**Geography. Medium Term Planning (Spring 1 2024-25)**

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| **Term:** Spring 1 | **Year:** 5 and 6 | **Theme: Antarctic** |

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| **National Curriculum** | **Wk** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key vocab** |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **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  ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  ♣ 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)  **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  **Human and physical geography**  ♣ describe and understand key aspects of:  ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  ♣ 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  ♣ use the eight points of a compass, four and six-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  ♣ 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. | **1** |  | 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 | TBQ: What is Antarctica?  Floorbook lesson  **Starter Activity:** Play a quick “Guess the Continent” game with map outlines.  **Main Activity:** Explore world maps and globes in groups to locate Antarctica. Label maps with major features (e.g., ice sheets, mountain ranges, surrounding oceans).  **Practical Activity:** Use salt and watercolour painting to create maps showing Antarctica’s landmass and ice. | Continent  Ice Sheet  Antarctic Circle |
| 2 |  | physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | TBQ: What is the climate and weather of Antarctica?  **Starter Activity**: Show a graph comparing Antarctica’s temperatures to those of the UK.  **Main Activity:** Conduct a group experiment with thermometers and ice to simulate Antarctic temperatures.  Analyse why Antarctica is so cold and discuss phenomena like polar nights.  **Practical Activity:** Create “weather reports” in groups, imagining they’re reporting live from Antarctica.  **Plenary:** Share weather reports and discuss how the climate impacts life there. | Climate  Temperature  Precipitation |
| 3 |  | physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | TBQ: What is life like in Antarctica?  **Starter Activity:** Show images of Antarctic animals and ask students to guess their names.  **Main Activity:** Explore how animals like penguins, seals, and krill adapt to the environment.  Sort animals into food chains using printed cards.  **Practical Activity:** Group task: Create a large food web mural showing how animals are connected.  **Plenary:** Each group presents one adaptation of an Antarctic animal to the class. | Ecosystem  Adaptation  Food Chain |
| 4 |  | 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 | TBQ: What is the human impact on Antarctica?  Floorbook lesson  **Starter Activity:** Discuss what students know about pollution and climate change globally.  **Main Activity:** Learn about the Antarctic Treaty and research stations. Explore real-life case studies of pollution and conservation efforts.  **Practical Activity:** Group debate: Should tourism in Antarctica be banned? Each group prepares arguments for or against.  **Plenary:** Reflect on how we can protect Antarctica and write a “pledge” as a class. | Conservation  Pollution  Research Station |
| 5 |  | physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | TBQ: What are Antarctica’s geographical wonders? **Starter Activity**: Interactive Quiz: Show close-up images of glaciers, icebergs, and Mount Erebus (Antarctica’s volcano). Students guess what they are and their significance.  **Main Activity**: Group Exploration Stations: Station 1: Learn about glaciers and their movement using a simple experiment with gelatine (to simulate ice flow).  Station 2: Explore how icebergs form and their role in the ecosystem using an ice-cube-in-water experiment.  Station 3: Investigate Mount Erebus and create mini volcano models with baking soda and vinegar.  **Practical Activity**: 3D Model Building: Each group creates a 3D map of Antarctica using paper, clay, or other materials. Label and highlight key geographical features (e.g., glaciers, icebergs, volcanoes).  **Plenary**: Host a “Gallery Walk”: Groups display their models and explain their chosen features. Reflect on why Antarctica’s geography is important to scientists and explorers today. | Glacier  Iceberg  Volcano |
| Week 6 - Assessment lesson | | | | |