

Austwick CE (VA) Primary School

KS2 Geography Curriculum



	Autumn		Spring	Summer
Year A	Rivers		Mountains, Volcanoes and Earthquakes	Climate Change
Year B	Our Place on Earth	Global Trade	Europe - Italy	Coasts
Year C	Counties and Countries of the UK		South America	National Parks
Year D	Our Place on Earth	Global Trade	Biomes	Europe - Greece

Year A

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
	<i>Big Questions</i>				
Autumn Rivers	<p>How does a river start?</p> <p>Where does it go?</p> <p>Why do different parts of the river look different?</p> <p>Do rivers stay in the same place?</p> <p>What happens when they flood?</p>	<p>Describe and understand key aspects of the water cycle.</p> <p>Describe and understand key aspects of rivers</p> <p>Locate key topographical features including rivers</p> <p>Use fieldwork to observe, measure, record and present physical features</p> <p>Use 6 figure grid references.</p>	<p>List the main events in the water cycle</p> <p>Compare the features of a river at different points along its course.</p> <p>Describe how water erodes a riverbank.</p> <p>Describe how deposition changes the shape of a river.</p> <p>Explain how meanders form.</p>	<p>Create a water cycle in a bag.</p> <p>Draw an annotated diagram of the water cycle.</p> <p>Create a model or draw a diagram of the parts of a river to show how water travels to the sea.</p> <p>Conduct a study of Austwick Beck and write a report.</p>	<p>Ox bow lake, coast, source, estuary, tributary, reservoir, meander, upper course, middle course, lower course, valley, channel, confluence, flood plain, levee, delta, estuary, grid references, contour lines, ordnance survey map</p>

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	<p>Is flooding always bad?</p> <p>What is a waterfall?</p> <p>Where does that water come from?</p> <p>How do we use rivers?</p> <p><i>What would happen if rivers disappeared?</i></p>		<p>Describe how waterfalls are formed. Identify meanders on a map and photograph</p> <p>Compare the length of rivers.</p> <p>Research the major rivers of the world.</p> <p>List some ways that rivers are used and consider the impact of this on the environment.</p>		
<p>Spring</p> <p>Mountains , Volcanoes and Earthquakes</p>	<p>What are the key physical geographical features of Mount Everest – its location, relative size, landscape, topography and weather – and what dangers do these pose to human life?</p> <p>What are the key physical geographical features of Snowdon – its location, relative size, landscape, topography and key physical features?</p> <p>How does the structure of the Earth and the role of plate tectonics form mountains?</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use basic geographical vocabulary</p> <p>Name and locate key topographical features and understand how these change over time</p> <p>Understand the processes that give rise to key physical features of the world</p> <p>Interpret a range of sources</p> <p>Communicate geographical information in a variety of ways</p>	<p>Name the layers that make up the Earth</p> <p>Locate major mountain ranges</p> <p>Explain how mountains form</p> <p>Name the key parts of a volcano</p> <p>Show where most volcanoes are found</p> <p>Categorise volcanoes as extinct, dormant or active</p> <p>Explain how to keep safe during an earthquake (NZ emergency plans checklist)</p> <p>Describe what happens when a volcano erupts</p>	<p>Identify and label major mountain ranges in the UK and World</p> <p>Write a non-chronological report on volcanoes of the world.</p> <p>Write a risk assessment for earthquake management.</p>	<p>Altitude, peak, ridge, glacier, crevasse, weather, climate, habitable/inhabitable, summit, avalanche, earthquakes, volcano, plate, plate tectonics, magnitude, fold, fault block, dome, constructive, destructive and transform plate boundaries</p> <p>Active volcano, crater, core, crust, earthquake, eruption, fault line, lava, magma, mantle, molten, peak, plate boundary, pressure,</p>

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	<p>What are the three main ways in which mountains are formed?– fold, fault block and dome.</p> <p>What are the features of a volcano? How do these features form part of an eruption? How do earthquakes occur? – plates, crust, mantle, core. What is the impact of nature on the environment? How does a warming climate contribute to volcanic activity?</p> <p><i>Is it fair that some places have more natural disasters than others?</i></p>	<p>Describe and understand key aspects of mountains, volcanoes and earthquakes.</p>	<p>Describe some risks and benefits of living near a volcano (Napoli)</p>		<p>pyroclastic flow, range, seismic wave, summit, tectonic plate, tsunami</p>
<p>Summer</p> <p>Climate Change</p>	<p>What are the human causes of climate change? What is the impact of climate change on the Yorkshire Dales? <i>How has human activity (industry, agriculture and land management) changed the geography of The Yorkshire Dales?</i></p>	<p>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</p>		<p>Research on human causes of climate change. Research on impact of climate change in local area. Case Study on Hill Top Farm, Malham. Poster persuading people to make changes.</p>	<p>Industry, industrial, global, climate change, carbon store, open-cast mining, greenhouse gas, impact</p>

