



### 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
	<b>Main Theme Of Learning</b>		<b>Active Planet</b>	<b>G20</b>	<b>Wild about London</b>
<b>Disciplinary Knowledge</b>	<b>Locational Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Recap on name and location of continents, key countries and name and locate the five oceans of the world.</li> <li>Children can name and locate several countries in Asia and their capital cities, including Japan.</li> <li>Name and locate other countries/cities that are of interest to children or that are in the news e.g. Afghanistan, Russia, Ukraine</li> <li>Children are able to locate some of the sites of the most infamous natural disasters in the world</li> </ul>	<ul style="list-style-type: none"> <li>On a world map, locate the G7/ G20 countries.</li> <li>Name and locate other countries/cities that are of interest to children or in the news e.g. Afghanistan, Russia, Ukraine</li> </ul>	<ul style="list-style-type: none"> <li>Children can locate London as the capital city of England, within the U.K., Europe and the world.</li> <li>Children can name and locate other countries/cities that are of interest or that are in the news e.g. Afghanistan, Russia, Ukraine</li> <li>Children can name and locate several main cities , including Liverpool, the U.K.</li> <li>Include Liverpool</li> <li>Children can name and locate counties of the U.K., including Greater London, where they live.</li> </ul>
<b>Disciplinary Knowledge</b>	<b>Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Children learn about Japan and how it differs from U.K. as an island/group of islands e.g. size, population, economy</li> <li>Children learn about Tokyo and its main physical and human characteristics and how it differs from London.</li> <li>Children learn that Japan's location in the in the Pacific means it can be a dangerous place.</li> </ul>		<ul style="list-style-type: none"> <li>Children learn that London is divided into districts which include 32 London boroughs and the City of London, which has city status. Children understand that their local area is situated in the London Borough of Sutton, in Greater London.</li> <li>Children understand that when the boroughs were created, twelve were designated inner London and the remaining twenty, outer London.</li> <li>Children learn that London stands on the <a href="#">River Thames</a> in south-east England at the head of a 50-mile <a href="#">estuary</a> down to the <a href="#">North Sea</a>, and has been a major settlement for two millennia.</li> <li>Children learn that The <a href="#">City of Westminster</a> has for centuries held the national <a href="#">government</a> and <a href="#">parliament</a>.</li> </ul>

	<p><b>Human Geography</b></p>	<ul style="list-style-type: none"> <li>• Children are able to identify human characteristics of Japan's cities, focusing on Tokyo and how it differs from London.</li> <li>• Children learn about the impact of disasters on human life e.g. human displacement</li> <li>• Children learn about preparation and prevention of disasters e.g. changes to buildings, and about warning systems</li> <li>• What is it like to live in a country e.g. Japan, where disasters are common? Children develop a sense of place.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about the G7 and when and why it was founded</li> <li>• Children learn about G20 or The Group of 20 and that it is an international body created in 1999 that promotes economic cooperation between industrialised and developing countries. The G20 began as a response to the economic crises of the late 1990s. It expanded on the work of the Group of Seven (G7), which is made up of the seven countries with the largest economies. G20 membership comprises of 19 countries and the EU</li> <li>• Children learn about the projects they work on and how the countries work together to discuss issues of global importance e.g. <b>environmental issues</b>, poverty, conflict and terrorism.</li> <li>• Children learn about balance of power and current issues existing between countries.</li> <li>• Children learn that the USA is a global superpower and that its position is being challenged by the economic rise of China</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify aspects of infrastructure within London - buses, trams and underground</li> <li>• Children learn about the role of the Mayor of London</li> <li>• Children understand that London is a city of global influence with a huge urban economy</li> <li>• Children learn that it is densely populated and very diverse, with many languages spoken.</li> <li>• Children can identify London's <a href="#">World Heritage Sites</a>, including the historic settlement in <a href="#">Greenwich</a>, where the <a href="#">Royal Observatory, Greenwich</a> defines the <a href="#">Prime Meridian</a> (0° <a href="#">longitude</a>) and <a href="#">Greenwich Mean Time</a></li> </ul>
	<p><b>Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Children learn that Japan is an archipelago on the eastern edge of Asia and that it consists of four main islands: <b>Hokkaido, Honshu, Shikoku</b> and <b>Kyushu</b>. There are also nearly 4,000 smaller islands that belong to Japan.</li> <li>• Children are taught about Japan's climate, and its other physical features e.g. mountains, landscape</li> <li>• Children learn about different examples of natural disaster e.g. avalanche, drought, earthquake, flooding, hurricane,</li> </ul>	<ul style="list-style-type: none"> <li>• Recap on the main physical features of the countries already covered and some not studied previously, and what they have in common.</li> <li>• Learn about some of these countries' natural resources and their distribution.</li> <li>• Children learn about current environmental issues and consequences e.g. climate change and wildfires and the impact this is having on our country and the world</li> </ul>	<ul style="list-style-type: none"> <li>• Children recap on lines of latitude and longitude and the north and southern hemispheres (from Year 4).</li> <li>• Children explore time zones in more detail and recap from Year 5 that the globe is split into time zones using imaginary lines called <b>meridians</b>.</li> <li>• Children learn that meridians run from the North Pole to the South Pole, crossing lines of latitude.</li> <li>• Children learn that there are 24 time zones and that some very large countries e.g. USA and Australia have different zones within one country.</li> <li>• Children are taught that there is an imaginary line running through the UK called the <b>Prime Meridian</b> and that it</li> </ul>

