieldwork Enquiry and Practical Skills:</p> <ul style="list-style-type: none"> • Begin to complete enquiries based on own suggested questions. • Evaluate own observations, compare them with others and begin to draw conclusions. • Use a compass, convert between the eight points of a compass and azimuth bearings (e.g. NE = 45 °) and use to follow/describe routes 		<ul style="list-style-type: none"> • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures).
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