KS 2 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.

Lower 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 wider range of maps (including digital), atlases and globes to locate countries and features studied.
Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
Use maps at more than one scale.
Recognise that larger scale maps cover less area.
Make and use simple route maps.
Recognise patterns on maps and begin to explain what they show.
Use the index and contents page of atlases.
Label maps with titles to show their purpose
Recognise that contours show height and slope.
Use 4 figure coordinates to locate features on maps.
Create maps using appropriate map features.
Use plan views.
Recognise some standard OS symbols.
Link features on maps to photos and aerial views.
Use a scale bar to calculate some distances
Relate measurement on large scale maps to measurements outside.
Use extra tools such as adding text when using digital maps.
View and analyse a range of aerial and satellite images.

Fieldwork

Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
Begin to understand that there is a procedure to a fieldwork enquiry, i.e., collect, analyse, conclude and present.
Begin to understand how to collect, analyse, conclude and present in different fieldwork enquiries.

Interpret data collected and present the information in a variety of ways such as charts and graphs.
Make links between features observed in the environment to those on maps and aerial photos.

Enquiry and Investigation

Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes
Make comparisons with their own lives and their own situation.
Show increasing empathy and describe similarities as well as differences.
Solve simple geographical problems such as analysing graphs and data

Communication

Identify and describe geographical features, processes (changes), and patterns.
Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.
Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.

Topic/area of learning Year 3	Volcanoes/earthquakes	Coasts	Local area – fieldwork and comparison (or coast fieldwork)
Objectives	Locate the world's countries and oceans. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere Name and describe the layers of the Earth. Begin to recognise patterns on maps and explain what they show. Locating key features in countries around the world – including the tectonic plates Explain the formation of volcanoes and describe **their features** Locating world's volcanoes using map skills (identifying Ring of Fire) To identify the positive and negative effects of living near volcano (use of recent information where possible)	Locating key places in the UK (major cities and towns) Describe key aspects of physical and human geography (coast) To identify the features of a coastline. To understand geographical similarities and differences through studying human and physical geography of region(s) of UK – comparison of coastlines To understand how changes are happening – physical/human and what can be done to slow these changes down (erosion/use of land-coast). Sustainability.	Describe different types of settlements. Describe the differences between city/town and village Explain reasons for the formation of settlements. To use a variety of maps and photographs to identify different settlements. Observe/record human and physical features in the local area (sketch maps/cameras) Make links between features observed in environment to those on aerial photos/maps To make comparisons with own lives and situations. To compare features (human and physical) in different areas of the UK (local area and coast)
	Rising Stars – Year 4 – Unit 3 – Earthquakes and Volcanoes	Rising Stars – Year 3 – Unit 3 – Coasts	Rising Stars – Year 3 – Unit 2 – Our World (for support with using maps)

	Year 3 – Unit 2 – Our World (for support with using maps) KAPOW – Year3 – unit 1 – Why do people live near volcanoes?	Year 3 – Unit 2 – Our World (for support with using maps) Kapow – Year 2 – unit 3 – What is it like to live by the coast?	Kapow – Year 3 – unit 3 – Are all settlements the same?

Topic/area of learning Year 4	Climate/biomes across the world – contrasting areas	Rivers – incl Americas Only need to concentrate on N or S America But could look at lakes in N America and Amazon	
Objectives	Name and locate the world's countries, including North and South America. Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle. Describe and understand key aspects of: Physical: including climate zones, biomes and vegetation belts To identify the importance of climate for growing of food across the world.	Describe and understand key aspects of: Physical: Rivers Human: including types of settlement and land use, economic activity including trade links Understand geographical similarities and differences through studying human and physical geography: A region within North or South America/local area – canals and local rivers Make comparisons with their own lives and their own situation.	Local river field study Link features on maps to photos and aerial views. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Begin to understand how to collect, analyse, conclude and present in different fieldwork enquiries. Interpret data collected and present the information in a variety of ways

	FAIRTRADE		
	Rising Stars - Year 3 - unit 1 - Climate. Rising Stars - Year 5 - unit 3 - Journeys - trade KAPOW - biomes in: Who lives in Antarctica - Year 3 - unit 2, Year 4 - unit 1 - Why are rainforests important to us? Year 4 - unit 2 - where does our food come from?	Rising Stars - Year 4 - Unit 2 - Rivers and the Water Cycle. Year 4 - unit 1 - The Americas. Year 5 - unit 1 - South America: The Amazon KAPOW - Year 4 - unit 3 - what are rivers and what are they used for? Year 4 - unit 1 - Why are rainforests important to us?	