		<p>tornado, tsunami, volcanic eruption and wildfire.</p> <ul style="list-style-type: none"> <li>• Children are able to describe and explain the processes that cause natural disasters, building on Year 4 knowledge of mountains and movement of tectonic plates.</li> <li>• Children can draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</li> <li>• Children learn about how climate change plays a part of some natural disasters and that some are preventable and some are not.</li> </ul>		<p>runs through a place in London called <i>Greenwich</i></p> <ul style="list-style-type: none"> <li>• The Prime Meridian splits the world into eastern and western <b>hemispheres</b>.</li> </ul>
	<b>Geographical Skills and Enquiry</b>	<ul style="list-style-type: none"> <li>• Ask and answer valid geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Understand the 8 compass points and use symbols and a key to communicate knowledge.</li> <li>• Use 6 figure grid references to build knowledge</li> <li>• Use contour lines</li> <li>• Use and create distribution/thematic maps to illustrate an idea</li> <li>• Use digital technology to enhance understanding and achieve a sense of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer valid geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Understand the 8 compass points and use symbols and a key to communicate knowledge.</li> <li>• Use 6 figure grid references to build knowledge</li> <li>• Use contour lines</li> <li>• Use and create distribution/thematic maps to illustrate an idea</li> <li>• Use digital technology to enhance understanding and achieve a sense of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer valid geographical questions about the physical and human characteristics of a location.</li> <li>• Make observations and take measurements/make estimations of length/distance/time</li> <li>• Redraft observations from fieldwork into useful formats like tables, diagrams, flow charts, sketches, graphs</li> <li>• Find mean averages</li> </ul>
		<b>Review Year 3, 4 &amp; 5 Vocabulary</b>	<b>Review Year 3, 4 &amp; 5 Vocabulary</b>	<b>Review Year 3, 4 &amp; 5 Vocabulary</b>
		<i>peninsula, environmental region, urban, rural, infrastructure, natural resources</i>	<i>natural resources, forest, compass point, contrast and compare, temperate, culture,</i>	<i>Hemisphere, latitude, longitude,</i>

<b>Vocabulary</b>			<i>scale, biome, land use, agriculture, trade, fair trade, environmental region, pollution, renewable energy</i>	<i>Infrastructure, The English Channel, North Sea, Surrey, Kent, East Sussex, Greater London</i>
		<b>New Vocabulary</b>	<b>New Vocabulary</b>	<b>New Vocabulary</b>
		Archipelago, topography, displacement, avalanche, drought, earthquake, hurricane, tornado, tsunami, volcanic eruption, wildfire, epicentre, tectonic plates	Economy, distribution, union, EU, superpower, cooperation, industrialised	Meridian, prime/Greenwich meridian, estuary, World Heritage Site