

Walton on the Hill Primary School
Medium Term Plan - Geography



| Year 5 | | Class Teacher (s): | PT & LB | Subject: | Geography – Walton under the Microscope | | |
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| Term | Substantive Knowledge | | Disciplinary Knowledge | | Key Vocabulary: | Cross Curricular opportunities | |
| | <p>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</p> <p>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)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | | <p>To be able to read 6 figure grid references to find a location</p> <p>To know where the 7 continents of the world are located on a map of the world</p> <p>To know the name and location of the world's oceans and seas</p> <p>To know the location of some of the world's most famous cities and landmarks</p> <p>To develop research skills</p> | | <p>Equator, longitude, latitude, northern hemisphere, southern hemisphere, Tropics of Cancer and Capricorn, atlas, globe, grid references, compass points.</p> | <p>English, Citizenship</p> | |
| Session | Key Objectives | | Outcomes | | Key Questions | | |
| 1 | To identify the world's continents and oceans. | | Children to label a world map with the names of the 7 continents and 5 oceans. | | <p>What is a continent?</p> <p>What are the 7 continents?</p> <p>Can you name the 5 oceans?</p> | | |
| 2 | To read 4 figure grid references to recognise some of the symbols used on an OS map. | | Ch to be given a copy of the WOTH map and to answer questions using 4 figure grid references. | | <p>What is a map? What different types of maps are there?</p> <p>Why are grid references useful? How are they used?</p> | | |
| 3 | To compare two settlements. | | Children to complete concept maps for WOTH and Epsom. | | <p>What is a settlement?</p> <p>Why do we think people came and settled in Walton? What may have attracted them to the area?</p> <p>Why do you think people choose to settle in Walton or Epsom nowadays? What is similar about the two places? What is different?</p> | | |
| 4 | To compare a settlement at different times in history. | | Children to use digimaps to compare WOTH in 1890 to now. | | <p>How has the village of Walton grown over the years?</p> <p>What are the most significant changes?</p> | | |

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| | | Children to complete a venn diagram showing the similarities and differences. | What questions could we ask parents/family to find out their reasons for moving here? |
| 5 | To create a map of local features. | Chn to create their own maps, using Digimaps. | What are the main features of WOTH? Did you face any challenges in doing that task? Could you work out where things were in the village easily? What helped/made it more difficult? |
| 6 | To gather geographical information. | Chn to generate a list of questions to ask about why people chose to live in WOTH. Carry out a survey in the village. | What sort of questions could we ask? Would open or closed questions be best? How could we record and analyse the results? |
| 7 | To present and analyse data. | Look at the collated results from the survey. What do they tell us? Present results in the form of a bar chart. | What do our results tell us about why people settle in WOTH today? |
| Evaluation | | | |