



### National Curriculum Requirements of Geography at KS2

Pupils should extend their knowledge and understanding beyond the local area 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.

#### Pupils should be taught:

##### Locational knowledge (Geographical 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 (Geographical 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 in 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 (Geographical Enquiry)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

### SPJS Geographical Concepts/Threads

At SPJS the threads in bold run through Year 3-6 geography units to enable children to compare different countries and deepen their geographical understanding.

- Climate
- Trade
- Natural resources
- A sense of place and scale

			Autumn Term	Spring Term	Summer Term
	Main Theme Of Learning		UK and Local Area	Contrasting locality: Brighton	Europe
Disciplinary Knowledge	Locational Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> <li>Using maps, recap on the continents and oceans of the world.</li> <li>Recap on the location of the UK in the world and within Europe. KS1 revision</li> <li>How does the U.K.'s location affect its climate?</li> </ul>	<ul style="list-style-type: none"> <li>Recap (using a map) on the location of Brighton and that it is found in the county of East Sussex on the south coast of England. Complete the same for our local area. Can children make predictions about the journey? How long might it take and how would they travel?</li> </ul>	<ul style="list-style-type: none"> <li>Introduce atlases and discuss differences to maps. With support, look at and discuss purposes of the contents and index pages as well as the detail provided in the keys. How can this provide a sense of scale?</li> <li>Use maps, atlases and globes to locate countries of Europe (including France, Spain, Portugal, Italy, Germany, Russia, Ukraine, Belgium and Switzerland), Children should be able to name some capitals and describe some features of the countries e.g. mountains and rivers. Which countries are landlocked/which have a coastline? Which countries share borders with France?</li> <li>Compass points: North, South, East and West. Looking at a map, children can explain which countries are in Northern, Southern, Western Europe and Eastern Europe etc.</li> <li>Children to discuss differences in size and location e.g. France is the largest country in Western Europe and the third largest in the continent after Russia and Ukraine.</li> </ul>
Disciplinary Knowledge	Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> <li>Recap on countries of the U.K and their capital cities and locate on a map. Also look at the respective flags.</li> <li>Children to locate SPJS and their local area on the map.</li> <li>Children are able to write their address</li> <li>Explain that England is divided into geographic regions called <b>counties</b>. Name and locate counties (Surrey, Kent, East Sussex) and that they live in</li> </ul>	<ul style="list-style-type: none"> <li>Children learn that Brighton is a seaside resort and one of the two main areas of the City of Brighton and Hove. Arrival of the railways in 1841 helped it become a popular destination for day-trippers from London. It is described 'as one of the happiest places to live in the U.K.'</li> <li>It is a popular destination for social and business reasons. Why do children think this is the case?</li> <li>Children to use a variety of resources to investigate what it is like to live in</li> </ul>	<p style="text-align: center;"><b>Germany</b></p> <ul style="list-style-type: none"> <li>Children learn that Germany is the largest country in central Europe. Describe its physical location within the continent and compare and contrast with the U.K., as well as its surrounding countries.</li> <li>Understand it is divided into states (not counties) and locate the main cities of Berlin (capital), Munich, Hamburg and Frankfurt.</li> </ul>

		<p><b>Greater London (if they live in Sutton, Wallington or Carshalton)</b>, in the South East of England.</p> <ul style="list-style-type: none"> <li>• Locate some other main cities of the United Kingdom e.g. Manchester, Leeds, Birmingham, Brighton, Glasgow and discuss whether they are located in The North, South, East or West of the country. How could we describe the location of Birmingham? Midlands</li> <li>• Locate seas around the U.K and The English Channel. How can it be crossed and what is the duration of the journey?</li> <li>• Locate the River Thames.</li> </ul>	<p>Brighton so that they develop 'a sense of place'.</p>	
	<p><b>Human Geography</b></p>	<ul style="list-style-type: none"> <li>• Recap on difference between human and physical geographical features.</li> <li>• Identify the key human characteristics of the local area – schools, parks, stations, roads and shops and understand how these have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the locality around the school and Brighton has changed over time.</li> <li>• Brighton has a young demographic - why could this be? University, sea-life, relaxed, liberal atmosphere.</li> <li>• Communicate ideas in different ways</li> <li>• Draw diagrams and maps, produce writing and use the correct vocabulary</li> <li>• Study how human geography has changed over time.</li> <li>• Compare and contrast the local area with Brighton now.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn that over half of Germany's land is taken up by agriculture, nearly a third by forests.</li> </ul>
	<p><b>Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Identify the key physical characteristics of the local area including nearby hills, woodland, rivers and how these have an impact on our area. Understand key topological features and land-use patterns. Understand how these have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key physical characteristics of the local area and Brighton including nearby hills, woodland, rivers and sea and how these have an impact on the respective areas. Understand key topological features and land-use patterns. Understand how these have changed over time.</li> <li>• Does climate differ?</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about climate across Europe and the extremes of Russia and southern Europe.</li> <li>• Children can mark on the main rivers of the Rhine and Danube.</li> <li>• Children are taught that Germany's central and southern regions have forested hills and mountains, cut through by the Danube and Rhine river valleys.</li> <li>• They learn that in the north, the landscape flattens out to a wide plain that stretches to the North Sea.</li> </ul>

				<ul style="list-style-type: none"> <li>Children can locate and talk about The Black Forest and know that is a large forested mountain range in south-west Germany. Children are introduced to the term forest <b>biome</b> and are able to list some animals and plants that live there.</li> </ul>
	<b>Geographic Skills and Enquiry</b>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of the local area so that children are able to explain what it is like to live here. Explain own views about locations and give reasons.</li> <li>Children understand the 4 compass points and are able to read and use symbols and a key to communicate knowledge</li> <li>To use a range of resources to identify and record the key physical and human features of the local area using lists, sketch maps, tables and charts.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of the local area and Brighton.</li> <li>Children understand the 4 compass points and are able to read and use symbols and a key to communicate knowledge</li> <li>Explain own views about locations, giving reasons -which would they rather live in and why? Use a range of resources to identify the key physical and human features of Carshalton, Wallington, Sutton and Brighton.</li> <li>Visit Brighton and participate in fieldwork to observe and record the human and physical features, using a range of methods including lists, sketch maps, tables and charts.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of Germany.</li> <li>Children understand the 4 compass points and are able to read and use symbols and a key to communicate knowledge</li> <li>Explain their own views about places and locations, giving reasons - would Germany be an interesting place to live? Where in Germany would they like to live and why? Use a range of resources to identify the key physical and human features of Germany.</li> </ul>
<b>Vocabulary</b>		<b>Review Year 2 Vocabulary</b>	<b>Review Year 2 Vocabulary</b>	<b>Review Year 2 Vocabulary</b>
		<i>Key, north, south, east, west, beach, cliff, coast, sea, ocean, season, weather, town, house, port, harbour, port, equator, climate, physical, human, city, town, river, woodland</i>	<i>seaside</i>	<i>forest, mountain</i>
		<b>New Vocabulary</b>	<b>New Vocabulary</b>	<b>New Vocabulary</b>
		region, county, Greater London, The English Channel, North Sea, Surrey, Kent, East Sussex,	coastal	compass point, contrast and compare, temperate, culture, scale, biome, land use, agriculture