Badger Hill PRIMARY SCHOOL

Geography Long Term Plan Y5 2025-26

	Autumn Term	Spring Term	Summer Term
Topic	**Mountains** **How are mountains the same? How are they different?**	**South America: The Amazon** **What is life like in the Amazon?**	**How has Yorkshire changed? Changes in our local environment?** **How is our country changing?**
Sticky Knowledge	1. I can describe key physical and human characteristics, physical processes and environmental regions of Europe. 2. I can use maps to locate mountain ranges and identify the physical features of the region. 3. I can create my own map of a mountainous region. 4. I can describe what the climate of a region is like and how plants and animals are adapted to it. 5. I can describe how a mountain region was formed. 6. I know that human activity is influenced by climate and weather and can give examples.	1. To know where the Amazon region is located 2. To describe and compare different biomes in Brazil 3. To describe the city of Manaus 4. To know what is meant by deforestation	1. To be able to describe our local area 2. Understand topographical features 3. To identify different types of housing and why they are important 4. To know what industry and employment mean 5. To describe public services and amenities
Vocabulary	Glacier, alpine, tectonic plate, continental plate, crust, mantle, erosion, fold mountain, dome mountain, fault-block mountain, granite, Volcanic mountain, avalanche, tree line, snow line, plateau, valley, summit, peak, ridge, foothills, plateau fault lines, continents, sediment, altitude,	River basin, source, mouth, rainforest, Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, Rainforest, deforestation, Continent, country, region, river, locational vocabulary: longitude, latitude, north, south, east, west, Weather, climate, seasons, forest	Topographical features, enquiry, future , industry, employment, primary, secondary, tertiary or quaternary, amenities, accessible, public services, public spaces, community spirit, public spaces, Human/physical features, region, Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow
Locational Knowledge	Can describe key physical and human characteristics, physical processes and environmental regions of Europe. Can locate and describe a physical environment in the local area, e.g. coastal and mountain environments, and how they change (e.g. season to season). Can compare key physical and human characteristics of Yorkshire and Bavaria.	Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.	Can name and locate types of industry in the area and give reasons why they have changed over time. Can compare key physical and human characteristics of Yorkshire over time.
Place Knowledge	Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can explain that human activity is influenced by terrain and can give examples.	Can explain that human activity is influenced by terrain and can give examples. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK.

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			Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.
Human and Physical Geography	Can describe and understand how mountains are formed and the resulting landscape changes. Can describe how continental plates create and affect mountain ranges.	Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region, like the Amazon, is like and how plants and animals are adapted to it Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue.	Can describe key aspects of human geography including economic activity Can compare the physical geography of parts of Yorkshire, identifying similarities and differences.
Geography/Fieldwork skills	Can use maps to locate mountain ranges and identify the physical features of the region. Can create a map of a mountainous region.	Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, six figure grid references symbols). Can locate Brazil and the Amazon Basin and River and describe features studied.	Can locate and describe a physical environment in the UK. Can locate the UK's major urban areas. Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. six figure grid references, compass directions). Can use fieldwork to investigate key questions and begin to answer them.
Suggested Tasks	- Create a map of a mountainous region - Use atlases to different types of mountain ranges around the world. - Described how different types of mountain are formed - Use topographic maps to compare altitudes of different mountains - Create a model of a tectonic plane and explain the theory of tectonic plates	-Ask children to share their knowledge of the Amazon-explain it can refer to various 'things' -Compare and contrast climate and weather in the Amazon with Yorkshire -Create a geographical report on Manaus -Compare how life in the Amazon region has changed over time -create labelled diagrams -Discuss reasons why the Amazon is important, debate deforestation - Make a short animation about the Amazon using all the information learnt	- -Carry out a visit to the local area (plan this carefully, looking for something to change or improve) - -Carry out a field walk or use Google maps to look at current local housing. Talk about how things will change in the future and what changes we might need to make to housing. Design a future Badger Hill - -Think about industry in the local area and how it has changed-link back to prior learning about York (Rowntrees/Terrys/Railways). How has it changed? Link to a local artist/images of York. - -Use a local map to identify amenities and public spaces. How do they evaluate them? Create a questionnaire/data collection from the locals. Think about future improvements. - -Create an advertising campaign to boost 'community spirit'

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Assessment opportunities	Children create maps of a mountainous region which shows their understanding of physical geography. Use the unit quiz to support assessment and link back to the sticky knowledge.	Children create a stop-motion animation which includes all the information they have learnt. Use the unit quiz to support assessment and link back to the sticky knowledge.	Share with the local community Use the unit quiz to support assessment and link back to the sticky knowledge.
Previous and past Learning	**Prior Learning:** **Earthquakes and Volcanoes Y3** **The Americas Y4** **Next learning steps:** **A European Study- A Comparison between Bavaria and Yorkshire Y6**	**Prior Learning:** **Weather and seasons Y2** **Our World Y3** **The Americas Y4** **Rivers Y4** **Climate Y4** **Next learning steps:** **Journeys: Clothes**	**Prior Learning:** **Our local area Y1** **Weather and seasons Y2** **Our World Y3** **Rivers Y4** **Climate Y4** **Next learning steps:** **Protecting the Environment**