

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	<p>Mountains</p> <p>Why are mountains magnificent?</p>	<p>Tourism</p> <p>How does tourism impact destinations?</p>	<p>A place to call home</p> <p>How do refugees add to a community?</p>
Values	<p>Friendship and Love</p> <p>How can we show love and appreciation for our local Malvern Hills? Appreciate the magnificence of mountains across the world.</p>	<p>Respect and responsibility</p> <p>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?</p>	<p>Perseverance and Hope</p> <p>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?</p>
Link to programme of study	<p>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</p> <p>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</p>	<p>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</p>	<p>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</p>

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<p>What we need to know Red Hill Riches</p>	<p>To know the difference between a mountain and a hill.</p> <p>To know mountains can be formed in different ways including: Fold Volcanic Block</p> <p>To know that mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.</p> <p>To know the Malvern Hills location in Worcestershire and its elevation.</p> <p>Know that Europe is a continent and the countries it consists of.</p> <p>To know how to locate and label the countries in Europe and their capital cities on a map.</p> <p>To know the location of Grenoble mountain range and its elevation.</p> <p>To know where tectonic plates are across the globe.</p> <p>To know the highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet.</p>	<p>To know that tourism is when people visit a location for pleasure.</p> <p>To know that different types of physical and human features attract tourists to a location.</p> <p>To know where Grenoble mountain range is in Europe.</p> <p>To know the human and physical reasons why people would choose to visit Grenoble as a tourist destination.</p> <p>To know the human and physical reasons why people would choose to Grenoble or Scafell Pike a tourist destination.</p> <p>To know how Grenoble and the Lake District similar and different.</p> <p>To know the positive impacts of tourism including: jobs, economy, learning about other countries and cultures.</p> <p>To know the negative impacts of tourism including: pollution, loss of habitat, clash of cultures and seasonal reliance.</p> <p>To know why people are for and against tourism.</p> <p>To know how we can have sustainable tourism for the future.</p>	<p>Know the different reasons people leave their homes: Push/pull factors</p> <p>Migration is the movement of people from one permanent home to another. This movement changes the population of a place. International migration is the movement from one country to another.</p> <p>People who leave their country are said to emigrate. People who move into another country are called immigrants. The movement of people into a country is known as immigration.</p> <p>Sometimes people have a choice about whether they move, but sometimes they are forced to move. The reasons people leave a place are called the push factors. The reasons people are attracted to new places to live are called the pull factors.</p> <p>Another type of migrant is an asylum seeker, someone who has been forced to leave their own country because they are in danger, eg fleeing as a result of their religious beliefs or the danger of war.</p> <p>A refugee is a person who is seeking a safe haven after being forced to flee violence, persecution or war.</p> <p>Know where Syria is located on a map.</p> <p>Plot current war zones on a map using a relevant key.</p> <p>Look at the reasons people are forced to flee their country. What challenges do they have in terms of the location?</p> <p>Which countries produce the most refugees?</p>
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	<p>To know the highest mountain in the world is Mount Everest in the Himalayas.</p> <p>To know a topographical map is one that shows the physical features of the land. Besides just showing landforms such as mountains and rivers, the map also shows the elevation changes of the land.</p> <p>To know elevation is shown using contour lines.</p> <p>To know how to use a topography map to locate the main mountain regions across the globe.</p>		<p>Which countries receive the most refugees?</p> <p>What the common misconceptions are about refugees. For example some people think they commit crimes, yet they are more than welcome to become the victims of crime themselves. Others think they come to steal our jobs, yet</p> <p>According to UNHCR statistics, as of November 2022 there were 231,597 refugees, 127,421 pending asylum cases and 5,483 stateless persons in the UK including recent Ukrainians refugees.</p> <p>That's only half a per cent (0.54%) of the UK's total population.</p> <p>People seeking asylum are not allowed to claim benefits or work in the UK. If they are destitute and have no other means of supporting themselves, they can apply to receive asylum support. This is set at around £5.84 per day.</p> <p>To know that some people think that once people arrive in the UK, their journey to safety is over. However, regardless of how they arrive, people who come to the UK seeking safety face a number of issues here which threaten their dignity, their safety, and in some cases, their lives.</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>

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Links to prior knowledge (footprints)	<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>
Vocabulary	<p>Tectonic plate, mountain, topography, city, elevation, contour lines, mountain range</p>	<p>Tourism, positive, negative, economy, population, habitat, pollution, sustainability, seasonal</p>	<p>Refugee, pull and push factor, immigration, migration, asylum, persecution.</p>
<p>Excellence</p> <p>Enjoyment</p> <p>Everyone</p> <p>Everything</p>	<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>
<p>Key knowledge for assessment Kahoot/Quizziz (link to key knowledge)</p>	<p>Where are the Alps?</p> <p>Which countries can the Alps be found in?</p> <p>How are the Alps shown on a topography map?</p>	<p>Why do people visit Grenoble as a tourist location?</p> <p>The Lake District?</p> <p>What are human and physical reasons for tourism?</p> <p>What are the positive and negative impacts of tourism?</p>	<p>Define these words: Refugee, Immigrant, Migrant, Asylum seeker, Persecution</p> <p>List potential push/pull factors for someone leaving their country</p> <p>Where is Syria?</p>

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	<p>How does the climate and topography affect the land/trade use in Grenoble?</p> <p>How is a fold mountain formed?</p> <p>Name a similarity and a difference between Worcester and Grenoble.</p>	<p>How can we be sustainable tourists?</p>	<p>How does the location make it difficult to leave?</p> <p>Which countries receive/produce the most refugees?</p> <p>What are some common misconceptions people have about refugees/asylum seekers?</p>
<p>Disciplinary knowledge</p>	<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. • 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. 	<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 (eg. 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. • Apply age-appropriate maths knowledge to understanding of geography (eg. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures).

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	<ul style="list-style-type: none">• 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		
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