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	<p>How have these issues affected our local area? What is being done in our local area to address the effects of this human impact?</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans</p> <p>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</p>			
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Year B

	Key Questions	National Curriculum Coverage		Subject specific skills and knowledge development		Key Tasks	Key Vocabulary
<p>Autumn</p> <p>Global Trade Y5/6</p> <p>Our Place on Earth Y3/4</p>	<p>How do countries import and export food as part of global trade? What is the 'global supply chain'</p> <p>What are the three stages of the global supply chain? – primary, secondary and tertiary. What are the main exports of the UK and where do we export them to around the world? What does being 'Fairtrade' mean?</p>	<p>Year 3 and 4 Develop knowledge of globally significant places</p> <p>Describe and understand key aspects of climate zones</p> <p>Identify the position and significance of latitude,</p>	<p>Year 5 and 6 Locate the worlds countries and major cities</p> <p>Develop knowledge of the distribution of natural resources.</p> <p>Understand the interconnections between countries</p>	<p>Year 3 and 4 Identify our place geographically within Europe and the World.</p> <p>Identify the equator, Northern and southern hemispheres on a globe and map.</p> <p>Identify lines of latitude: tropics of Cancer,</p>	<p>Year 5 and 6 Locate global companies on a map.</p> <p>Look at physical geography in relation to trade.</p> <p>Use research skills to discover how trade has changed through time.</p>	<p>Year 3 and 4 Label the major lines of latitude on a map. Create a climate zone map. Post cards from a range of European capitals.</p> <p>Year 5 and 6 Trade timeline Annotated map to show where the food we eat comes from Poster / explanation text why pay more for fairtrade?</p>	<p>Import, export, natural resources, climate, resources, skills, technology, and communication systems</p>

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	<p>How does this benefit people around the world? How does human and physical geography affect the exported goods? <i>What would happen if we only shopped 'local'?</i></p> <p>What is it like there? What are the key features? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here? <i>Why do people choose to live here?</i> How does the weather effect people there?</p>	<p>longitude, hemispheres, tropics , Arctic and Antarctic circle.</p> <p>Locate the worlds countries –focus Europe</p>	<p>through trade links</p> <p>Consider the environmental and human impact of international trade</p>	<p>Capricorn , Arctic and Antarctic circles on a map and globe. Identify the key climate zones in relation to the equator.</p> <p>Identify lines of longitude in relation to Greenwich</p> <p>Compare how the global position of major European capitals effects their climate.</p>	<p>Use maps and atlases to locate the source of a range of foods.</p> <p>Calculate distance travelled by products using map scale.</p> <p>Use maps and atlases to locate more and less developed countries.</p> <p>Drawing conclusions from data.</p> <p>Looking at case studies of Fairtrade industries</p>		
<p>Spring</p> <p>Europe - Italy</p>	<p>Where is Europe located within the wider world?</p> <p>What is the precise meaning of the terms 'continent' and 'sea'?</p> <p>What are the key human and natural wonders of the Mediterranean and our connections to them?</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of Austwick and a region in a European country</p> <p>Human geography: settlement and land use, economic activity and trade links.</p> <p>Locate the worlds countries using maps and globes.</p>	<p>Year 3 and 4</p> <p>To identify where countries are in the Mediterranean including knowledge of :Where does the Mediterranean Sea end? What does the</p>	<p>Year 5 and 6</p> <p>Explore the wider geography of the Mediterranean: its climate zones, mountains rivers and earthquake zones. Types of settlement and land use. Identify similarities differences between</p>	<p>Write a message in a bottle from a Mediterranean country. Write a section for whole class holiday brochure for tourists visiting Bologna focusing in on a specific aspect of the city. Create a powerpoint or similar built up over a number of weeks demonstrating key learning.</p>	<p>Continent, political, relief, tectonic, argument, evidence, biome, circulation, currents, flow, coastal, tourism, regions, peninsula</p>	

