

Ashtree Primary School and Nursery Medium Term Plan for Geography

Year 5 Autumn Term – Scandinavia

Prior Place and Location Knowledge – Year 4

- Pupils can locate countries in Europe, North and South America and Africa on a map with increasing accuracy.
- Pupils can locate cities of the United Kingdom and are beginning to identify counties, rivers and coasts.
- Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.

Prior Human and Physical Geography – Year 4

- Pupils can describe an increased range of aspects of physical geography and human geography including: mountains and volcanoes (follows on from Science of Rocks in Y3).

Key Vocabulary: Norway, Sweden, Denmark, Finland, Stockholm, Copenhagen, Helsinki, Oslo, Mountains, volcanoes, Glaciers, Fjords, Arctic, North America, South America, Europe, Capital Cities, physical, human, rivers, compare, contrast.

Lessons

Step 1 – To Locate the four Scandinavian countries on a map and name their capital cities.

Step 2 – To understand and consolidate what physical and human Geography is.

Step 3 – To understand and explore the physical Geography of Scandinavia.

Step 3 - To understand and explore the human Geography of Scandinavia.

Step 4- To be able to compare and contrast an area in the UK with and area in Scandinavia

Step 5 - To be able to compare and contrast an area in Scandinavia with a country from North or South America.

Location Knowledge = Red Place Knowledge = Blue

Human/Physical Geography = Green

Step 1 - Pupils can locate countries of the world on a map.

Step 2 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography

Step 3 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography

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Step 4 - Pupils have studied a region of the U.K compared with a region in a European country and can identify similarities and differences between the three in physical geography and human geography. . Pupils can locate countries and cities, rivers, coasts and mountains of the United Kingdom

Step 5 - Pupils have studied a region of the U.K compared with a country within North/South America or Africa and can identify similarities and differences between the three in physical geography and human geography.

Curriculum Enhancements

- Using different experiences from those who have visited Scandinavia
- Using different map types e.g. google maps, atlases and globes.
- Using outdoor learning to reinforce the understanding of Physical and Human Geography.

Misconceptions

- Scandinavia is part of Europe, not its own continent.
- Arctic is north, Antarctica is south.
- The Arctic is an Ocean, not a continent.

Suggested Activities

S1 – Locating the different countries of Scandinavia using different map examples

S3 – Looking at the differences of Human and Physical Geography of Scandinavia and how that might compare with the UK. E.g. Structures of housing, materials used etc.

S4 – Linking back to previous lesson, what comparisons can we make with Scandinavia, from weather and landscape to buildings and cities.

Curriculum Links

Maths – Coordinates on maps, direction.

This will lead to . . .

- Pupils can confidently locate countries of the world on a map
- Pupils can confidently locate counties and cities, rivers, coasts, mountains and hills of the United Kingdom
- Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones
- Pupils can confidently identify how aspects of the physical and human geography have changed over time
- Pupils have studied a region of the U.K (targeted areas of the UK during WW2 e.g. Manchester), a region in a European country (Greece) and a region within North/South America or Africa and are able to understand similarities and differences between the three in physical geography
- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America (Nevada) and are able to understand similarities and differences between the three in human geography
- Pupils can describe and understand a wide range of key aspects of physical geography
- Pupils can describe and understand a wide range of key aspects of human geography including: earthquakes (follows on from Y3 science- rock formation), biomes and vegetation belts.
- Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
- Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)
- Pupils can use fieldwork confidently to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies