



LOWER KEY STAGE 2



Geography

Lower Key Stage 2 SKILLS	
Geographical Knowledge	
UK & local area	→ Recall of pupil's own address → Name and locate UK counties, cities and geographical regions → Know and locate the population of cities in the UK → Name and locate key topographical features of the 4 countries of the UK (hills, mountains, rivers, coasts, seas) → Know the difference between urban, suburban, rural, coastal areas and locate examples on a map of the UK → Know what a settlement is → Look at place names origins around the UK → Know how settlements were connected → Name and locate UK rivers
The World & Continents	→ Recap the 7 continents and 5 oceans of the world and locate → Name and locate UK rivers → Name and label the parts of a river → Know how a canal is different from a river → Locate the world's countries and capital cities, focusing on Europe and North/South America → Compare and contrast England to a European or North/South American country → Identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere → Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles
Geographical Understanding	
Physical Features	→ Locate, describe and understand key aspects of physical geography, including: → Identify tropical, temperate and polar climate zones on a globe/map and describe the characteristics of these zones using appropriate vocabulary → Name and describe the key landscape features of river environments in the UK → Describe some of the processes associated with rivers (erosion, transportation, deposition) → Describe earthquakes and volcanoes and explain how they are formed
Human Features	→ Name types of settlement, describe the key features of each and identify examples in UK on a map



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	→ Name types of land use, describe key features of each and identify examples of types of land use on a map of the UK incl. Activities that take place in each one → Understand how land-use patterns have changed over time
Places and Connections	→ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom → Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America → Establish an understanding of the interaction between physical and human processes
Geographical Enquiry	
Map & Atlas work	→ Use maps, atlases and globes to locate countries and describe features studied → Understand, draw and use the 8 points of a compass → Use 4-figure grid reference to find areas or features on a map → Identify and use common ordnance survey map symbol and keys (including the use of Ordnance Survey maps)
Fieldwork & Investigation	→ Use a range of methods including sketch maps, plans and graphs, and digital technologies → Use fieldwork to observe, measure, record and present the human and physical features in the local area → Produce own maps of an imaginary area using common ordnance survey map symbols and keys

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

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



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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.

Year A	TOPIC: Romans	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Geographical Enquiry	Vocabulary	Resources:
	The Mediterranean	<u>Locational knowledge:</u> -Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities <u>Place knowledge:</u> -Understand geographical similarities and differences through the study of human and physical geography of a region in a European country <u>Physical geography:</u> -climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography <u>Human geography</u> -Settlement, land use, economic activity and the impact of human on physical geography	What's on the map? Bird's eye view on Europe Children will build up a picture of Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains. Map-building will be used as a tool, and will support learners' understanding that there are different kinds of maps, which are used for a variety of functions, but that maps will often have common features (scale, key, purpose, orientation, title etc). Children will develop their map reading skills, including the use of longitude, latitude, and the four compass points. Is Europe a proper continent? Is the Mediterranean a proper sea? Children think critically about what we mean by terms such as 'continent' and 'sea', and to consider how different places and features fit together. What's so special about the Mediterranean? Children will answer the question how does the sea affect life in the countries that border it? What is so special about The Mediterranean? What are some of its human and natural wonders? What connections do we have to it? Zoom in on Italy: A country of Cities and Regions Children will learn about the division of Italy into regions and how those regions function with their unique character and histories. This includes an investigation into seven famous 'capoluogi', the regional cities of Rome, Venice, Naples, Palermo, Milan, Aosta and Florence. How does this compare with the ways in which other countries are organised? Zoom in on Bologna and the Bolognese – A City of Education and a City of Food Children look in more detail at Bologna, the capoluogo of the Emilia Romagna region, a city of education and a city of food. Pupils are invited to devise their own process for enquiring into an aspect of life in the city. It will encourage them to reflect on the positives and negatives of life in Bologna, and things that they find interesting about it. Everyday Life in Bologna Pupils will learn about the everyday lives of four students from Bologna. They will explore how their calendars and daily activities are impacted on by the city they live in. There is also the opportunity to make comparisons between the individual students' lives which encourages reflection on wider differences between life	How do we understand Europe as a continent? How does Europe fare as a continent which is not a 'contiguous land mass surrounded by water'? Is there one 'Europe', or are there many 'Europes'? What is the difference between a small sea and a big lake? Making sense of seas within seas: the Tyrrhenian, Ligurian, Adriatic, Cretan and Aegean Seas. Is the Black Sea a part of the Mediterranean? What continent is the Mediterranean in? Why is the region so significant? What is exceptional about it? What are some of its human and natural wonders? What connections do we or our families have connections to the region (e.g. through family members, work or holidays)? What can these personal experiences contribute to our learning? What are the physical features of Italy? Why is Italy a Mediterranean country? What is a region? Why might country be divided into regions? Is Italy the only European country divided into regions? What does a regional map of Italy look	-longitude -latitude -coastlines -nations -scale -key -orientation -four compass points -Tyrrhenian, Ligurian, Adriatic, Cretan, Black and Aegean Seas -natural wonders -Mediterranean -regional map -Bologna -capoluogo -Emilia Romagna region -Rome, Venice, Naples, Palermo, Milan, Aosta and Florence -regions -stereotyping	The Mediterranean https://www.rgs.org/schools/teaching-resources/the-mediterranean/ Bologna Children's Book Fair https://www.bolognatchildrensbookfair.com/home/878.html Books:  (to be purchased?) Fair annual book: 



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		in Italy and the UK.	like? What are the differences between Italian regions? What is a 'capoluogo'? What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence Where, in Italy, on the map, can we find these cities? How do these cities compare to cities in the UK? What are the yearly activities like for these students? What is similar and different between a typical year in Italy and one in the UK? What might be the geographical reasons for these similarities and differences? What is a typical week for these children? What similarities can you find between the four children? How does one of the student's weeks compare to yours? Why might our daily routines be similar and different? Can we say that all Italian children lead lives like this? (Discussion of the dangers of stereotyping)		
Geographical skills, fieldwork & Investigation:	-map use, globes and digital/computer mapping to locate countries and describe features studied				
TOPIC: Anglosaxon, Viking and Scot settlements	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Geographical Enquiry	Vocabulary	Resources:
Urban and settlements	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 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	Many of the places where people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK including Romans, Vikings, Anglo-Saxons. London – AD 43, Grimsby – AD 800, Milton Keynes - AD 1967 Place names give us clues as to who first settled in an area and what it was like. Romans - -chester = castle -caster = castle -cester =	explain what a settlement is; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps;	Agriculture - The farming of crops or animals. Early settlers - The first people to settle in an area including Romans, Vikings and Anglo-Saxons. healthcare Includes, doctors, dentists, hospitals etc.	Urban & settlements https://www.rgs.org/schools/teaching-resources/urban-and-settlement/ Urban studies https://www.rgs.org/schools/teaching-resources/urban-studies/ Evolution of settlements https://www.youtube.com/watch?v=...



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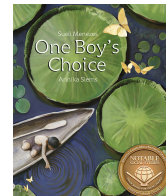