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	<p>How are Italy's regions are organised, and how do these compare with our own system of governance?</p> <p>What are the similarities and differences between everyday life for children in Italy and our own?</p> <p><i>Why do people choose to stay somewhere they've always lived?</i></p>		<p>Mediterranean form a part of? What does the Mediterranean connect to?</p> <p>Use satellite and plan maps to identify the key physical features of Mediterranean countries</p> <p>Use satellite and plan maps to identify settlements and population spread.</p> <p>Investigate what foods are farmed here and how does that impact diet and international trade</p> <p>Investigate a small location in a Mediterranean country</p>	<p>the climate of a Mediterranean country and where they live. Identify similarities and differences between the human geography of a Mediterranean country and where they live (types of settlement, land-use, economic activity including trade links.</p>		
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<p>Summer</p> <p>Coasts</p>	<p>How is sand formed? Why do we have beaches? How are beaches different? What physical features would I see on the coasts of the UK? What is erosion? What are the consequences of erosion? What can I see on the beach? Has the coastline always looked like this? What can be done to prevent erosion? <i>What is the future of our coast line?</i></p>	<p>Describe and understand key aspects of coastal regions</p> <p>Understand how coastal regions change over time</p> <p>Consider the impact on coastal communities of coastal erosion</p> <p>Use fieldwork to observe, measure, record and present physical features .</p>	<p>Name different types of weathering</p> <p>Describe how physical, chemical and biological weathering change rocks</p> <p>Explain how erosion and deposition form coastal features</p> <p>Explain how some coastal features are formed</p> <p>Identify the location of some famous UK coastal features</p> <p>Describe how a coastline might have looked in the past and how a coastline might look in the future</p> <p>What are the implications of coastal erosion in North Yorkshire?</p>	<p>Create a report on the impact coastal erosion has had in Morecambe bay or another local coastal area using digimaps (1890 overlay) What the implications are for the future? Create a presentation to explain what has caused local coastal features. A comparison of beach profiles (annotated diagrams) Double page spread on erosion</p>	<p>Coastline, deposition, transportation, erosion, groyne, headland, sediment, tides, undercut, longshore drift, swash, tourism,</p>
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Year C

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
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<p>Autumn</p> <p>Countries and Countries of the UK</p>	<p>How are the parts of the UK similar and how are they different?</p> <p>Where does farming happen?</p> <p><i>Where do people choose to live here and why?</i></p> <p>What happens in our cities?</p> <p>What happens in the countryside?</p> <p>How are we linked to the other areas of the country?</p> <p>Where have you been ?</p> <p>What did you see? What makes us unique? How are things changing? What cultures make up our population?</p>	<p>Name and locate counties and cities of the UK.</p> <p>To recognise Geographical regions of the UK and their identifying human and physical characteristics and land-use patterns.</p> <p>Use ordnance survey maps to build their knowledge of the United Kingdom.</p> <p>Understand how land-use and population spread has changed overtime.</p>	<p>Year3 and 4</p> <p>Be able to identify the difference between the British isles, Great Britain and the United Kingdom.</p> <p>Locate the main Islands that surround Great Britain.</p> <p>Use 8 points of a compass to describe the position of the main islands around Great Britain.</p> <p>Understand longitude, latitude, Greenwich meridian and time zones</p> <p>Investigate how the longitude of the Shetland islands effects its</p>	<p>Year 5 and 6</p> <p>To identify constituent countries of the UK, their national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life.</p> <p>Locate Yorkshire on a map and its key cities and tourist attractions.</p> <p>Use aerial photographs and topological mapping to investigate key physical and human features of the UK</p> <p>Investigate how the longitude of the Shetland islands effects its climate and day length.</p>	<p>Y3/4: Produce annotated maps of the British Isles, Great Britain and the United Kingdom including major islands.</p> <p>Y5/6: Produce a report for King Charles on each of the UK's constituent countries.</p> <p>Y3/4: Use digimaps timezone overlay to plan flights to and from different destinations that cross different timezones.</p> <p>Y5/6: Create a sales pitch for traditional regional food products. Plan a journey from Austwick to Unst in the Shetland Isles</p>	<p>County, country, capital city, landscape, population, characteristics.</p>
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			climate and day length.			
<p>Spring</p> <p>South America</p>	<p>What is the location and key human and physical features of Brazil?</p> <p>How is the climate in different areas of Brazil different and what are the reason for this?</p> <p>What is urbanisation and what are the reasons for it happening in Brazil?</p> <p><i>What is life is like for different young people living in different areas in Brazil?</i></p> <p>What are the key reasons for poverty in Brazil? In what ways does human activity poses a risk for indigenous people in the Amazon rainforest?</p>	<p>Develop contextual knowledge of the location of globally significant places.</p> <p>Locate South America and understand its environmental regions, key physical and human characteristics and major cities.</p> <p>Understand geographical similarities and differences through a study of a region within South America</p>	<p>Year 3 and 4</p> <p>Use maps, atlases and globes to name and locate South America, Brazil and surrounding countries and oceans.</p> <p>Understand the physical geography of Brazil e.g. biomes and vegetation belts, climate zones rivers and mountains. (Check prior knowledge for each year group)</p> <p>Explain the role, size and characteristics of a village, town and city.</p> <p>Find the differences</p>	<p>Year 5 and 6</p> <p>Use maps, atlases, globes and digital/computer mapping to name and locate South America, Brazil and surrounding countries and oceans.</p> <p>Describe and understand key aspects of physical geography, including biomes and vegetation belts, climate zones rivers and mountains.</p> <p>Understand types of settlement and compare life in rural and urban areas of Brazil</p> <p>Find the differences between life of the rich and poor and</p>	<p>Create climate graphs.</p> <p>Write a letter explaining why they have chosen to move from the rural north to the urban south of Brazil.</p> <p>Life in the rainforest double page spread.</p>	<p>South America, Brasilia, Rio de Janeiro, Christ the Redeemer, ecosystem, Amazon river, rainforest, urban, rural, favelas, agriculture, inequality, poverty, landmark, football, equator, southern hemisphere</p>

