



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.

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| • Climate | • Trade |
| • Natural resources | • A sense of place and scale |

			Autumn Term	Spring Term	Summer Term
	Main Theme Of Learning		North America	South America	Magnificent Mountains
Disciplinary Knowledge	Locational Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Using maps, recap on the continents and oceans of the world. Use maps, atlases or globes to locate the countries of North America (which includes Central America and the Caribbean) and describe features. Children to understand that central America is a region of North America Locate areas where Mayans settled in Mexico and parts of Central America Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn. Make connections between the equator and the Tropics and North and South America. 	<ul style="list-style-type: none"> Use maps, atlases or globes to locate the countries of South America and describe features Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and some rainforests Make connections between the equator and the Tropics and North and South America. Locate tropical rainforests and understand that they are found near the equator 	<ul style="list-style-type: none"> Using maps, recap on the continents and oceans of the world. Recap on the location of the UK in the world and within Europe. Children are able to use maps and atlases to locate key mountain ranges of the world, including in the UK They can use an index in an atlas to find mountains and information about them Children are able to say what country a mountain range is found in
Disciplinary Knowledge	Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Name and locate the main countries of North America and their capital cities (Canada, U.S.A., Greenland, Mexico) and label on a map. Show how the state of Alaska is part of the U.S.A. although it appears separate. Children to name and locate some of the main cities of Canada (Quebec City and Toronto) and the U.S.A. (New York, Los Angeles, Chicago), and plot them on a map. Children to understand that The U.S.A is divided into 50 states. 	<ul style="list-style-type: none"> Name and locate countries of South America and recall the location of some of the main ones (Brazil, Argentina, Peru and Ecuador) and their capital cities. 	<ul style="list-style-type: none"> Recap on countries of the U.K and their capital cities and locate on a map. Children can locate SPJS and their local area on a map. Children should recall location of the capitals and the approximate location of the cities of Manchester, Leeds, Birmingham, Brighton and Glasgow. Introduce Carlisle Recap on counties of Kent, East Sussex and Surrey and their locations and that the children live in Greater London, on the border with Surrey. Introduce county of Cumbria in the The North of England which includes

				<p>the country's highest mountains, in the Lake District of Cumbria, and is home to Scafell Pike - the highest mountain in England. Children to locate and plot it on a map.</p> <ul style="list-style-type: none"> • Scotland is the most mountainous region of the United Kingdom and it has an area called the Highlands where most of the mountain ranges are found. One of these is the Grampian mountain range which is home to Ben Nevis (highest mountain the UK) • Children to also locate and plot Snowdon mountain range in Wales and the Mourne Mountain range in Northern Ireland.
	Human Geography	<ul style="list-style-type: none"> • Identify and describe some of the main landmarks of USA and Canada. E.g. Statue of Liberty • Describe the human characteristics of New York and think about how it compares to London. • In history, when studying the Maya period, look at remains of architecture and other structures. Why did they settle there and how did they use the land? How has the land changed today? 	<ul style="list-style-type: none"> • Identify and describe some of the main human landmarks and features of the countries in South America e.g. Christ the Redeemer, Machu Picchu • Discuss daily life in Ecuador in relation to growth and harvest of cacao beans. • Trade - identify other products from rainforests e.g. <p>Wood, rubber, food (bananas, citrus fruits, avocado, Brazil nuts, cashew nuts, tea, coffee and chocolate), tropical oils for cosmetics, soaps and shampoos, gums and resins used for insecticides, fuel, varnishes and paints, gold, oil and medicines</p> <ul style="list-style-type: none"> • Discuss deforestation and its consequences - loss of habitat and climate change 	<ul style="list-style-type: none"> • Discuss uses of mountains and why people visit/live there. E.g. The Alps are the most densely populated mountain area in the world. How has the human geography changed? • Climbers and tourists visit them for the beautiful scenery. • Environmental reasons • Farmers graze their animals on them. • Water authorities make reservoirs and pump the water to towns and cities. • Forestry companies grow coniferous forests and harvest wood on them. • Sporting opportunities e.g. skiing, snowboarding, alpine skiing
	Physical Geography	<ul style="list-style-type: none"> • Introduce some of the main mountain ranges within North America e.g. The The Rockies 	<ul style="list-style-type: none"> • Identify and describe some of the main physical landmarks and 	<ul style="list-style-type: none"> • Children learn what a mountain is and what makes it different from a hill. They are able to describe what the

		<ul style="list-style-type: none"> • Look at and identify the natural resources of North America • Recap on the term biome and discuss examples. Look at some of the varied biomes in U.S.A. and examine a desert biome in more detail e.g. Death Valley, which is located in the Mojave Desert, and the animals and plants that live there. 	<p>features of the countries in South America e.g. Iguazu Falls</p> <ul style="list-style-type: none"> • Recap on some of the main mountain ranges within South America e.g. The Andes • Look at and identify the natural resources of North America • Discuss the climate of South American countries in relation to the equator and growth of cacao trees. • Discuss rainforest biome, looking specifically at The Amazon and its location and climate. Identify its different parts (canopy, emergent layer, understorey and forest floor) and what can be found there. • Discuss the importance of rainforests and that they play an important role in absorbing carbon dioxide and producing oxygen, which all animals need to survive. They help stabilise the climate of the planet and are a crucial ecosystem in the planet's survival. 	<p>summit and slope is as well as being able to explain what a valley and peak are.</p> <ul style="list-style-type: none"> • Children understand that mountains are found on every continent and even under the ocean. • Children learn that mountains are formed by slow but gigantic movements of the Earth's crust (tectonic plates) and that many of the greatest mountain ranges of the world have formed because of enormous collisions between continents. • Children learn that a mountain range is a group or chain of mountains that are close together. • Climate on a mountain: children understand that the temperature is colder the higher the altitude is and that mountains tend to have much wetter climates than the surrounding flat land.
	<p>Geographic Skills and Enquiry</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reason. • Understand the 8 compass points and use symbols and a key to communicate knowledge • Data logging of direction and ascent to connect with maths and science 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reason. • Understand the 8 compass points and are able to read and use symbols and a key to communicate knowledge • Within the chocolate topic, children to discuss fairtrade and trade links around the world. Generate solutions and promote ethically sound trade 	<ul style="list-style-type: none"> • Children use a legend to find areas of higher ground on a map/atlas. • Understand the 8 compass points and are able to read and use symbols and a key to communicate knowledge • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. What would it be like to live on or near a mountain? Children are able to give advantages and disadvantages and express their own view point.
	<p>Review Year 3 Vocabulary</p>	<p>Review Year 3 Vocabulary</p>	<p>Review Year 3 Vocabulary</p>	

Vocabulary		<i>key, north, south, east, west, beach, cliff, coast, sea, ocean, season, weather, town, house, port, harbour, port, equator, Seaside, climate, physical, human, city, region, county, Greater London, The English Channel, North Sea, Surrey, Kent, East Sussex, mountain,</i>	<i>forest, compass point, contrast and compare, temperate, culture, scale, biome, land use, agriculture, adaptation, desert, equator</i>	
		New Vocabulary	New Vocabulary	New Vocabulary
		Range, peak, summit, slope, valley, altitude, Cumbria, Lake District, Scafell Pike, Ben Nevis, Mourne Mountain range, Snowdon, tectonic plates	Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, trade, natural resources	Trade, fair trade, deforestation, canopy, emergent layer, understory, forest floor, cacao tree, eco-system, harvest, natural resources