

Subject content Key stage 2

Key stage 2 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.

	AUTUMN	SPRING	SUMMER
Topic	Natural Disasters /Saxons and Vikings	Marvellous Maps /Golden Age of Baghdad	Crime and Punishment/Coastal Erosion
Addressing stereotypes			Cressida Dick Nowell Roberts
Brief	NATURAL DISASTER	MAP WORK	COASTAL EROSION
Key enquiry questions	<p>1.What causes a volcano to erupt or a flood to occur? 2.What is the cause and impact of natural disasters 3.How have communities been affected by natural disasters?</p> <p>4.How do Saxon landscapes and villages compare to today? 5.How have place names changed over time?</p>	<p>1.Why are 6 figure grid references useful? 2.What can you identify on a world map? 3.What language would you use to describe the climates of the world? 4.Can you investigate a biome and the climate within it? (not the rainforest)</p> <p>5.What is the impact of Brexit on trade in the UK?</p>	<p>1.Are some coastlines of the UK more susceptible to erosion? 2.What is the evidence of erosion at Hengistbury Head? 3.How can we solve the problem of erosion at local beaches?</p> <p>4.How have the features of Baghdad changed over time? 5.Why might Baghdad be an interesting place to visit?</p>
Learning Objectives	<p>1.To describe and explain the process that causes natural disasters. 2.To explore the impact of natural disasters. 3.To understand the key aspects of physical geography linked to volcanoes and earthquakes.</p> <p>4.To know how human/physical features change over time. To compare and contrast maps of Dorset in Saxon/Viking era to modern day.</p>	<p>1.To use six figure grid references to locate features on a map 2.To identify key features on a world map 3.To know the key climates of the world and the associated geographical language 4.To show a greater understanding of biomes and how they link to climate</p> <p>5.To explore what might affect trade</p>	<p>1.To use field work to measure, record and present physical features in the local area 2.To understand factors that affect the local environment 3.To explore how erosion has affected physical features in the UK</p> <p>4.To compare and contrast key physical/human features on a map of Baghdad 5.To explore a cities land use, economic activity and natural resources</p>
Location and place knowledge		<p>Look at maps of the world and ID selection countries/continents/ important human-physical features Use 6 figure grid references/digital mapping to locate countries and their features Describe climates of the world- tropics/hemisphere//biomes/tundra</p> <p>Progression- Choose a biome to investigate in more detail -explain the climate in that biome.</p>	

Human and physical geography	<p>Explore natural disasters -what they are and when they have taken place. Explain the impact they have had on communities.</p> <p>Look at maps of Saxon villages what human/physical can you identify? <i>Progression -</i> Compare maps of Saxon landscapes and villages and compare them to today. (Human/physical features)</p>	<p>Look at trade in the UK and compare it to other countries – investigate the impact of Brexit –debate ...</p>	<p>Locate key human/physical features on a map of Baghdad <i>Progression -</i> Compare and contrast these features to an ancient map of Baghdad. How have the features changed over time? Explore Baghdad’s land use, economic activity and distribution of natural resources.</p> <p>Regional study- Why would you want to visit Baghdad? What is there for tourists/what events take place/ what are they famous for?</p>
Field work			<p>Carry out a local survey at the beach. This could be the one below or on something else e.g. rubbish at the beach.</p> <p>Investigate erosion – causes – human/physical- local and UK wide.</p> <p>Walk along the beach (Hengistbury Head) – Are some areas more eroded than others? Why? Look at waves / cliffs /position of stones on beach ...</p> <p>Take photos of your findings. Present you findings back at school. Understand the factors that affect the local environment. <i>Progression-</i> Use your information to come up with ideas for how you could solve the problems using examples /compare to other similar situations in the UK. How have they helped to resolve the problem?</p>
Subject specific Vocabulary	<p>natural disaster typhoon tsunami volcanic eruption flood hurricane</p>	<p>tropics hemisphere biomes tundra tourism</p>	<p>erosion deposition</p>

