Geography Rolling Plan

UKS2

Geography UKS2 – Year A	Autumn	Spring	Summer
Topic	Journeys	Europe – A study of an alpine region	Changes in our local Environment
Knowledge	**Locational Knowledge** *Use an atlas to locate countries* *Know the journey of how at least one product get to their home in detail* **Place Knowledge** *Explain where in the world several different fruits originate* *Name and locate several countries where their clothes and food originate* **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. 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.	**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. **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. 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.	**Locational Knowledge** 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. **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 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.

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Vocabulary	Import Export sale Trade Goods services Raw materials Man-made Native Season Biome Climate Recycle Reuse fair trade country of origin producer retailer consumer sustainability	Country, region, fold mountains tectonic plates Avalanche mountain Industry Agriculture Tourism Continent Country region: an area Settlement, City Town village Mountain, landform terrain Lake, longitude, latitude, tropic of cancer, north, south, east, west European countries and regions	Continent Country Region City County Borough Locational language compass points Physical and human features British Isles Great Britain UK Sustainability Legacy region City Regeneration past, present, future
Skills	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *During this unit, the children will work on a Map the locations where their clothes and lunch originate.* *Use climate zone maps.* **Fieldwork** Use fieldwork to observe, measure, record and present the human and physical features in the	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use base maps to create their own maps of the region.* **Fieldwork** Use fieldwork to observe, measure, record and present the human and physical features in the	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/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.

	local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *Go on a field visit to investigate the products available in the local area, and find out about which products are produced locally and which are imported.* **Enquiry and Investigation** *Where do everyday products come from?* *Which products we use are imported or produced locally?* *What journey do they take to get to our homes?* **Communication** *Write a story, based on what they have learned about the journey of their 'stuff' during this unit of work.* *Choose to feature a product imported from abroad; an assembled product, where various elements are made in different locations; a locally made product or a recycled product.* **Use of ICT/Technology** *Research the pros and cons of buying local or imported goods.*	local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *This unit focuses on a **distant location.*** *Investigate the local tourist industry, and consider the impact on the region.* *Compare the topography of the Alps to that of the local area, e.g. by visiting the highest local peak.* **Enquiry and Investigation** *How were the Alps formed? How are homes adapted to the climate?* **Communication** *Create their very own mobile app about the Alpine region.* **Use of ICT/Technology** *Create a digital book with photos and captions on mountain formation* *Create a mobile apps to inform tourists about the Alpine region, and their own area.*	*Use maps on a range of scales, from a world map to UK and regional maps.* *Use local area maps during fieldwork.* *Study historical maps of the local area.* **Fieldwork** 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. *They will observe changes, take photographs, draw field sketches, interview local people and form their own opinions on the changes occurring around them.* **Enquiry and Investigation** *Is our local area changing?* **Communication** *Create three artworks of their area, based on their perceptions of the past, present and future.* *Annotate their work on tracing paper fixed over each picture, explaining what they have included, the changes at each stage and their feelings over these.* *Hold an art gallery event for the children to display their work to members of the local community.* **Use of ICT/Technology** *Research facts on the U.K*

Geography UKS2 – Year B	Autumn	Spring	Summer

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Topic	Natural Disasters	South America	Global Warming and Climate Change
Knowledge	**Locational Knowledge** Name and locate countries around the world which experience natural disasters. Identify the significance of Northern, Southern hemisphere when looking at where natural disasters happen. **Place Knowledge** **Human and Physical Geography** Describe and understand key aspects of Natural disasters, including earthquakes, Tsunami, floods and droughts. Explain how these processes impact and link to people settlements and the economic damage they can cause.	**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. 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. 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.	**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. **Place Knowledge** **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. 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.

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Vocabulary	Volcano Natural Natural Disaster Active Volcano Dormant Volcano Eruption Lava Extinct Volcano Tectonic Plates Ring of Fire Crust Mantle Core Sill Vent Conduit Crater Magma Ash Richter Scale Seismic waves Seismograph Plate Boundary Destruction Disaster Emergency Tsunami Tremors Epicentre Mercalli Scale	Settlement Community Country Continent State Environment Near Far Man Made Remote North America South America City Natural 8 Compass Points Mountains Landscapes Brazil Pacific Ocean Atlantic Ocean Migration Time Zones Northern Hemisphere Southern Hemisphere Region Tropics of Cancer Tropics of Capricorn Equator	Climate Climate Zone Weather Weathering Temperature Season Rainfall Desert Weather Forecast Dry Frozen/freeze/freezing Iceberg Arctic Antarctic Rainfall Map India Warm Humid Biome Polar Equatorial Tropical Rainforest Flora Fauna Vegetation Sub-tropical Sahara Namibian Desert Mojave Desert (pronounced ‘mo-harvey’) Arid Glacier Ice flow Ice cap Tundra Permafrost

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			Deciduous (trees
Skills	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Fieldwork** 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. **Enquiry and Investigation** Make predictions and test simple hypotheses about people and places. Do floods happen in the UK every year? Are earthquakes, Tsunamis, Volcanoes linked? **Communication** Develop views and attitudes to critically evaluate responses to local geographical issues e.g floods or events in the news. Response to national disasters. **Use of ICT/Technology** Use and interpret live data location and timing of earthquakes. Use appropriate search facilities when locating places on digital online maps and website. Web quest on Newsround of recent natural disasters.	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use maps at a range of scales, begin with world maps, before moving on to maps of South America and Brazil* **Fieldwork** 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. *The unit focuses on a **distant** location* *Children can investigate their local area by studying protected areas using the same enquiry process as their study of the Amazon region. A field visit to a local forest or wood, preferably deciduous.* **Enquiry and Investigation** *What is it like to live in Brazil* *How is the rainforest being damaged?* *How can it be protected?* **Communication** *Create an animations to explain what the Amazon is like, why it is important and how it is changing.* *Film screening* **Use of ICT/Technology** *Animation*	**Mapping** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - *oceans and habitats* Use the eight points of a compass, four/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. **Fieldwork** 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. *This unit includes opportunities for fieldwork to the beach looking at how the beach can be made more safer to wildlife -plastic* *Investigating how sustainable the school is, and suggesting areas for improvement -recycling* **Enquiry and Investigation** Are we damaging our world? How we can protect it. Investigate energy production, the oceans and minerals. Conducting an enquiry into how the school can become more sustainable. **Communication** *Create their own campaign to raise awareness of conservation issues.* *Present their work: through leaflets, oral presentation, posters, videos and websites.*

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			Use of ICT/Technology *Research online* *Create a website*