

ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN



TOPIC TITLE: Places and Spaces (Geography – physical features)

YEAR GROUP: 5

TERM: Autumn 1

<p>Vocabulary physical geography: -climate zones - biomes (aquatic, desert, forest, grassland, temperate deciduous forest, boreal tiaga forest, rainforest and tundra) - vegetation belts Europe North America fold mountains Equator Tropic of Cancer/ Tropic of Capricorn North and South pole longitude/latitude</p>	<p>Skills <u>Map and atlas work</u> - Use globes and atlases to locate places in relation to Equator, Tropics of Cancer and Capricorn and their latitude and longitude. Locate time zones. - Use a range of maps to identify key physical features in Europe and North America. <u>Physical geography</u> - Understand that climate and vegetation are connected in an example of a biome - Describe how the plants and animals have adapted to their climate. - Describe how food production is influenced by climate. <u>Fieldwork and investigation.</u> - Describe a range of key physical processes and the resulting landscape features and fold mountains.</p>	<p>What we already know - Where the UK is on a world map. - Where Europe and North and South America is on a world map. - Can describe where is hot or cold in the world in relation to its position from the equator and the poles. - Can recognise the features of rivers and mountains using the appropriate vocabulary (Year 3). - Can describe the water cycle and how it relates to physical geography (Year 3).</p>
<p>Illustration</p>	<p>Application/ Outcomes - Label the equator, tropics and time zones on an atlas. - Identify what a biome is and look at its key features. - Use range of maps to identify what biomes are found in Europe and North America. - Use digital maps and atlases to identify the equator and the tropics. Identify impact on climate. - Note how climate and vegetation are linked in a biome (1 biome mild, 2 spicy and 3 hot) - Create a fact poster showing how an animal has evolved and adapted to its climate e.g. desert camels. - Create large-scale world map showing where foods come from and the air millage it takes to import them. Note impact of pollution and alternative choices we can make (what can we source locally/what we cannot get in the UK) - Debate whether we should rely on products from the rainforest or not. - Nepal link: <i>United Nations Global Goals. Goal 12 (Responsible consumption and production)</i> - Investigate how mountain ranges are formed. Recreate the formation of fold mountain ranges with towels (sedimentary rock on the ocean floor) and plastic boxes (Earth plates moving) and observe how the folds form.</p>	<p>Concepts - Physical geography - Map skills - Equator and tropic lines - Time zones - Biomes - Evolution and adaptation.</p>
<p>Other/Cross Curricular Links with English/Maths</p> <ul style="list-style-type: none"> - English ‘Explorer’s Guide’ - Science – planets and evolution/adaptation - Global Goals and Eco – impact on the planet of food import. - PSHCE – debating skills 		<p>SEND</p> <ul style="list-style-type: none"> - Adapted tasks/resources - Additional support