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			<p>between life of the rich and poor and understand how the two live side by side</p> <p>Research indigenous peoples of Brazil</p>	<p>understand how the two live side by side</p> <p>Research indigenous peoples of Brazil</p>		
<p>Summer</p> <p>National Parks</p>	<p>What are the physical geographical features which can be found in our local area and the National Parks?</p> <p>What key aspects of physical geography are there?</p> <p><i>What impact does human activity have on the landscape?</i></p> <p>How do we care for and preserve the landscape?</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use basic geographical vocabulary</p>	<p>Identify and explain what a National Park is.</p> <p>Understand why National Parks were created.</p> <p>Identify the features of National Parks.</p> <p>Learn about the geographical features of NPs.</p> <p>Learn about the term 'cultural heritage.'</p>	<p>Locate UK National Parks on a map</p> <p>Case study on Yorkshire Dales/Ribblehead Viaduct/Lake District</p> <p>Interview farmer re importance of farms and farmers in achieving the aims of national parks in the UK.</p>	<p>National Park, conservation, protected areas, region, landscape, heritage, environment, land use, economic activity.</p>	

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Year D

	Key Questions	National Curriculum Coverage		Subject specific skills and knowledge development		Key Tasks	Key Vocabulary
Autumn Global Trade Y5/6 Our Place on Earth Y3/4	<p>How do countries import and export food as part of global trade? What is the 'global supply chain'</p> <p>What are the three stages of the global supply chain? – primary, secondary and tertiary. What are the main exports of the UK and where do we export them to around the world? What does being 'Fairtrade' mean? <i>What would happen if people only shopped 'local'?</i> How does this benefit people around the world?</p>	<p>Year 3 and 4 Develop knowledge of globally significant places</p> <p>Describe and understand key aspects of climate zones</p> <p>Identify the position and significance of latitude, longitude, hemispheres, tropics, Arctic and Antarctic circle.</p>	<p>Year 5 and 6 Locate the worlds countries and major cities</p> <p>Develop knowledge of the distribution of natural resources.</p> <p>Understand the interconnections between countries through trade links</p> <p>Consider the environmental and human impact of</p>	<p>Year 3 and 4 Identify our place geographically within Europe and the World.</p> <p>Identify the equator, Northern and southern hemispheres on a globe and map.</p> <p>Identify lines of latitude: tropics of Cancer, Capricorn, Arctic and Antarctic circles on a map and globe. Identify the key climate zones in</p>	<p>Year 5 and 6 Locate global companies on a map.</p> <p>Look at physical geography in relation to trade.</p> <p>Use research skills to discover how trade has changed through time through time.</p> <p>Use maps and atlases to locate the source of a range of foods.</p> <p>Calculate distance travelled by</p>	<p>Year 3 and 4 Label the major lines of latitude on a map. Create a climate zone map. Post cards from a range of European capitals.</p> <p>Year 5 and 6 Trade timeline Annotated map to show where the food we eat comes from Poster / explanation text why pay more for fairtrade?</p>	<p>Import, export, natural resources, climate, resources, skills, technology, and communication systems</p>

