KS2 National Curriculum

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 to:

Locational 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

♣ 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 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

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

♣ 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

♣ 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.

Upper key stage 2 – Key learning (incl NC)

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
Name and locate counties and cities of the United Kingdom.
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

Understand geographical similarities and differences through studying human and physical geography:
A region of the United Kingdom.
A region in a European country.
A region within North or South America.

Human and Physical Geography

Describe and understand key aspects of:
Physical: including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Human: 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/mapping

Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
Relate different maps to each other and to aerial photos.
Begin to understand the differences between maps e.g. Google maps v.s. Google Earth, and OS maps.
Choose the most appropriate map/globe for a specific purpose.
Follow routes on maps describing what can be seen.
Interpret and use thematic maps.
Understand that purpose, scale, symbols and style are related.
Recognise different map projections.
Identify, describe and interpret relief features on OS maps.
Use eight cardinal points to give directions and instructions.
Use six figure coordinates.
Use latitude/longitude in a globe or atlas.
Create maps such as sketch maps using titles, symbols and a key.
Use a wider range of OS symbols.
Know that different scale OS maps use some different symbols.
Use models and maps to discuss land shape i.e. contours and slopes.
Use the scale bar on maps.
Draw measured plans.
Use and analyse aerial and satellite imagery effectively.

Fieldwork

Understand that there is a procedure to a fieldwork enquiry, i.e., collect, analyse, conclude and present.
Understand on how to collect, analyse, conclude and present in different fieldwork enquiries.
Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

Interpret data collected and present the information in a variety of ways including charts and graphs.
Possibly collect and present data electronically eg through the use of electronic questionnaire/surveys

Enquiry and Investigation

Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
Make predictions and test simple hypotheses about people and places.
Use and interpret geographical data and graphs.
Understand how and use to solve an enquiry question or problem.
Solve geographical problems such as decision-based exercises.

Communication

Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
Communicate geographical information in a variety of ways including through maps, diagrams, debates, numerical and quantitative skills and writing at increasing length.
Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

Topic/area of learning Year 5	Population – and migration in the local area – follow on from History.	Mountains and Alpine Region Various contrasting biomes
Objectives	Locate the world's countries. Name and locate counties and cities of the United Kingdom. Understand geographical similarities and differences through studying human and physical geography: A region of the United Kingdom. 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. Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the use and importance of thematic maps Ask and answer questions that are more causal e.g. Why is that happening in that place? What happened in the past to cause that? How is it likely change in the future?	Locate the world's countries/regions (mountain ranges). 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, and understand how some of these aspects have changed over time Describe and understand key aspects of: **Physical:** including climate zones, mountains. **Human:** including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use a wide range of maps, atlases, globes and digital maps to locate regions and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps v.s. Google Earth, and OS maps. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Use and analyse aerial and satellite imagery effectively. Interpret data collected and present the information in a variety of ways Ask and answer questions that are more causal Use and interpret geographical data and graphs. Begin to understand how and use knowledge to solve an enquiry question or problem. Solve geographical problems such as decision-based exercises.

	Make predictions about people and places. Use and interpret geographical data and graphs and maps. Social/economic reasons for migration. Look at population growth, birth and death rates, Migration and reasons - follows on from History. Look at migration to local area. Look at the changes in our local area - effect on the local area - human and physical changes/effects. Look at pollution/climate, etc Session 5 and 6 would take longer than 2 sessions. Fieldwork - observe/measure/record - human/physical features in local area Begin to understand there is a procedure to fieldwork Interpret and present data.	
	Rising Stars Year 5 - unit 1 - Changes in our local environment Year 5 - unit 3 - Journeys - trade KAPOW - Year 6 - unit 1 - Why does population change?	Rising Stars - Year 5 - unit 2 - Europe - A study of the Alpine Region KAPOW - Year 5 - unit 1 - What is life like in the Alps?

Topic/area of learning Year 6	Renewable and non-renewable energy Objectives mainly from KAPOW		Independent enquiry Objectives mainly from KAPOW
Objectives	Describe and understand key aspects of: **Human geography:** land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use and interpret geographical data and graphs. Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Understand geographical similarities and differences through studying human and physical geography: Comparison between UK and other region of the world. Name and locate counties and cities of the United Kingdom. Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or		To look at a specific enquiry to be completed - use of Kapow and Rising Stars as support Understand that there is a procedure to a fieldwork enquiry, i.e., collect, analyse, conclude and present. Understand on how to collect, analyse, conclude and present in different fieldwork enquiries. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs. **Use of key skills within enquiry and investigation and communication.** **Use of skills developed across school - from all sections of skills - where relevant.**

	Use a wider range of OS symbols. Know that different scale OS maps use some different symbols. Understand how and use knowledge to solve an enquiry question or problem. Solve geographical problems such as decision-based exercises. Create maps such as sketch maps using titles, symbols and a key. Understand that there is a procedure to a fieldwork enquiry, i.e., collect, analyse, conclude and present. Understand on how to collect, analyse, conclude and present in different fieldwork enquiries.		
	Rising Stars - Year 6 - unit 2 - Protecting the Environment Year 6 - unit 3 - Our World in the Future (parts may support fieldwork skills) KAPOW - Year 6 - unit 2 - Where does our energy come from?		Rising Stars - Year 6 - unit 2 - Protecting the Environment Year 6 - unit 3 - Our World in the Future (parts may support fieldwork skills) KAPOW - Year 6 - unit 3 - Can I carry out an independent fieldwork enquiry?