



Geography UKS2 – Year A	Autumn	Spring	Summer
Topic	<b>What is life like in the Alps?</b>	<b>Why do oceans matter?</b>	<b>Would you like to live in the desert?</b>
	<p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p>	<p>Exploring the significance of our oceans, how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. They use fieldwork skills to investigate pollution.</p>	<p>Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert</p>
Substantive: Knowledge	<p><b>Locational Knowledge</b> &gt; 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. &gt; 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.</p> <p><b>Place Knowledge</b> &gt; Understand geographical similarities and differences through the study of human and</p>	<p><b>Locational Knowledge</b> &gt; 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. &gt; 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. &gt; Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p><b>Locational Knowledge</b> &gt; 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. &gt; 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).</p> <p><b>Place Knowledge</b> &gt; Understand geographical similarities and differences through the study of human and</p>



	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Human and Physical Geography</b>          &gt; 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.</p>	<p>Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Human and Physical Geography</b>          &gt; Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.          &gt; 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.</p>	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Human and Physical Geography</b>          &gt; Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.          &gt; 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.</p>
<p>Vocabulary</p>	<p>atlas          mountain range          fold mountain          longitude          latitude          hemisphere          climate          land height          sea level          human feature          physical feature          glacier          mountain climate          temperate forest          temperate          coniferous trees          deciduous trees</p>	<p>atmosphere          biodegradable          buffer          coral bleaching          coral reef          decompose          digital map          disposable          ecology          ecosystem          erosion          geology          habitat          human footprint          marine          microplastics          natural disaster</p>	<p>agriculture          airstrip          arid          barren          biome          climate          desert          desertification          drought          flash flood          mesa          mining          mushroom rock          national park          natural arch          nature reserve          rainfall</p>



	<p>scale vegetation population leisure tourist tourism recreational land use OS map method risk route</p>	<p>ocean current policy renewable energy single use plastic species water cycle</p>	<p>ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather</p>
<p><b>Disciplinary: Skills</b></p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>&gt; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>&gt; 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.</li> <li>&gt; 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.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>&gt; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>&gt; 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.</li> <li>&gt; 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.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>&gt; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>&gt; 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.</li> </ul>

<p><b>Geography UKS2 – Year B</b></p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
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	<b>Why does population change?</b>	<b>Where does our energy come from?</b>	<b>How could we make our local area more environmentally friendly?</b>
Topic	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	Learning about time zones around the world while exploring natural resources and energy found in North America and considering energy use around the world. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They find out where local energy comes from and carry out a fieldwork investigation considering sustainability.	Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.
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Vocabulary	population densely populated sparsely populated population density population distribution cartogram birth rate death rate natural increase migration migrants refugee push factors pull factors voluntary involuntary region climate climate change fossil fuels greenhouse gases deforestation impact quantitative qualitative air pollution noise pollution	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint



	Likert scale		
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