



Geography Year 5 Long Term Plan

Themes (Number of weeks/Term)	Autumn 2 Scunthorpe development	Spring 2 Europe	Summer 2 Farms and factories
NC Content/Coverage	Embed and further develop understanding of the United Kingdom through a focus on Scunthorpe	Europe: Study of the Alpine region.	The Food Journey: where does food come from? Oak Academy unit of work to be used to support planning alongside rising stars – link is below the table.
Substantive Knowledge/skills Locational Knowledge Place Knowledge Human and Physical Geography	Locational Knowledge - I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. - I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. - I can explain that Scunthorpe is situated on the Lincoln Edge. - I can explain that the Lincoln Edge is a ridge of high land that slopes down towards the River Trent, which lies one mile to the west. Place knowledge - I can explain that Scunthorpe was historically rich in low-grade ironstone, specifically in the neighbouring village of Frodingham (now part of Scunthorpe) and that this fuelled the town's growth. - I can explain that while Scunthorpe is highly industrial, it is surrounded by flat to low-lying fertile agricultural plains, used for farming.	Locational Knowledge - I can locate the continent of Europe on both a globe and world map. - I can locate the countries of Europe on a map or atlas. - I can locate Europe's major cities on a map or atlas. Place Knowledge - I can describe several points of interest for a number of European countries - I can describe several points of interest for key European cities Human and Physical Geography - I can describe key physical and human characteristics and environmental regions of Europe. - I can describe the climate of different countries in Europe. - I can describe and understand a range of key physical processes and the resulting landscape features.	Human and Physical Geography - I can relate climate to food production. - I can describe the processes involved in commercial bread production. - I can describe how food production, processing and distribution has changed over time - I can identify potential positive and negative impacts of changes to food production, processing and distribution. - I can explain the impact that climatic and seasonal differences have on food availability. - I can explain what food miles are. - I can identify and explain some of the positive and negative impacts of both locally produced and imported food. - I can describe how cocoa is grown - I can describe the processes involved in manufacturing chocolate - I can identify some of the challenges facing small-scale cocoa farmers.



	● I can explain that Scunthorpe has a temperate oceanic climate, with an average of 610mm of precipitation annually. Human and Physical Geography ● I can describe how the economy and industry in Scunthorpe are dominated by British Steel manufacturing. ● I can explain that the town is a classic industrial town, though it has diversified into food production and service industries. ● I can describe how the town developed from the amalgamation of five former hamlets (Scunthorpe, Ashby, Frodingham, Crosby, and Brumby). ● I can describe how the town centre includes The Foundry and The Parishes shopping centres. ● I can describe some of the challenges the town centre faces from changing retail trends. ● I can explain how Scunthorpe is a transport hub near the M181 and is served by a railway station. ● I can name some key locations within the town. E.g. the North Lincolnshire Museum, The Plowright Theatre, The Baths Hall, and Normanby Hall Country Park. ● I can explain that Scunthorpe is the principal town in North Lincolnshire with a population of nearly 80,000 ● I can understand how the human geography of Scunthorpe has changed e.g. Agriculture	● I can describe the physical features of the Alpine region of Europe ● I can explain how a mountain region was formed ● I can describe the climate of the Alpine region ● I can describe the economic activity of the Alpine region. ● I can describe the Alpine Tundra and temperate conifer biomes of the region ● I can explain why some Alpine biomes are under threat ● I can describe some ways in which some Alpine biomes can be protected. ● I can explain how human activity is influenced by climate and weather. ● I can understand hazards from physical environments and their management, such as avalanches	● I can understand and explain reasons why some people don't have enough to eat ● I can share my opinions about potential actions that can be taken to help end world hunger. ● I can explain some of the ways in which our shopping choices have an effect on the lives of others. ● I can describe ways in which food systems contribute to climate change ● I can identify possible actions that can be taken to reduce the carbon footprint of food. ● I can describe ways in which farming and food production have changed over time ● I can describe ways of taking action to make food systems fairer and better for our planet and its people.
