



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS

GEOGRAPHY

MEDIUM TERM PLANS



*Exploring our world.
Understanding places. Inspiring futures.*

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world and its features.



ENVIRONMENTAL

Caring for our world and creating a sustainable future.



HUMAN

Exploring how people live, work and shape places.



THE WORLD

Developing locational knowledge and making global connections.

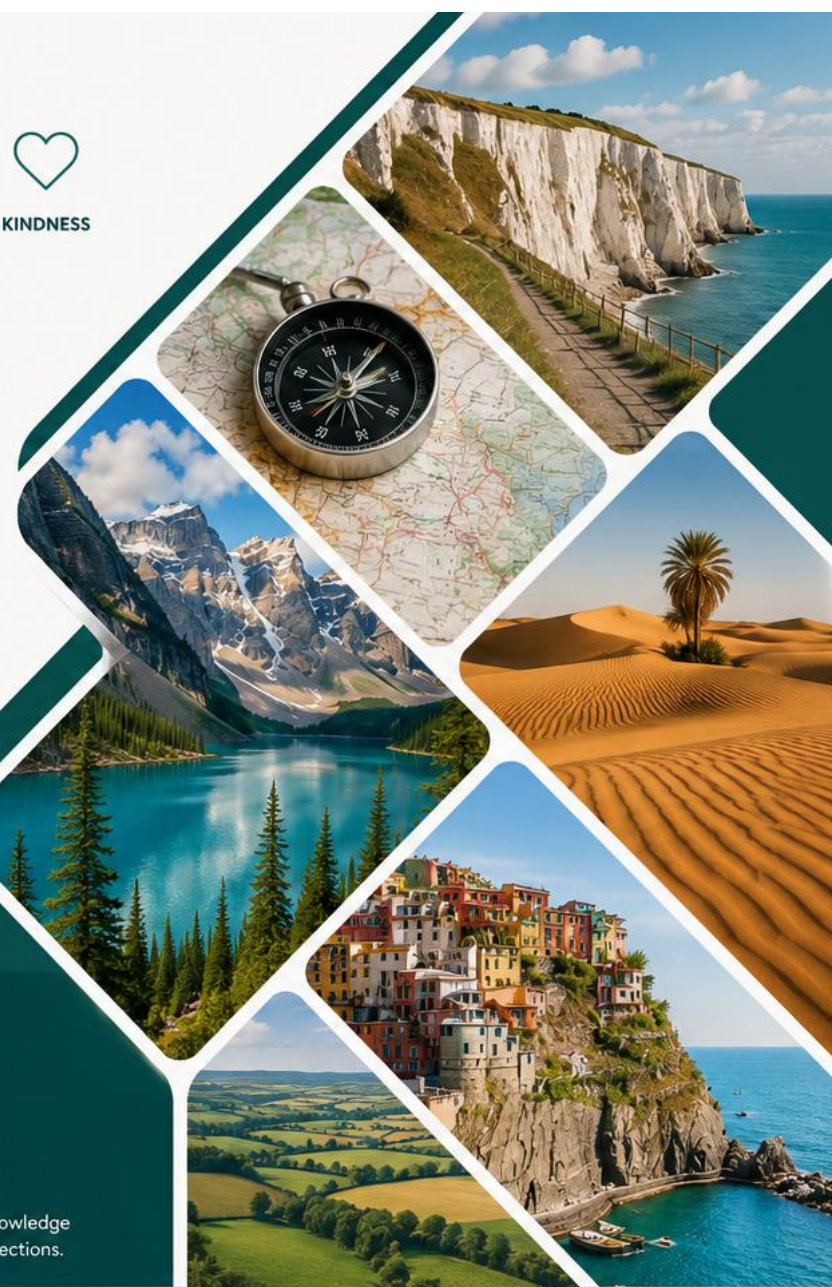
CURIOSITY TODAY



UNDERSTANDING TOMORROW



SHAPING THE FUTURE



Year 5 Geography Medium Term plans

Year 5	<u>War, Trenches and Survival</u>	<u>Mountains, Myths and Ancient Greece</u>	<u>Trade, Travel and the Plague</u>
Prior learning	• Can identify physical and human features of places. • Knows that settlements develop because of geography, trade and resources. • Can use maps, atlases, digital maps and OS maps to locate places. • Can explain how physical geography influences where people live.	• Can locate countries in Europe using maps and atlases. • Knows that climate, landscape and natural resources affect how people live. • Can compare human and physical geography between places. • Can use geographical evidence to compare regions.	• Knows that rivers, trade and transport influence settlements. • Can explain how human and physical geography are connected. • Can use maps and grid references to investigate places. • Can compare places using geographical evidence.
Year 5	How did geography influence the First World War? Covers: - Physical geography and conflict - Climate and terrain - Natural resources - Population movement - Mapping and evidence	How did geography shape life in Ancient Greece? Covers: - European locational knowledge - Physical geography - Settlements and land use - Trade and economy - Climate and biomes - Comparison and fieldwork - Digital mapping	How did geography affect the spread of the Plague? Covers: - UK and Europe locational knowledge - Physical and human geography - Population and settlements - Trade routes and transport - Environmental change - Mapping and historical sources - Local study

Question 1	Where did WW1 affect our local area and Europe? WALT: locate key WW1 places on maps. Children: - Locate: Dover London Ypres Verdun - Use atlases and digital maps Skills: - Locates places using maps - Uses digital mapping - Develops global locational knowledge Vocabulary: region, location, map, digital mapping	Where is Greece and why does location matter? WALT: locate Greece and its regions. Children: - Locate Greece in Europe - Identify mainland, islands and surrounding seas - Use atlases and digital maps Skills: - Locates European regions - Uses digital mapping Vocabulary: region, Europe, Mediterranean, location	Where did the Plague spread? WALT: locate regions affected by the Plague. Children: Locate: Dover London York Venice Paris Use: - atlases - digital maps - historical maps Skills: - Locates key regions in UK and Europe - Uses maps and digital mapping Vocabulary: region, Europe, location, trade route
