Geography Rolling Plan

UKS2

| **Geography UKS2 – Year A** | Autumn | Spring | Summer |
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| Topic | **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** |
| | 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. | 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. | 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 |
| Substantive: Knowledge | **Locational Knowledge**<br>> 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.<br>> 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.<br><br>**Place Knowledge**<br>> Understand geographical similarities and differences through the study of human and | **Locational Knowledge**<br>> 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.<br>> 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.<br>> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic | **Locational Knowledge**<br>> 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.<br>> 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).<br><br>**Place Knowledge**<br>> Understand geographical similarities and differences through the study of human and |

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

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| | scale<br>vegetation<br>population<br>leisure<br>tourist<br>tourism<br>recreational land use<br>OS map<br>method<br>risk<br>route | ocean current<br>policy<br>renewable energy<br>single use plastic<br>species<br>water cycle | ranching<br>renewable energy<br>salt flat<br>sand dune<br>sparse<br>time zone<br>tourist attraction<br>vegetation<br>weather |
| Disciplinary: Skills | Pupils will be taught to:<br><br>> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>> 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.<br>>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. | Pupils will be taught to:<br><br>> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>> 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.<br>>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. | Pupils will be taught to:<br><br>> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>> 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. |

| **Geography UKS2 – Year B** | Autumn | Spring | Summer |
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| | Why does population change? | Where does our energy come from? | How could we make our local area more environmentally friendly? |
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| 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. |
| Substantive: Knowledge | **Locational Knowledge**<br>> 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.<br><br>**Place Knowledge**<br>> 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.<br><br>**Human and Physical Geography**<br>> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade | **Locational Knowledge**<br>> 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.<br>> 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).<br><br>**Place Knowledge**<br>> 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.<br><br>**Human and Physical Geography** | **Locational Knowledge**<br>> 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.<br><br>**Human and Physical Geography**<br>> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>> 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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| | links, and the distribution of natural resources including energy, food, minerals and water. | > 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. | |
| Vocabulary | population<br>densely populated<br>sparsely populated<br>population density<br>population distribution<br>cartogram<br>birth rate<br>death rate<br>natural increase<br>migration<br>migrants<br>refugee<br>push factors<br>pull factors<br>voluntary<br>involuntary<br>region<br>climate<br>climate change<br>fossil fuels<br>greenhouse gases<br>deforestation<br>impact<br>quantitative<br>qualitative<br>air pollution<br>noise pollution | biofuel<br>coal<br>consumption<br>contour line<br>crude oil<br>dam<br>emissions<br>energy source<br>hydropower<br>natural gas<br>non-renewable<br>nuclear power<br>Prime Meridian<br>producer<br>regenerate<br>renewable<br>replenish<br>sea level<br>solar power<br>time zone<br>urban planner<br>windpower<br>six-figure grid reference | analyse<br>audience<br>city<br>data<br>data collection methods<br>enquiry<br>evidence<br>impact<br>improvement<br>issue<br>justify<br>plot<br>presenting<br>process<br>recommendation<br>region<br>risk<br>route<br>subjective<br>viewpoint |

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| | Likert scale | | |
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