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	to industry, rapid expansion of housing to accommodate workers		
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Disciplinary Knowledge Geographical Skills and Fieldwork	● I can use the zoom function of a digital map to locate Scunthorpe and gather information about the area ● I can ask questions about land use in the locality of Scunthorpe ● I can interpret a map showing land use in the locality of Scunthorpe ● I can interpret climate graphs to identify Scunthorpe's climate ● I can interpret data to identify the population of Scunthorpe and the surrounding area ● I can use appropriate vocabulary when describing Scunthorpe's location, physical and human geography. ● I can use 8-point compass directions to describe the location of key physical and human features of Scunthorpe. ● I can use an ordinance survey map to identify some key physical and human features of Scunthorpe. ● I can use geographical evidence to explain how physical geography (e.g. landforms and climate) influences settlement and development. ● I can describe and explain how and why places change over time, using historical and geographical vocabulary and data. ● I can draw conclusions about how human and physical geography interact to shape places and their development.	● I can use atlas maps and a globe to locate the continent and countries of Europe. ● I can use a relief map to identify the mountainous regions of Europe ● I can locate a number of major cities in Europe on an atlas map ● I can use digital and atlas maps to identify and locate key physical geographical features of Europe. ● I can use 6-figure grid references to locate specific features within the Alpine region of Europe. ● I can use 8-point compass directions (N, NE, E, SE, etc.) to describe an aspect of the European Alpine region. ● I can explain how physical processes (e.g. mountain formation, climate and weather) shape landscapes and environments. ● I can identify patterns in physical and human geography across Europe, including climate zones, biomes and land use. ● I can use evidence to explain how human activity is influenced by physical geography and how environments are managed.	● I can analyse data about food production and climate to draw conclusions about the relationship between the two. ● I can carry out an investigation into people's shopping habits ● I can investigate the sources of common foods we eat through the interpretation of data ● I can use maps, data and information to explore where food is produced, processed and consumed around the world. ● I can use geographical vocabulary to describe and explain food production, processes, trade and supply chains. ● I can analyse patterns in food production and distribution, including how climate, location and transport affect food availability. ● I can use evidence to explain how human and physical factors influence farming, industry and food systems over time. ● I can evaluate information to make informed judgements about the impacts of food production on people and the environment.
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Teaching sequence	L1- I can locate and describe the UK's major physical environments and urban areas, explaining how they have changed over time. L2- I can locate Scunthorpe within the UK and explain its climate and geographical position near the Lincoln Edge. L3- I can explain that while Scunthorpe is highly industrial, it is surrounded by flat to low-lying fertile agricultural plains, used for farming. L4- I can describe how the town developed from the amalgamation of five former hamlets (Scunthorpe, Ashby, Frodingham, Crosby, and Brumby). L5- I can describe the human geography of Scunthorpe, including its industries, transport links and key landmarks L6- I can explain that the town is a classic industrial town, though it has diversified into food production and service industries, explaining the reasons for this.	L1- I can locate Europe, its countries and major cities using an atlas. L2- I can describe key physical and human characteristics and environmental regions of Europe. L3- I can describe the climate of different countries in Europe. L4- I can describe the physical geography, formation and climate of the Alpine region of Europe. L5- I can describe the economic activity of the Alpine region. L6- I can explain how avalanches change the alpine landscape.	L1- I can explain how climate influences food production and how food systems contribute to climate change. L2- I can identify potential positive and negative impacts of changes to food production, processing and distribution over time. L3- I can describe how cocoa is grown and explain the challenges faced by small-scale cocoa farmers. L4- I can describe ways of taking action to make food systems fairer and better for our planet and its people L5- I can explain what food miles are and identify ways to reduce the carbon footprint of food. L6- I can share my opinions about potential actions that can be taken to help end world hunger.
Key vocabulary	Urban area, settlement, land use, industry, transport hub, population, ridge, climate, amalgamation, economic activity, infrastructure, topography, migration.	Biome, climate, alps, relief, avalanche, tourism, fold mountains, glacier, glaciation, valley, summit, altitude, temperature range, tundra, coniferous forest.	Food production, food processing, distribution, supply chain, food miles, import, export, carbon footprint, sustainability, agriculture, globalisation, fair trade.