Question 2	What was Dover like during WW1? WALT: describe human and physical geography. Children: • Explore: - coast - harbour - cliffs - settlements - Transport Skills: - Describes physical and human features - Explores settlements and land use Vocabulary: settlement, port, harbour, coast, urban	How did the landscape shape life in Ancient Greece? WALT: understand physical geography. Children: • Explore: - mountains - islands - coastlines - valleys Skills: - Identifies physical geography - Compares regions Vocabulary: mountain, valley, coast, island	What was Dover like during the Plague? WALT: understand Dover's geography. Children: Explore: Physical geography: - coast - harbour - cliffs - roads Human geography: - settlements - population - markets - housing Skills: - Describes physical and human geography Vocabulary:

			settlement, population, harbour, coast
Question 3	How did physical geography affect the war? WALT: understand how landscape and climate affected WW1. Children: - Explore: - rivers - mud - forests - climate - weather Skills: - Identifies environmental regions - Understands climate zones Vocabulary: climate zone, region, weather, environment	How did climate and biomes affect life? WALT: understand climate and environment. Children: - Explore Mediterranean climate - Study vegetation and farming Skills: - Explores climate zones and biomes Vocabulary: biome, climate zone, vegetation, environment Children should say: "Climate affects how people farm and live."	Why did geography help the Plague spread? WALT: understand geographical causes. Children: Explore: - ports - rivers - roads - trade routes - crowded settlements Skills: - Understands geographical factors - Investigates infrastructure and movement Vocabulary: trade, transport, infrastructure, population density

Question 4	Why were resources important in WW1? WALT: understand natural resources. Children: - Explore: - food - coal - water - metals - transport routes Skills: - Understands natural resources - Investigates economic geography Vocabulary: resource, energy, minerals, economy	Why did settlements and trade develop? WALT: understand human geography. Children: - Explore: - city states - farming land - ports - sea trade Skills: - Explores settlements - Investigates trade and economy Vocabulary: settlement, trade, port, economy	How did different places experience the Plague? WALT: compare places. Children: Compare: Dover with York or another UK region Skills: - Compares regions - Uses multiple sources Vocabulary: compare, region, urban, rural
Question 5	How did WW1 change Dover and Kent? WALT: understand change over time. Children: - Compare historic maps/photos of Dover - Use aerial photographs Skills: - Interprets maps and aerial photos - Identifies land-use change Vocabulary: land use, development, infrastructure	How is Greece similar to and different from Dover? WALT: compare places. Children: - Compare: - climate - settlements - coastlines - transport - tourism Skills: - Compares places from different regions - Uses maps and evidence Vocabulary: compare, similar, different	How did the Plague change settlements and environments? WALT: understand change over time. Children: Explore: - abandoned villages - changing farmland - movement of people - changes in land use Skills: - Explains environmental change - Explores settlement change Vocabulary: land use, migration, environmental change

