

Ashtree Primary School and Nursery Medium Term Plan for Geography

Year 5 Spring Term – Water Cycle

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: Water Cycle, River, physical, human, flooding, communities, Source, Tributary, Meander, Confluence, Mouth, Floodplain, Delta

Lessons

- Step 1 – To recap the key features of a river.
- Step 2 – To explain the process of the Water Cycle.
- Step 3 – To understand why humans are dependent on the water cycle.
- Step 4 – To understand what happens when a river floods.
- Step 5 – To explore what we can do to protect communities from flooding.
- Step 6 – To identify and locate UK rivers on a map using an atlas.

Location Knowledge = Red Place Knowledge = Blue

Human/Physical Geography = Green

- Step 1 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography
- Step 2 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography including the water cycle (links to Science- states of matter).
- Step 3 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography including the water cycle (links to Science- states of matter).
- Step 4 - Pupils can identify aspects of the physical and human geography that have changed over time
- Step 5 - Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography. Pupils can identify aspects of the physical and human geography that have changed over time
- Step 6 - Pupils can locate counties and cities, rivers, coasts and mountains of the United Kingdom

Curriculum Enhancements

- Visit a local river or museum that specialises in rivers – Lee Valley
- Building models to support learning and understanding.

Misconceptions

- Different features of a river – labelling in the correct places.
- Difference between a stream/river
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Suggested Activities

S1 – Recap lesson from Y3 focussing on the features of a river. Class model or labelled diagram

S2 – Flowchart style cycle to show the full cycle of the Water Cycle.

S3 – To look into and investigate the different things that we rely on water for.

S4 – To look at the physical reasons of why a river floods – explain the process.

S5 – To come up with some ideas/poster on ways of ensuring communities are prepared and kept safe from flooding.

S6 – To locate and find rivers in the UK in atlas – explain some of the features of different rivers and how they may be different.

Curriculum Links

Maths – Coordinates on maps, direction.

Science – Water Cycle

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