		castle e.g. Manchester Anglo- Saxons - -ham = village -ton = farm -ford = river crossing e.g. Birmingham Vikings - -by = village -thorpe = farm -toft = house e.g. Scunthorpe People thought carefully about where they settled - shelter, water supply, food and eventually electricity/fuel supply Later, entertainment, education, neighbours, green space, Healthcare and transport links became important. They had to find places that were not open to attack, prone to flooding or too exposed to the weather.	use an atlas to find a route between two places; draw a map of a settlement; create a key for a map. sort settlers' needs by importance; identify reasons settlers have chosen a site; identify features of a good settlement site; explain that some settlements were built by invaders; identify who built a settlement from clues in its name; identify similarities and differences between land use in different places. give reasons why a settlement site might be unsuitable; identify patterns of historical settlement using maps; describe directions of travel using the eight compass points.	industrial - Businesses that provide products or services. Leisure - Time spent away from work relaxing. retail - Shops selling products to people Settlement - A village, town or city where people live.	e.com/watch?v=JKT7cSF2ic&t=189s Settlement studies https://www.schoolsoftkingedwardvi.co.uk/ks2-geography-human-geography-3c-settlement-studies/ https://www.twinkl.co.uk/resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-four/planit-geography-primary-teaching-resources-ks2-settlements-and-land-use Digimaps
Geographical skills, fieldwork & Investigation:					
TOPIC: Rainforests	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Geographical Enquiry	Vocabulary	Resources:
Brazil	<u>Locational knowledge:</u> -Locate the world's countries using maps to focus on South America, concentrating on environmental regions, key	Where is Brazil? An identification of the human and physical features Children will learn about the importance of locational and place knowledge. It will develop children's geographical investigation and questioning skills. Children will investigate Brazil through a series of images and soundscapes from which they will be encouraged to	What does the geographical term 'climate' mean? What does the geographical term 'weather' mean? What is the difference between climate and weather?	-climate -geographical term -Manaus -geographical region -urban -rural	Brazil https://www.rqs.org/schools/teaching-resources/brazil/ Rainforest



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		physical and human characteristics, countries, and major cities. <u>Place knowledge:</u> -Understand geographical similarities and differences through the study of human and physical geography of a region in a South American country. <u>Physical geography:</u> -Climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography. <u>Human geography:</u> -Settlement, land use, economic activity and the impact of human on physical geography.	share their current knowledge and understanding of Brazil, developing their knowledge of the human, physical, locational and geographical regions of Brazil. The Brazilian climate Children's knowledge and understanding of the climate in Brazil. Pupils will use ICT to study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba). Children will then create their own climate graphs which they will compare to the climate in the UK. Urbanisation: the great tug of war (push/pull) Children will investigate the main reasons why so many Brazilians have moved from the north of the country to the south. Children will explain their thoughts and findings to the class before forming definitions of push and pull factors. They will then be comparing push/pull factors within Brazil to those within the UK. A city of two halves Children will investigate the similarities and differences between the lives of young people living in different parts of Rio de Janeiro. They will discuss and investigate the question of why sixteen million Brazilians live below the poverty line, before using video links and information pages to create a Venn diagram comparing the lives of young people living in Barra da Tijuca and Rochinha. Children will then compare the lives of young people in Brazil to their own lives. The indigenous people of the Amazon rainforest Children will explore the lives of the indigenous people of the Amazon rainforest and aims to develop the children's knowledge and understanding of tribes in an exploratory and investigative approach. What is life like in Brazil? Children will present their knowledge and understanding of Brazil.	Why did the England football team not want to play in Manaus, Brazil? Where is Manaus located? What geographical region is Manaus in? What is meant by the geographical term: urban? What is meant by the geographical term: rural? Where is Brasilia? Is it in the north or south of Brazil? Where is The Caatinga? Is it in the north or south of Brazil? What is meant by the geographical term: push factor? What is meant by the geographical term: pull factor? What are the main push/pull factors in Brazil? Why is the majority of the Brazilian population located in the cities? What do you think the statement: 'a city of two halves' means? Where is Rio de Janeiro located? What is the 'poverty line'? Why do around 16 million Brazilians live below the poverty line? What are the similarities and differences between the rich and poor in Rio de Janeiro? How do the lives of people in Brazil compare to lives of people in the UK? What does the term 'indigenous people' mean? Who are the Awa tribe? What are the lives of the Awa tribe like? What are the threats facing the Awa tribe? How will you attract tourists to your destination? What are the main human and physical features in your destination? Why should I visit this destination? What makes this destination better than elsewhere in the world?	-Brasilia -Caatinga -push factor -pull factor -population -poverty line -Barra da Tijuca -Rochinha -Rio de Janeiro -indigenous -Awa tribe -threats -destination -tourists	adventure with Eden Project https://www.edenproject.com/curriculum-plan-what-will-we-learn-on-our-rainforest-adventure Awa Tribe info https://www.natgeokids.com/uk/primary-resource/brazil-tribespeople-primary-resource-awa-tribe/ Books:  (To be purchased)  (to be purchased)
	Geographical skills, fieldwork & Investigation:	-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				
Year B	TOPIC:	National Curriculum	Knowledge	Geographical Enquiry	Vocabulary	Resources:



