

## **GEOGRAPHY – Connected Curriculum Key Learning – KS2 Overview**

**From The National Curriculum in England – framework document 2013**

### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Key stage 2**

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

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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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2-6	Ongoing Learning Unit Geography and History in the News – locational knowledge according to Key Stage					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>How does electricity work? Thunderstorms</p>	<p>Who were the greatest builders...? Locating Egypt What is Egypt like?</p>	<p>Let's go on an adventure. Would we like to visit Guatemala? Where is it? Guatemala, Central America What do we need to think about while we decide to visit Guatemala? What is it like? Volcanoes, earthquakes, jungle, lakes, climate &amp; weather, people, food, cities and villages</p>	<p>The Games Children Play</p>	<p>Are Bugs important?</p>	<p>How can we make living here better for everyone? Window to consider change linked to human impact on environments Quality of environment around school Futures, local, national, international Fieldwork, survey of local facilities, identifying changes needed by groups in our community</p>

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			<p>How did it come to be like this?          What is it like to live there?          What is the weather like there?</p>			Using evidence to propose change
<b>Year 4</b>	<p><b>How do I see?</b>  <b>How do I hear?</b></p>	<p><b>Why do we speak English at school?</b>          Locate countries in Europe and United Kingdom          Use maps of different scales          Use 8 points of compass and four-figure grid references          Describe key aspects of physical and human geog</p>	<p><b>Should we stop eating chocolate?</b>          Where cacao trees grow- location maps          Physical and human geography          Destruction of the rain forest          Interdependence and fair trade from cocoa beans to chocolate bars</p>	<b>From a Railway Carriage</b>	<p><b>What happens inside us?</b>          Where does our food come from -          A world cake</p>	<p><b>European Regional Study</b>          Where is Europe?          What is Europe?          Who lives here?          What do you think we would see if we flew over Europe?          What do we remember of the Romans or Angles and Saxons, or Vikings?          What is their country like now?          What have we learnt in the time we have? What shall we choose to share with others?</p>

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<p><b>Year 5</b></p>	<p><b>Why would someone build a castle...?</b>          Location of countries involved in the Norman Conquest of England and World War One sites of castles in our region using field trip, atlases, aerial photographs and maps of various scales</p>	<p><b>What's it made of?</b></p>	<p><b>Fairgrounds</b>          How well do you know the British Isles?          Maps and atlases          Traffic issues</p>	<p><b>The Highwayman</b></p>	<p><b>Do we make the most of what is right on our doorstep?</b>          Audit school grounds          Compare with others          Questionnaires          Formulating and presenting a proposal          Orienteering and mapping skills</p>	<p><b>Who are we? Why do I live here? UK and Duluth USA</b>          Membership of communities in our locality – who, how and where we meet          The effect of locality and physical and human characteristics on our lives          Location of the continents – the Americas, North America          The countries within North America – natural wonders, the USA          The Great Lakes region – the formation of the Great Lakes, Lake Superior          The St Lawrence Seaway</p>
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						<p>Location of the port and city of Duluth, Minnesota Theories of life in Duluth Using blank maps to record learning Descriptive/explanatory writing</p>
<b>Year 6</b>	<p><b>Why do some creatures no longer exist?</b> Geography and evolution Environmental change Wallace - bio-geographic maps What happened to Madagascar Recall Quiz'/Team competition</p>	<p><b>Has there ever been a better time...?</b> Geography in the News – issues local, national, world Locational knowledge of World, Europe and UK.</p>	<p><b>What's out there?</b></p>	<p><b>The Lady of Shalott</b></p>	<p><b>The Great UK Geographical Challenge</b> The Great UK Geographical Challenge Research in teams Presentation Devise questions Quiz</p>	<p><b>How successful are we as entrepreneurs?</b></p>
<b>Whole School</b>						<p><b>Ancient Greeks</b> Year groups are allotted continents</p>

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						<p>Where do sporting competitors come from? Atlas and map work Comparison of their locality to another Torch relay route</p>
<p><b>EYFS-Y 6</b></p>	<p><b>The Ancient Greeks – Whole School Learning Unit (suggested use Olympics year i.e. every four years)</b> Year groups are allotted continents Where do sporting competitors come from? Atlas and map work Comparison of their locality to another Torch relay route</p> <hr/> <p><b>The Global Dimension – Whole School Learning Unit (can be used at your discretion. You may choose to revisit every 3-4 years)</b> The focus subjects of this Learning Unit are History, Geography, Citizenship This is intended to provide a launch pad for adding a global dimension to your existing curriculum. Further opportunities to explore and provide experiences in this subject area</p>					