

Year 5 Oceans Medium Term Plan

<p>National Curriculum</p> <p>Children should be taught to describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <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 align="center">Knowledge</p> <p>Oceans</p> <p>Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents.</p> <p>Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America.</p> <p>Oceans and climate change, the human impact on oceans.</p> <p>Geographical skills: Interpreting world and thematic maps</p> <p>Disciplinary focus: change</p> <p><i>How can oceans affect human behaviour and settlements?</i></p>
<p align="center">Lesson Focus</p>	<p align="center">Vocabulary</p>
<p>1.Oceans and seas</p>	<p>Atlantic Ocean, World Ocean, the Atlantic, Pacific Ocean, north pole, south pole, nearly enclosed, salinity</p>
<p>2. Oceans and trade</p>	<p>transported, trade, maritime trade, manufactured goods, quantities, freight, maritime shipping routes</p>
<p>3. Oceans and climate</p>	<p>ocean currents, warm currents, cold currents, gyres, phytoplankton</p>
<p>4. Oceans and land masses</p>	<p>Atlantic coast, oceanic, earthquakes, tsunami, Caribbean, hurricanes, wind stream</p>
<p>5. Oceans and climate change</p>	<p>regulates, fossil fuels</p>
<p>6. The human impact on oceans</p>	<p>Aral Sea, drift-net fishing, marine life</p>
<p>Synoptic task</p> <p><i>How do people and oceans affect each other?</i></p>	