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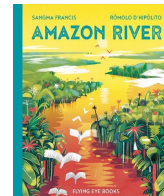
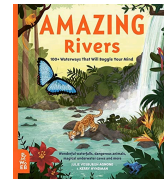


Survival		<i>What do we want the children to know? Personalised to our topics/local area</i>			
		Not a full topic but an opportunity to do some fieldwork around Stonehenge landscape and how this has changed over time. Link attached.			Stonehenge landscape through time https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape/
Geographical skills, fieldwork & Investigation:					
TOPIC: Hot & Cold	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Geographical Enquiry	Vocabulary	Resources:
Volcanoes & Earthquakes	<u>Locational knowledge:</u> Name and locate the world's mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics <u>Place knowledge:</u> -Understanding geographical similarities and differences between the UK, Europe and North and South America <u>Physical geography:</u> -Describe and understand key aspects of mountains volcanoes and earthquakes <u>Human geography:</u> -Describe and understand key aspects of types of settlement and land use	Volcanoes Children will learn that volcanoes come in many shapes and sizes, but are primarily located at the boundaries between tectonic plates. They will learn why and how an eruption happens, and the type of volcano created are key issues that will be explored. Children will become familiar with the structure of volcanoes and be able to name the key features in a cross section. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be looked at. Volcanoes: a suitable home? Children will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. They will also understand the inherent dangers of living in the foothills of a volcano, from lava, ash, gas to lahars (mud flows). Earthquakes Children will learn that every thirty seconds there is an earthquake somewhere in the world; each year there are approximately 100 earthquakes that cause serious damage. Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected- will be examined.	What is the structure of the earth? What is the role of plate tectonics in forming volcanoes? How are volcanoes formed? What is the difference between Constructive, Destructive and Transform plate boundaries? Why and how does a volcanic eruption happen? What is the structure of a volcano? What and where are the major volcanoes in North, South America, the UK and Ireland? Why do people live on or near volcanoes? What are its benefits? What is the importance of geothermal energy? Why is the volcanic landscape and environment important for tourism? What are the dangers of living on or near volcanoes? What is an earthquake? Where do earthquakes happen? What is the role of plate tectonics in the formation of earthquakes? How do different magnitudes impact differently? What is the significance of the San Andreas Fault on the landscape and people of California? What are the potential dangers of the San	-tectonic plates -eruption -active -dormant -extinct -crater -lava -pipe -flank -pyroclastic flow -branch pipes -parasitic cones -sills -transform plate boundary -friction -seismic waves -epicentre -the Richter scale	Lesson 4 - 6 Earthquakes and volcanoes lesson plans and resources: https://www.rgs.org/schools/teaching-resources/mountains-volcanoes-and-earthquakes/ Subject knowledge https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains-volcanoes/ Poster for display https://www.rgs.org/schools/teaching-resources/mountains-volcanoes-and-earthquakes-(1)/



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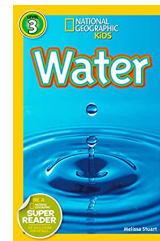


