

Geography in the KS2

Based on National Curriculum, July 2014

Purpose

Pupils:

- have a real sense of **curiosity and fascination** to find out about the world and the people who live there
- know about **diverse** places, people, resources and natural/human environments
- have an **understanding** of Earth's key physical and human **processes**
- are **deepening** understanding of the **interactions** between physical and human processes
- have an understanding of the **formation** and **use** of **landscapes** and **environments**
- are increasingly be able to **explain** how the Earth's features at **different scales** are shaped, **interconnected** and **change** over **time**

Aims

Pupils:

- have a **contextual** knowledge of the location of **globally significant** places- terrestrial and marine- and their related geographical characteristics and processes
- can understand the processes that shape human and physical features of the world, their **interdependence**, **spatial variation** and change over time
- can **collect, analyse and communicate** data gathered in the field to deepen understanding
- are able to **interpret** geographical sources, such as maps, diagrams, globes, photographs and GIS
- can **effectively communicate** through images, maps, data and written formats

| | Initiating | Building | Deepening |
|--|--|---|---|
| | Suggested year groups 3-4 | Suggested year groups 4-5 | Suggested year groups 5-6 |
| Location knowledge | <ul style="list-style-type: none"> I can locate and name the countries making up the UK, with their capital cities. I can use world maps, atlases and globes and digital/computer mapping to name and locate the countries of Europe and identify their main physical and human characteristics. I can name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. I can ask and answer geographical questions about the physical and human characteristics of a location. I can describe how the locality of the school has changed over time. | <ul style="list-style-type: none"> I can name, locate and map the geographical /environmental regions of the UK. I can use a range of resources to describe and identify a location's key physical and human features and understand how some of these aspects have changed over time. I can locate and name world countries, identify some human and physical characteristics using maps. I can explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand term GMT. I can give reasons why some features are as they are and ask, "What may this place be like in the future?" | <ul style="list-style-type: none"> I can name, locate and map the counties and cities of the UK and I can use GPS (latitude longitude reference) locate range of key locations in topic studied: e.g. active volcanoes. I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data. I can describe how locations around the world are changing and explain some of the reasons for change. I can collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations. I can make connections and consider different perspectives, challenging stereotypes and source provenance and bias. |
| Place Knowledge | <ul style="list-style-type: none"> I can describe geographical similarities and differences between UK regions. I can explain my own views about locations and give reasons, using key vocabulary including: <ul style="list-style-type: none"> -physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle. -human geography: settlements and land use. | <ul style="list-style-type: none"> I can describe and give some reasons for geographical similarities and differences between UK, European and N/S American regions. I can compare and contrast places where people live and give reasons for some differences. | <ul style="list-style-type: none"> I can understand geographical similarities and differences between UK, European and N/S American regions. I can describe how countries and geographical regions are diverse and yet interconnected and interdependent. I can analyse and give views on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps). |
| Human and Physical Geography | <ul style="list-style-type: none"> I can describe aspects of physical geography, including: rivers, mountains, volcanoes, earthquakes and the water cycle. I can describe aspects of human geography, including: settlements and land use. I can use a range of resources to identify the key physical and human features of a location. | <ul style="list-style-type: none"> I can summarise a physical, human or environmental issue, its possible causes, and solutions either in the local area or an area studied. I can summarise the impact that people have on their environment and how they are trying to manage an environment. I can identify physical features such as the parts of a river or a coastline, explain the processes acting on them and how humans manage them. I can collect statistics about people and places and present them in the most appropriate ways. I can describe a place in terms of how economically developed it is, including distribution of natural resources. | <ul style="list-style-type: none"> I can understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources. I can understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts. I can understand how human and physical processes interact to have an impact on landscapes both in terms of spatial variation and change over time. I can discuss, debate and make decisions considering ethical, moral and cultural viewpoints. |
| Geographical skills and fieldwork | <ul style="list-style-type: none"> I can enquiry about a place through visiting or choosing appropriate resources. I can use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires and graphs and digital technologies. I can locate, plan and plot routes on maps. I can use and devise maps and plans of localities studied that include keys, four figure grid references, a scale and a compass rose. I can interpret thematic mapping and aerial and satellite photographs. | <ul style="list-style-type: none"> I can make detailed field sketches of a location's features, annotating with appropriate geographical words. I can make careful measurements of rainfall, temperature, distances, depths and record these in the most suitable way. (Including use of ICT). I can map land use of a location with given criteria. (e.g. leisure, shopping, residential etc.). I can use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and a eight point compass rose. I can Interpret Ordnance Survey maps, including using six-figure coordinates and scale. | <ul style="list-style-type: none"> I can use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. I can analyse and interpret different data sources, including those collected in the field. I can create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land. I can explore locations from numerous perspectives and reflect on my own beliefs. |