Continuous / Cross Curricular Opportunities	<u>Continuous provision:</u> -Atlases, Ordnance survey maps, relief maps, globes and digital maps for locating places and practising map-reading skills. -Develop and use geographical vocabulary in every lesson. -Encourage map-reading and interpretation skills. -Refer to world maps to locate places studied. -Compare the local area with other regions of the world. -Use retrieval quizzes to revisit key knowledge. -Promote discussion using evidence from maps, photographs and data.	<u>Continuous provision:</u> -Use atlases, globes and digital maps and relief maps regularly. -Develop and use geographical vocabulary in every lesson. -Encourage map-reading and interpretation skills. -Refer to world maps to locate places studied. -Compare the local area with other regions of the world. -Use retrieval quizzes to revisit key knowledge. -Promote discussion using evidence from maps, photographs and data. -Encourage pupils to ask geographical questions and justify their answers using evidence	<u>Continuous provision:</u> -Use atlases, globes and digital maps regularly. -Develop and use geographical vocabulary in every lesson. -Encourage map-reading and interpretation skills. -Refer to world maps to locate places studied. -Compare the local area with other regions of the world. -Use retrieval quizzes to revisit key knowledge. -Promote discussion using evidence from maps, photographs and data. -Encourage pupils to ask geographical questions and justify their answers using evidence <u>Cross Curricular:</u>



	-Independent geography challenges such as map quizzes, compass activities, grid reference tasks and "Guess the location" games. -Encourage pupils to ask geographical questions and justify their answers using evidence <u>Cross Curricular:</u> Opportunities to make links with the local history of Scunthorpe. Computing: Explore Scunthorpe using Google Earth or digital maps. Science: Investigate weather and climate.	-Independent geography challenges such as map quizzes, compass activities, grid reference tasks and "Guess the location" games. <u>Cross Curricular:</u> Opportunities to make links in Science: Investigate weather and climate. Maths: Interpret climate graphs and compare temperatures and rainfall. Computing: Research climate data online.	Opportunities to make links in Science: Climate, greenhouse gases and plant growth. Maths: Interpret rainfall and temperature graphs. Computing: Research global climate zones. History: Compare farming in the past and present. DT: Explore food processing and packaging. Maths: Create charts showing food production over time. PSHE: Ethical consumer choices and sustainability
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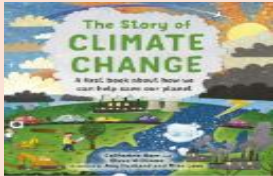
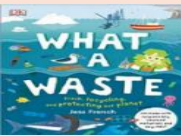


Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	The Scunthorpe Development unit sits well at the beginning of Year 5 because it allows pupils to apply the geographical knowledge and skills developed throughout Year 4 to a more local and familiar context. After studying physical processes such as earthquakes, volcanoes, rivers, coasts, and climate, pupils are ready to explore how physical and human geography work together to shape a known place over time. Pupils build on their understanding of settlement, industry, land use, and population by investigating how Scunthorpe developed from small hamlets into a major industrial town centred around steel production. Their previous learning about physical geography helps them understand how features such as the Lincoln Edge, the River Trent, fertile plains, and natural resources influenced settlement and growth. The unit also strengthens pupils' map-reading and enquiry skills. Pupils use Ordnance Survey maps, digital maps, compass directions, climate graphs, land-use maps, and population data to interpret geographical information and draw conclusions about change over time. Starting Year 5 with a local study helps pupils connect wider geographical concepts to their own area. It encourages them to think critically about how human and physical geography interact, preparing them for the next unit where they 'zoom out' to explore and apply these concepts within the context of an entire continent.	The Europe unit follows naturally from the Scunthorpe Development unit because pupils move from studying how physical and human geography shape a local area to exploring these ideas across an entire continent. After learning about settlement, industry, land use, climate, and transport in Scunthorpe, pupils are ready to compare how these factors influence places across Europe. Pupils build on their understanding of physical geography by studying Europe's landscapes, climates, mountain regions, and biomes. Earlier learning about rivers, coasts, climate, earthquakes, and volcanoes helps them understand physical processes such as mountain formation, weather, and environmental change within the Alpine region. The unit also develops pupils' locational and map skills further. Pupils progress from using local maps and 4-figure grid references to using atlases, relief maps, digital maps, 6-figure grid references, and 8-point compass directions to locate countries, cities, and physical features across Europe. Studying Europe also deepens pupils' understanding of how climate and physical geography influence human activity. Pupils explore tourism, economic activity, hazards such as avalanches, and environmental protection, helping them understand how people adapt to and manage different environments. This unit prepares pupils for future learning about farms, factories, and food miles by helping them understand how climate, land use, physical geography, and economic activity influence where food is produced, manufactured, and transported across Europe and beyond.	The Farms and Factories unit follows naturally from the Europe unit because pupils build on their understanding of how climate, land use, and economic activity influence how people live and work. After studying Europe's climates, industries, and environments, pupils are ready to explore how these factors affect farming, food production, manufacturing, and trade around the world. Pupils use their knowledge of climate zones and physical geography to understand why foods are grown in different places and how climate and seasons affect food availability. They also explore food miles, sustainability, global trade, and how consumer choices impact people and the environment, including the challenges faced by cocoa farmers which prepares pupils for the Year 6 Maya unit too. This unit strengthens pupils' understanding of the links between physical and human geography while developing skills in analysing maps, data, and global patterns in food production and distribution. Ending Year 5 with this unit prepares pupils well for studying biomes in Year 6 in more detail because pupils deepen their understanding of how climate, vegetation, and natural resources shape environments and human activity. The unit also links directly to the Year 6 Maya topic through learning about cocoa production. Pupils explore where cocoa is grown and the conditions needed for it to thrive, helping them understand the importance of cocoa and agriculture within the Maya region and beyond. It also helps to prepare pupils for the KS3 study of economic activity in the primary, secondary, tertiary and quaternary sectors, and the use of natural resources.
