

Key Stage 2 Geography

Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Key Stage 2</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 							
5/6	Topic	Maps and Globes	Mountains	Explore Eastern Europe	The Americas	Rivers	Changing World
	Pupils should know... (Core knowledge and concepts to be	Using Atlases To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and	Mountain Ranges To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the	Continents, Countries and Cities To use maps, atlases, globes and digital/computer mapping to locate countries and describe	Continents, Countries and Cities To use maps, atlases, globes and digital/computer mapping to locate countries and describe features	Where Does Our Water Come From? To describe and understand key aspects of physical	Weathering and Erosion To describe and understand key aspects of physical geography, including: climate zones, biomes and

	<p>learned)</p> <p>South America by using an atlas.</p> <ul style="list-style-type: none"> • I can find countries in Europe and North and South America on a map. <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <ul style="list-style-type: none"> • I can find cities in the UK on a map and identify some of their features. <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <ul style="list-style-type: none"> • I can find information in an atlas using the index and simple co-ordinates. <p>Symbols To use symbols and a key (including the use of Ordnance Survey</p>	<p>context of mountain ranges.</p> <ul style="list-style-type: none"> • I can use a map to find countries and their key features. To 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 in the context of mountain ranges. • I can locate key mountain ranges of the world <p>UK Mountains</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>features studied in the context of European countries.</p> <ul style="list-style-type: none"> • I can identify the countries of Europe. To 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 in the context of places in Europe. • I can identify the capital city of a country. <p>Comparing Landscapes To understand geographical similarities and differences through the study of human</p>	<p>studied in the context of North and South America.</p> <ul style="list-style-type: none"> • I can identify the countries of North and South America. To 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 in the context of places in North and South America. • I can identify the capital city of a country. <p>Location, Location Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.</p> <ul style="list-style-type: none"> • I can explain the water cycle. <p>To 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 landuse patterns; and understand</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.</p> <ul style="list-style-type: none"> • I can explain how water and weather can change the landscape <p>Coastal Features To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.</p> <ul style="list-style-type: none"> • I understand how coastal features are formed. To name
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		<p>maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. • I can use a key to describe features on an Ordnance Survey map</p> <p>Compass Points To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map. • I can use the eight compass points to describe routes on a map.</p> <p>Grid References To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. • I can use four or</p>	<p>topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges.</p> <p>• I can locate key areas of higher ground in the UK.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges.</p> <p>• I can use a map to find and describe key features of the mountains</p> <p>Features of Mountains To describe and understand key aspects of physical geography, including: climate zones, biomes and</p>	<p>and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes. • I can compare features of eastern European landscapes with my own area.</p> <p>Comparing Climates To 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 in the context of comparing</p>	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas. • I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>Weather and Climate Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and</p>	<p>how some of these aspects have changed over time in the context of rivers</p> <p>• I can locate the key rivers of the UK.</p> <p>Rivers of the World To 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 in the context of rivers of the world. • I can locate the key</p>	<p>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 in the context of coastal features. • I can identify coastal features of the UK</p> <p>Changing Coastlines To describe and understand key aspects of physical geography, including: climate</p>
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		<p>six-figure grid references to locate places on a map</p> <p>Planning a Route To 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 by planning a journey. • I can plan a journey using the eight compass points and four or six-figure grid references</p> <p>Planning a Route To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. • I can describe the key features of a mountain range.</p> <p>How Mountains Are Made To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. • I can explain how different types of mountains are formed.</p> <p>Mountain Climates To describe and understand key aspects of physical geography,</p>	<p>climates. • I can compare the climate of eastern European regions with that of my own area.</p> <p>Comparing Places To 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 in the context of comparing towns. • I can compare the human geography of eastern European regions with that of my own area.</p> <p>Planning a Trip To understand geographical similarities and</p>	<p>the water cycle in the context of comparing how weather and climate across America is affected by geographical location. • I can describe the climates and biomes of different regions across the Americas.</p> <p>Comparing Places – UK Fieldwork Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. • I can identify</p>	<p>rivers of the world.</p> <p>. Features of a River To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. • I can describe the key features of a river system.</p> <p>Erosion and Deposition To describe and understand key aspects of physical geography, including: climate zones, biomes and</p>	<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features. • I understand how coastal features are formed. To 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 in the context of</p>
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		<p>changed over time by comparing maps and photographs of places. • I can describe how land use has changed over time</p>	<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountain climates. • I can describe a mountainous climate.</p> <p>Mountain Travel To describe and understand key aspects of 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 in the context of mountain tourism. • I can describe how tourism affects mountain regions</p>	<p>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 in the context of planning a trip to eastern Europe. • I can present information about one area of eastern Europe.</p> <p>What Happened in Chernobyl? To describe and understand key aspects of 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 in the</p>	<p>physical and human geographical features of my local area.</p> <p>Comparing Places – North America Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. • I can identify similarities and differences in the human and physical geography of my local area and a region of North America.</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. • I can describe the key features of a river system. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. • I can use atlases and maps to identify the key features of a river system.</p> <p>How Do We Use Rivers? To describe and understand key aspects of human geography,</p>	<p>coastal features. • I can identify coastal features of the UK.</p> <p>Changing Boundaries To 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 in the context of the changing make-up of the United Kingdom. • I can explain how the make-up of the</p>
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				<p>context of nuclear power generation at Chernobyl. • I can explain the impact of the Chernobyl nuclear disaster</p>	<p>Wonders 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 in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). • I can tell you the names and locations of the ancient and new wonders of the world. • I can describe the characteristics and significance of a natural wonder of the Americas.</p>	<p>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers • I can describe the ways rivers are used.</p> <p>Holding Back the Flood To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>United Kingdom has changed over time.</p> <p>To 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 in the context of the changing international borders of Europe. • I can explain how the international borders of Europe have changed over time.</p> <p>Weathering and Erosion To describe and understand key aspects of human geography, including: types of</p>
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							<p>erosion and weathering. • I can predict how physical factors might change the landscape in the future. To describe and understand key aspects of 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 in the context of coastal features.</p> <p>• I can identify coastal features of the UK</p>
	<p>Pupils should be able to do... (Skills being developed)</p>	<ul style="list-style-type: none"> Suggests the type of map to use when looking for specific information about a country's or 	<p>Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics</p>	<ul style="list-style-type: none"> Locates European countries on a map, names their major cities, and classifies 	<ul style="list-style-type: none"> Gives examples of significant human and physical features that can 	<ul style="list-style-type: none"> Explains how the water cycle functions using the geography of a 	<ul style="list-style-type: none"> Describes what effects a regions physical position in the world has on its physical and human