			Andreas Fault in the future?		
Geographical skills, fieldwork & Investigation:	-Use maps and digital/computer mapping to locate countries and describe features studied				
TOPIC: Bristol	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Geographical Enquiry	Vocabulary	Resources:
Rivers & Water Cycles	Locational Knowledge: -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these have changed over time. Place Knowledge: -Interpret a range of geographical information -Communicate geographical information in a variety of ways -Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom -Understand the processes that give rise to key physical and human geographical features of the world Physical geography: -Describe and understand key aspects of physical geography, including... rivers and the water cycle Human geography: -Describe and understand key aspects of human geography, including the distribution of natural resources including... water, types of settlement and land use, economic activity including trade links	Before starting the 'Rivers' topic ensure children have a good understanding of the water cycle. The water cycle: Children will be using what they know about evaporation, condensation and reversible changes of state, to build up the water cycle from first principles. Rivers - Journey of a river: Pupils will understand how rivers are formed, understand that the features of a river and the surrounding landscape change from source to mouth. They will learn that the upper course of a river is characterised by steep land, turbulent water and V shaped river beds. In the middle course, land is flatter and rivers widen and begin to meander. Children will gain an understanding of erosion, transportation and deposition and the role these processes play in shaping the river. The formation of oxbow lakes will also be discussed. Finally, children will learn that, in the lower course, rivers are often at their widest and have the potential to form deltas. Flooding: Children will learn about the theory of flooding; why and how rivers succumb to overbank flow. They will learn that rivers flood for many reasons: in response to heavy or prolonged rainfall, due to the topography of the landscape, and morphology of rocks and soils. Human activity also plays its part; with growing urbanisation brings an increased likelihood of flooding. Children will also recognise that flooding has both an immediate impact on the physical environment, but also significantly impacts the surrounding community. The River Thames: Children will locate the UK's major rivers before studying, in detail, the River Thames, which is the UK's second longest river. From its source on the outskirts of the village of Kemble at Thames Head in Gloucestershire, the River Thames flows through 346 km of South East England, before joining the North Sea, at its mouth at the Thames Estuary in Essex. They will investigate the characteristics of the river and its surrounding landscape. It will also highlight the changing nature of human interaction with the river. Children will also understand why the River Thames is liable to flooding and the measures put in place to avert a major incident. Mapping The River Thames: Children will use three OS map extracts to investigate the features of the river and surrounding landscape; both rural	How are rivers formed? How do the the features of a river and the surrounding landscape change from source to mouth? Explain what factors cause rivers to flood. What happens to the physical environment when flooding occurs? What is the human impact of a major flood event? How can we prepare for flooding? What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape? How does the River Thames change throughout its course? How do people interact with the River Thames and surrounding landscape? Why is the River Thames liable to flooding? What is the role of the Thames Flood Barrier in preventing flooding? How does the Thames Flood Barrier work? In what course are waterfalls a feature? How are waterfalls formed? What physical processes are involved in their formation? What features are characteristic of waterfalls? How do humans use waterfalls? (With an emphasis on tourism and hydro-electric power). Which waterfalls have global significance? (Angel Falls in South America- the highest waterfall in the world, Niagara Falls in North America- which attracts 12 million tourists every year). Which waterfalls are significant in the UK? (Gaping Gill the highest in England and High Force- with	-evaporation -condensation -upper course, middle course and lower course -mouth -steep land -turbulent water -V shaped river beds -meander -erosion -transportation -deposition -oxbow lakes -overbank flow -topography -morphology -urbanisation -contour lines -four figure and six figure grid references -grid squares	Information & resources on rivers Rivers The watercycle The water cycle Books:  (to be purchased)  (to be purchased - can also be used in 'Brazil/Rainforests topic) 



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			and urban. They will gain an understanding of how topography is shown on a map. They will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and interrogate evidence. Waterfalls: Children will understand how waterfalls are formed and their key characteristics. Three different waterfalls will then be located and investigated. Firstly the Niagara Falls in North America, which is not one, but in fact three different waterfalls; situated on the Niagara River flowing north from Lake Erie in the United States to Lake Ontario in Canada. Secondly, the Angel Falls in South America, located in Canaima National Park, Venezuela. The Angel Falls, at 979 metres high, is the highest uninterrupted waterfall in the world. Finally, Gaping Gill, at 100 metres, is England's highest uninterrupted waterfall. The uses made of these waterfalls from hydroelectric power to tourism will also be investigated.	significant gorge development).		(to be purchased)  (to be purchased)
	Geographical skills, fieldwork & Investigation:	-Use maps, atlases, globes and digital/computer mapping to 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 UK				