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Adaptations for LA pupils	• Provide a labelled UK map with physical environments already identified. • Use maps with 4-figure grid references where needed • Use photographs and symbols to support vocabulary. • Pre-teach key vocabulary (coast, mountain, erosion, weathering). • Use photographs of local landmarks. • Matching activity linking landmarks to their purpose. • Colour-code transport routes on a map. • Provide a vocabulary mat with pictures	• Labelled maps, country and capital matching cards and atlas support. Use maps with 4-figure grid references where needed. • Picture sorting (physical/human features); vocabulary mat; labelled diagrams. • Climate map with colour coding, weather symbol cards and sentence starters. • Match jobs to industries, use photographs of Alpine tourism and use key vocabulary support. • Labelled mountain diagrams, simplified formation sequence and vocabulary cards	• Picture cards showing different climates and crops, vocabulary mat and sentence stems. • Maps with 4-digit grid references where needed. • Sequencing cards showing cocoa production, labelled diagrams and key vocabulary support. • Before-and-after images; sorting activity (positive/negative) and simplified timeline of food production.
Adaptations for GD pupils	• Explain why the Lincoln Edge influenced settlement. • Compare Scunthorpe's location with another UK town. • Explain how climate affects land use around Scunthorpe. • Evaluate which landmark is most important to the town. • Explain how transport supports economic growth. • What are the advantages and disadvantages of these changes? • How might Scunthorpe continue to change in the future?	• Compare two European regions and explain how physical geography influences human activity. • Explain the causes and impacts of avalanches and evaluate methods used to reduce their effects. • What is the difference between physical and human geography? How do landscapes influence where people live? • Why is Spain warmer than Norway? How does climate affect people's lives?	• Explain the relationship between climate, food production and greenhouse gas emissions using examples. • Research a crop (e.g. rice, wheat or bananas) and explain how climate change could affect where it is grown in the future. • Create a persuasive campaign (poster, speech or presentation) encouraging people to take action to help reduce world hunger, using geographical evidence to support your ideas. • Are modern food systems more sustainable than traditional ones? Explain your answer. • Should chocolate companies do more to support cocoa farmers? Justify your view. • What are food miles and why do they matter for the environment? • Is buying local food always better for the environment? Explain your reasoning.
Resources/approaches	Digital Maps, UK maps including political map, relief maps, OS maps and atlases (6-figure grid references), Images of Scunthorpe, Google Earth, Rising Stars, Oak Academy	Digital Maps, maps of Europe, relief maps and atlases (6-figure grid references), Google Earth, Rising Stars, Oak Academy 	Digital maps, political maps: UK and the World, Atlases (6-figure grid references), relief maps, Google Earth, Food packaging, Rising Stars, Oak academy: https://www.thenationalacademy/teachers/programmes/geography-primary-ks2/units/farms-and-factories-where-does-our-food-come-from/lessons



					
Career links	Cartographer, Surveyor, Meteorologist, Town Planner, Environmental Consultant		Geographer, Environmental Scientist, Urban Planner, Conservation Officer, Avalanche Forecaster, Mountain Rescue Team Member, Civil Engineer		Farmer, Climate Scientist, Environmental Consultant, Agricultural Scientist, Sustainability Officer