



Geography – Year 6 – Medium Term Plan
Spring 1, Kapow: What is life like in the Alps?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where are the Alps?	To locate the Alps on a map.	- I can locate and label the seven continents. - I can locate the Alps on a world map. - I can locate the Alps on a map of Europe. - I can locate the eight countries that the Alps are in.	Locational Knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - 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 (including day and night). Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'.	- Atlas - Mountain range - Fold mountains - Longitude - Latitude - Hemisphere	
Two: What is it like in the Alps?	To locate the key physical and human characteristics of the Alps.	- I can locate the countries that the Alps spread through. - I can locate some of the key physical features of the Alps. - I can locate some of the key human features of the Alps. - I can use an atlas to locate and describe features.	Locational Knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Human and Physical Geography - Describe and understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - o Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'.	- Climate - Land height - Sea level - Human feature - Physical feature - Glacier - Mountain climate - Temperate forest - Temperate - Coniferous trees - Deciduous trees	- Atlases - A3 paper - Tablets or laptops

Three: Why do people visit the Alps?	To describe the physical and human features of an Alpine region.	- I can research the human and physical geography of an Alpine region. - I can identify the region's climate zone, biome and vegetation. - I can describe land use in the region.	Human and Physical Geography - Describe and understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- Scale - Climate - Vegetation - Population - Leisure - Human feature - Physical feature - Tourist - Tourism - Temperate deciduous forest - Temperate climate - Mountain climate	- Atlases - Calculators - Laptop or tablet
Four: What is there to do in our local area?	To investigate what there is to do in the local area using data collection.	- I can use an OS map to recognise key physical and human features in the local area. - I can draw symbols to map recreational land use in the local area. - I can say how I would like to improve the things to do in the local area.	Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. - Use fieldwork 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.	- Recreational land use - Tourist - Tourism - OS map - Method - Risk - Route - Questionnaire - Enquiry - Data	- RISK ASSESSMENT FOR THIS LESSON. - OS map of the local area. - Tablets or digital cameras - Clipboards - Pencils - Plain A4 paper
Five: How are the Alps different from our local area?	- To understand similarities and differences between the local area and an Alpine area.	- I can compare the human geography of the local area with an Alpine area. - I can compare the physical geography of the local area with an Alpine area. - I can identify similarities and differences between the two areas.	Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	- Tourist - Tourism - Vegetation - Climate - Population - Leisure - Temperate deciduous forest - Temperate - Mountain climate	- Data collected: lesson 4 - Laptops or tablets

Six: What is life like in the Alps?	To understand the human and physical geography of the Alps.	- I can describe two key aspects of the Alps' human geography. - I can describe two key aspects of the Alps' physical geography. - I can use geographical vocabulary when describing the geography of a place.	Human and Physical Geography - Describe and understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- Tourist - Tourism - Leisure - Climate - Climate change - Human feature - Physical feature	- Sticky notes
Assessment: 1. In which continents are the Alps located? 2. What type of mountains are in the Alps? 3. The highest mountain in the Alps is... 4. How many countries do the Alps spread through? 5. What type of climate do the Alps experience? 6. In the Alps, you can find... 7. The large bodies of ice that form in the mountains are called... 8. Why do tourists visit the Alps? 9. Climate change is causing... 10. How do you think the Alps are affected by climate change?					



Geography – Year 5 and 6 – Medium Term Plan
Spring 1, Twinkl: Trade and Economic



COMING SOON

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:					
Two:					
Three:					
Four:					
Five:					
Six:					
Assessment:					



Geography – Year 5 and 6 – Medium Term Plan
Summer 1, Twinkl: Distribution of Natural Resources



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What are natural resources and where are they found?	To identify different types of natural resources. To explore how natural resources are distributed globally.	• I can name different natural resources. • I can describe how different natural resources are used. • I can explain where different natural resources are found.	Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Human and Physical Geography Describe and understand key aspects of: ☐ human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Space Place Scale Connections, Similarities and Differences Diversity Environment	• Laptops • Scissors
Two: What challenges do we face when using natural resources?	To understand the difference between renewable and non-renewable natural resources. To explore the sustainability of natural resources.	• I can explain the difference between renewable and non-renewable natural resources. • I can understand that some natural resources are finite. • I can explore the challenges of using natural resources.		Place Connections, Similarities and Differences Understanding Different Perspectives Environment	• Laptops
Three: How do we generate energy from natural resources?	To know that energy can be generated from different natural resources. To explore renewable and non-renewable forms of energy.	• I can name different types of natural resources that can be used to generate energy. • I can explain the difference between renewable and non-renewable energy sources. • I can discuss how energy use has changed over time.		Space Place Scale Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment	• Atlases • Laptops • A4 paper • Coloured pens • Pencils • Markers • Cardboard box with lid • Foil • Cling film • Black paper or card • Scissors • Tape or glue • 2 wooden skewers

					• Biscuits • Marshmallow • Chocolate cube • Squared paper or plain
Four: Why are minerals and metals important?	To know some of the uses of minerals and metals. To understand the impact of using minerals and metals.	• I can describe some of the uses of minerals and metals. • I can locate places on a map where minerals and metals are found. • I can describe some of the environmental and social impacts of using minerals and metals.		Place Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment	• Laptops • Sugar paper • Sticky notes • Magazines • Scissors • Glue
Five: Is wood a sustainable resource?	To explore how wood is used as a resource. To understand how we can use wood more sustainably.	• I can discuss how wood is used as a resource. • I can explore the impact of using renewable resources. • I can discuss how wood can be used sustainably.		Place Scale Connections, Similarities and Differences Environment	• Laptops • Camera
Six: Are natural resources distributed equally?	To understand some of the factors affecting the distribution of natural resources. To consider how human actions can impact the availability and sustainability of natural resources.	• I can understand that natural resources are not equally distributed around the world. • I can discuss some of the factors that affect people's access to natural resources. • I can share my opinion about how resources should be managed globally.		Scale Place Connections, Similarities and Differences Understanding Different Perspectives Environment	• A3 paper • Scissors • Glue sticks • A4 paper 1 per pair
Assessment: ☐ I can name different natural resources. ☐ I can describe how different natural resources are used. ☐ I can explain where different natural resources are found. ☐ I can explain the difference between renewable and non-renewable natural resources.					

- ☐ I can understand that some natural resources are finite.
- ☐ I can explore the challenges of using natural resources.
- ☐ I can name different types of natural resources that can be used to generate energy.
- ☐ I can explain the difference between renewable and non-renewable energy sources.
- ☐ I can discuss how energy use has changed over time.
- ☐ I can describe some of the uses of minerals and metals.
- ☐ I can locate places on a map where minerals and metals are found.
- ☐ I can describe some of the environmental and social impacts of using minerals and metals.
- ☐ I can discuss how wood is used as a resource.
- ☐ I can explore the impact of using renewable resources.
- ☐ I can discuss how wood can be used sustainably.
- ☐ I can understand that natural resources are not equally distributed around the world.
- ☐ I can discuss what affects people's access to natural resources.
- ☐ I can share my opinion about how resources should be managed around the world.