



Geography KS 2

Pupils should extend their knowledge and understanding beyond the local area focus of Key Stage One 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.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School pupils will be taught the following skills:

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.

Geography – KS2

Year 3	Year 4	Year 5	Year 6
<p>Who lives in Antarctica? Children will be:</p> <ul style="list-style-type: none"> • Learning about how latitude and longitude link to climate and • Learning about the physical and human features of polar regions with links to the explorer, Shackleton. <p>Are all settlements the same? Children will be:</p> <ul style="list-style-type: none"> • Exploring different types of settlements, land use, and the difference between urban and rural. • Describing the different human and physical features in their local area • Making land use comparisons with New Delhi. <p>Why do people live near volcanoes? Children will be:</p> <ul style="list-style-type: none"> • Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. • Studying the formation and distribution of mountains, volcanoes and earthquakes • Identifying how human interaction shapes a volcanic landscape. 	<p>Why are rainforests important to us? Children will be:</p> <ul style="list-style-type: none"> • Developing an understanding of biomes, ecosystems and tropics • Mapping features of the Amazon rainforest and learning about its layers • Investigating how communities in Manaus use the Amazon's resources • Discussing the global human impact on the Amazon • Carrying out fieldwork to compare and contrast two types of forest <p>Where does our food come from? Children will be:</p> <ul style="list-style-type: none"> • Looking at the distribution of the world's biomes and mapping food imports from around the world • Learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans • Exploring where the food for school dinners comes from and the argument of 'local versus global'. <p>What are rivers and how are they used? Children will be:</p> <ul style="list-style-type: none"> • Learning about rivers and their place in the water cycle • Learning the names and locations of major rivers and how they are used. 	<p>What is life like in the Alps? Children will be:</p> <ul style="list-style-type: none"> • Considering the climate of mountain ranges and why people choose to visit the Alps • Focusing on Innsbruck and looking at the human and physical features that attract tourists • Investigating tourism in the local area and mapping recreational land use • Presenting findings to compare the Alps to our locality. <p>Would you like to live in the desert? Children will be:</p> <ul style="list-style-type: none"> • Exploring hot desert biomes <p>Learning about the physical features of a desert and how humans interact with this environment.</p> <p>Why does population change? Children will be:</p> <ul style="list-style-type: none"> • Investigating why certain parts of the world are more populated than others • Exploring birth and death rates • Discussing social, economic and environmental push and pull factors • Learning about the population in Britain and its impacts. 	<p>Where does our energy come from? Children will be:</p> <ul style="list-style-type: none"> • Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. <p>Why do oceans matter? Children will be:</p> <ul style="list-style-type: none"> • Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, • Addressing issues with climate change and pollution. <p>Can I carry out an independent enquiry? Children will be:</p> <ul style="list-style-type: none"> • Observing, measuring, recording and presenting their own fieldwork study of the local area.

N.B. for the academic year 2024 – 2025 Year 4 will study 'Why do people live near volcanoes?' in place of 'Why are rainforests important to us?'