Question 6	Can we explain how geography influenced WW1? Outcome Children: Create: - annotated maps - comparison report - fieldwork notes - extended writing Skills: - Uses multiple sources - Communicates geographical information - Draws conclusions	Can I explain how geography shaped Ancient Greece? Outcome: Children: Create: • annotated maps • comparison report • floorbook page • geographical writing Skills: ✓ Draws conclusions using multiple sources ✓ Communicates geographical information	Can I explain how geography affected the spread of the Plague? Outcome: Children create: • annotated maps • comparison report • extended geographical writing • floorbook enquiry page Skills: ✓ Draws conclusions using multiple sources ✓ Communicates geographical information "Ports and trade routes helped the Plague spread." "Population density affected how quickly disease spread." "The Plague changed settlements and land use in places like Dover."
Assessment	Enquiry Question: <i>"How did geography influence the First World War?"</i> Children will demonstrate understanding by: • Explaining how physical geography affected the war. • Describing Dover's geographical significance. • Identifying the importance of resources and transport routes. • Using geographical evidence to support conclusions.	Enquiry Question: <i>"How did geography shape life in Ancient Greece?"</i> Children will demonstrate understanding by: • Explaining how physical geography influenced settlements. • Describing the importance of trade and ports. • Comparing Greece and Dover. • Using geographical evidence to support explanations.	Enquiry Question: <i>"How did geography affect the spread of the Plague?"</i> Children will demonstrate understanding by: • Explaining how trade routes supported the spread of disease. • Describing the role of ports and settlements. • Comparing how different places experienced the Plague. • Explaining how settlements and land use changed. • Using geographical evidence to support conclusions.

End Point	By the end of this unit, children will understand how physical and human geography influenced the events and outcomes of World War I. They will know how location, climate, terrain, resources and transport networks affected military strategies and daily life. Children will be able to explain why Dover was geographically significant during the war and use maps and geographical evidence to draw conclusions.	By the end of this unit, children will understand how the geography of Ancient Greece influenced settlement patterns, trade, farming and daily life. They will know how mountains, islands, coastlines and climate shaped Greek civilisation and be able to compare Greece with Dover using geographical evidence.	By the end of this unit, children will understand how geography contributed to the spread of the Plague across Europe and Britain. They will know how trade routes, transport networks, ports and settlement patterns influenced the movement of disease. Children will be able to explain how geography affected different places and how settlements changed as a result of the Plague.
Substantive Knowledge (What children need to remember)	Children will know: • Geography influenced where battles took place and how they were fought. • Dover's coastal location made it strategically important during World War I. • Physical features such as rivers, forests and terrain affected movement and warfare. • Climate and weather influenced conditions on the Western Front. • Natural resources such as coal, metals, food and water were essential for sustaining the war effort. • Ports and transport routes played a key role in moving troops and supplies. • Human geography changed as populations moved and settlements adapted during wartime. • Maps and aerial photographs help geographers understand change over time.	Children will know: • Greece is located in southern Europe near the Mediterranean Sea. • Mountains, islands and coastlines influenced settlement patterns. • Physical geography affected communication and transport. • The Mediterranean climate influenced farming and land use. • Ports and sea trade supported economic development. • Different regions of Greece developed in different ways because of their geography. • Geography influenced the growth of city-states and trade networks. • Human and physical geography are closely connected.	Children will know: • The Plague spread through trade routes across Europe. • Ports such as Dover played an important role in the movement of people and goods. • Roads, rivers and transport networks supported travel and trade. • Population density affected how quickly disease spread. • Different settlements experienced the Plague in different ways. • The Plague caused significant changes to settlements, land use and populations. • Human and physical geography influence the movement of people and goods. • Maps and historical sources help geographers understand past events.