		<p>region's key physical or human characteristics</p> <ul style="list-style-type: none"> Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics Presents information gathered during fieldwork using different methods Suggests which type of observations or measurements are needed to answer geographical questions during fieldwork Presents information gathered during fieldwork in a range of ways showing how physical and human features of an area studied 	<p>Identifies which source to use in locating an area or region when focussing on a specific geographical feature, e.g. topographical map, aerial photographs on digital media</p> <p>Identifies slopes, hill tops and valleys from contours</p> <p>Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine, tundra</p> <p>Describes how and why some geographical features have changed over time</p> <p>Names different topographical features found in the UK and relates these to an area of the UK studied, e.g. hills, coasts</p>	<p>countries that have coasts, are islands or are landlocked</p> <ul style="list-style-type: none"> Locates countries and cities using maps of varying scales and types 	<p>be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer</p> <ul style="list-style-type: none"> Gives examples of significant human and physical features that can be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer Suggests why countries on the Equator experience an almost constant length of day (sunrise to sunset) Suggests why countries on the Equator experience an almost constant length of day (sunrise to sunset) Describes how 	<p>region studied</p> <p>Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine, tundra</p> <p>Identifies and understands key features of human geography in a region of the UK, a region in a European country and a region</p>	<p>geography</p> <ul style="list-style-type: none"> Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine, tundra Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism
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		<p>interact with each other</p> <ul style="list-style-type: none"> · Draws simple maps using a range of scales · Identifies which source to use in locating an area or region when focussing on a specific geographical feature, e.g. topographical map, aerial photographs on digital media · Gives a six-figure grid reference to show where a place can be found, e.g. OS map to give references to various points in their locality · Reads and uses the eight points of a compass when describing the relative location of a place 			<p>and why some geographical features have changed over time</p> <ul style="list-style-type: none"> · Gives the longitude and latitude of countries or regions studied and locates countries or regions using longitude and latitude coordinates <p>Relates how key physical and human characteristics define the differences and similarities between the everyday lives of people in a region of the UK, a region in a European country and a region within North or South America</p> <p>Identifies and describes differences between a region</p>		
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		<ul style="list-style-type: none"> Identifies slopes, hill tops and valleys from contours 			<p>of the UK, a region in a European country and a region within North or South America</p> <p>Identifies and describes similarities between a region of the UK, a region in a European country and a region within North or South America</p> <p>Identifies and understands key features of physical geography in a region of the UK, a region in a European country and a region within North or South America</p>		
	Key Terminology	human and physical characteristics / features / index / coordinates / landmark / grid reference / region / ordnance survey	topographical / climate zones / biomes / terrain / summit / contour	resources / borders / Europe, continent, country / capital city / Latitude, Arctic Circle /, physical feature / Nuclear power,	continent / population / state / islands / Union / climate / rainforest	current / confluence / delta / downstream / erosion / estuary / meander / silt / tributary / upstream / watershed / basin	weathering / erosion / coastal / development / regeneration / protection /

				radioactive waste / environmental disaster.			
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