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	<p>How does human and physical geography affect the exported goods?</p> <p>What is it like there? What are the key features? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here>? How does the weather effect people there?</p>	<p>Locate the worlds countries –focus Europe</p>	<p>international trade</p>	<p>relation to the equator.</p> <p>Identify lines of longitude in relation to Greenwich</p> <p>Compare how the global position of major European capitals effects their climate.</p>	<p>products using map scale.</p> <p>Use maps and atlases to locate more and less developed countries.</p> <p>Drawing conclusions from data.</p> <p>Looking at case studies of Fairtrade industries</p>		
<p>Spring</p> <p>Biomes</p>	<p>Where are the major biomes of the world found?</p> <p>What is it like there?</p> <p>What can I see in this place?</p> <p>Who and what lives there? What grows here?</p> <p>How do you travel here?</p> <p>What do people do here?</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <p>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.</p> <p>Location and characteristics of a range of the world’s most significant human and physical features. .</p> <p>Locate the worlds countries using maps and globes.</p>		<p>Describe the features of key biomes : rainforest, temperate forest, desert, tundra, grassland and savanna.</p> <p>Compare the effect climate has on biomes across the world</p> <p>Consider how climate change and human activity might be effecting biomes</p>	<p>Map the world’s biomes and create a biome in a box .</p> <p>Carry out a field study of a local moorland/woodland.</p> <p>Write a non-chronological report on moor management (how human activity maintains this unique biome).</p>	<p>Biome Climate Tundra Desert Grassland Coniferous Deciduous Tropical Aquatic Moorland</p>	

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	<p>How does the weather effect people there?</p> <p>How is climate change effecting these places?</p> <p>What is changing here? Why?</p> <p><i>What makes a place special?</i></p>				
<p>Summer</p> <p>Europe - Greece</p>	<p>What do I know about this place?</p> <p>What would I like to know?</p> <p>What can I see here?</p> <p>What is the land being used for?</p> <p>What are the key features? (human and physical)</p> <p>How could we get there?</p> <p>What is the weather like here?</p> <p>Who lives here? How are things the same and different here? How does tourism effect a Mediterranean country?</p> <p>What is the climate here?</p> <p>What food grows here?</p>	<p>Locate the worlds countries using maps and globes.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Austwick and a region in a European country</p> <p>Human geography: settlement and land use, economic activity and trade links.</p> <p>Locate the worlds countries using maps and globes.</p>	<p>To identify where countries are in the Mediterranean including knowledge of :Where does the Mediterranean Sea end? What does the Mediterranean form a part of? What does the Mediterranean connect to?</p> <p>Use satellite and plan maps to identify the key physical features of Mediterranean countries</p> <p>Use satellite and plan maps to identify settlements and population spread.</p> <p>Investigate what foods are farmed here and how does that impact diet and international trade</p> <p>Investigate a small location in a Mediterranean country</p> <p>Explore the wider geography of the Mediterranean: its climate zones, mountains rivers and earthquake</p>	<p>Write a postcard from a Mediterranean country.</p> <p>Write a section for whole class holiday brochure for tourists visiting Greece focusing in on a specific aspect of the city.</p> <p>Create a powerpoint or similar built up over a number of weeks demonstrating key learning.</p>	<p>Europe Continent</p> <p>Political entity (European Union) Scale Key Orientation Physical features Human features Economy Climate Peninsula Capoluogi (principal cities) Regions Regional map</p>

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	<p><i>What attracts people to this area?</i></p>		<p>zones. Types of settlement and land use.</p> <p>Identify similarities differences between the climate of a Mediterranean country and where they live.</p> <p>Identify similarities and differences between the human geography of a Mediterranean country and where they live (types of settlement, land-use, economic activity including trade links.</p>		
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