Disciplinary Knowledge (Thinking like a geographer)	Children will: • Use atlases, digital maps and aerial photographs. • Investigate how physical geography affects human activity. • Interpret maps and geographical data. • Compare places and environments. • Analyse land-use change over time. • Ask geographical questions and draw conclusions. • Use geographical vocabulary accurately to explain patterns and relationships.	Children will: • Use atlases, maps and digital mapping tools. • Compare places using geographical evidence. • Investigate the relationship between physical and human geography. • Interpret maps, climate data and geographical information. • Ask geographical questions and develop explanations. • Use geographical vocabulary accurately. • Draw conclusions from multiple geographical sources.	Children will: • Use historical and modern maps to investigate geographical patterns. • Interpret trade routes and transport networks. • Compare places using geographical evidence. • Investigate how geography affects human activity. • Analyse environmental and settlement change over time. • Ask geographical questions and draw conclusions. • Use geographical vocabulary accurately.

Adaptive Teaching	Support • Historical and modern maps. • Aerial photographs and visual comparisons. • Vocabulary mats and knowledge organisers. • Guided map interpretation. • Structured discussion activities. Challenge • Explain how geography influenced military decisions. • Analyse geographical patterns independently. • Compare multiple locations using evidence. • Evaluate the significance of Dover's location.	Support • Climate graphs and maps. • Visual comparison charts. • Vocabulary mats and knowledge organisers. • Scaffolded map work. • Guided geographical enquiry. Challenge • Explain how physical geography influenced Greek civilisation. • Compare Greece and Dover independently. • Analyse the impact of climate on settlements and farming. • Use multiple geographical sources to justify conclusions.	Support • Historical maps and route diagrams. • Vocabulary mats and visual prompts. • Guided map interpretation. • Structured comparison tasks. • Adult-supported enquiry activities. Challenge • Analyse why some locations were more affected than others. • Evaluate the role of geography in spreading disease. • Compare multiple regions using evidence. • Draw conclusions from historical and geographical sources.
Assessment for Learning	Throughout the unit, teachers will assess understanding through map work, source analysis, retrieval practice, questioning and discussion.	Throughout the unit, teachers will assess understanding through map work, discussions, retrieval activities, comparison tasks and written explanations.	Throughout the unit, teachers will assess understanding through map work, retrieval quizzes, questioning, discussions and comparison activities.



GEOGRAPHY PROGRESSION TIMELINE

Building knowledge, skills and understanding
from our local area to the wider world.



Exploring my world

- Explore familiar places and environments.
- Talk about what they see and notice.
- Begin to make connections between places and the world around them.
- Use simple positional language.



Starting to make sense of the world around me.

Starting with me and my world

- Explore familiar places and environments.
- Identify features and talk about places.
- Develop early map skills and positional language.
- Begin to understand weather, seasons and different places.



Starting locally: me, my home, my school.

Exploring places near and far

- Learn about our local area in more detail.
- Compare places in the UK.
- Discover continents and oceans.
- Explore weather, seasons and hot and cold places.



Extending outwards: local area to the UK and world.

Investigating places and environments

- Use maps and atlases with more confidence.
- Explore physical processes and natural features.
- Understand how people use land and resources.
- Begin to make comparisons using evidence.



Developing geographical enquiry and understanding.

Connecting places and people

- Study regions in the UK and beyond.
- Investigate rivers, settlements, trade and land use.
- Use OS maps and grid references.
- Understand how geography shapes human activity.



Building confidence with maps, patterns and connections.

Understanding change and impact

- Explore physical and human geography in depth.
- Study how people interact with the environment.
- Investigate change, development and sustainability.
- Use fieldwork to collect and analyse data.



Analysing data, understanding change and making comparisons.

Thinking globally, acting locally

- Build a global perspective.
- Investigate complex geographical issues.
- Evaluate evidence and draw informed conclusions.
- Apply geographical skills confidently in real contexts.



Thinking like geographers: making a positive difference.

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world, landscapes and the processes that shape them.



ENVIRONMENTAL

Caring for our world, sustainability and the impact of human actions.



HUMAN

Exploring how people live, work, trade and build communities.



THE WORLD

Developing locational knowledge and understanding connections across the world.



CURIOSITY TODAY

• UNDERSTANDING TOMORROW

• SHAPING THE FUTURE



GEOGRAPHY FIELDWORK PROGRESSION

— Developing geographical skills through exploration, enquiry and real-world experiences. —



EXPLORING OUR WORLD • ASKING QUESTIONS • COLLECTING EVIDENCE • UNDERSTANDING PLACES • MAKING A DIFFERENCE

