



# **GEOGRAPHY CURRICULUM COVERAGE**

## **KEY STAGE 2**

## **GEOGRAPHY INTENT**

At Wheatlands, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Wheatlands enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Wheatlands Primary and also to their further education and beyond.

# Geography: Key Stage 2

## Place Knowledge

## Human and Physical Geography

*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*

*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*

*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*

Year 3

### Climate Zones and Rainforests – 1 term

- To know where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- To use globes and atlases to identify climate zones.
- interpret maps and aerial views of different climate zones, discussing and asking questions about their main features, and comparing these with places previously studied;

### Climate Zones and Rainforests – 1 term

- To explain what a biome is, in terms of climate zones.
- Know the names of and locate the different biomes / climate zones using a world map.
- Identify patterns in the location of biomes in relation to the equator, tropics and North and South Pole; explain how the climate has caused their location.
- To describe what the features of the following biomes are:
  - Rainforest
  - Savanna
  - Tundra
  - Desert
  - Mediterranean
  - Temperate Forest
  - Grassland
  - Taiga Forest

*This should include information such as climate, eco-systems and food chains, flora and fauna, location on the globe. Each biome will also have specific areas of interest*

### Climate Zones and Rainforests – 1 term

- To understand the impact human and natural activity have on the different biomes. *e.g. attention should be given to desertification, deforestation, melting ice, land reclamation, forest fires, flooding, over grazing and hunting.*
- To know how their location within different climate zones might affect everyday life differently.
- To know how some human beings have adapted to life in the rainforest

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>to study e.g. layers of a rainforest, endangered species that live in these biomes, different types of desert (hot and cold deserts), how they change over the seasons.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <p><b>European Settlement – half term</b></p> <p><b>Greece (links to History topic)</b></p> <ul style="list-style-type: none"> <li>• To know the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;</li> <li>• ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as introductory knowledge about mountains, volcanoes, earthquakes, etc (being mindful of the Year 6 topic -the processes that cause these do not need to be studied).</li> </ul> |                                                                                                                                                                                       | <p><b>European Settlement – half term</b></p> <ul style="list-style-type: none"> <li>• To know ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;</li> <li>• To investigate ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; including the UK.</li> <li>• To think about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).</li> </ul> |

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| Year 4 | <p><b>Rivers – one term</b></p> <ul style="list-style-type: none"> <li>To compare a river-side settlement in the UK with river-side settlement elsewhere in the world. <i>This can include social, cultural, economic, environmental or differences in human utilisation of the river, as well as comparing the features of the rivers.</i></li> </ul> <p>Visit Teesmouth Field Centre and the Estuary. Consider an additional visit to the Tees Barrage. Learn about the waterfalls, settlements, industry and leisure on the River Tees. Track the River Tees from source to mouth using Google Earth. Research the River Tees and feedback to the class. Links to English – Non-Chronological Report on the River Tees.</p> | <p><b>Rivers – one term</b></p> <ul style="list-style-type: none"> <li>To describe the stages of the water cycle. <i>This can be done alongside the science topic which covers this objective.</i></li> <li>To explain what a river is and describe the main features. <i>Children should know that a river usually begins in the mountains and makes its way to the sea, being joined by many tributaries along the way.</i></li> <li>To name and describe the different stages of a river. <i>This could be done using a real river, e.g. the Tees, tracking and mapping to from its source to the estuary and describing the changes.</i></li> <li>To describe how waterfalls are formed.</li> <li>Know the name of and locate a number of the world's longest rivers using an atlas.</li> </ul> | <p><b>Rivers – one term</b></p> <ul style="list-style-type: none"> <li>To explain why most cities are located along rivers.</li> <li>To know why industrial areas and ports are so important.</li> <li>To describe the ways humans use rivers. <i>This can include transporting goods and people, dams to gather water or produce electricity, flood barriers, gathering food and as a source of water.</i></li> <li>To study a case where human activity has had an adverse effect on a river. e.g. <i>pollution, over-fishing, damming. The case should also explain how this has been mitigated.</i></li> <li>To understand why rivers flood and the impact flooding can have on a settlement.</li> </ul> |
|        | <p><b>Local Study – The River Tees, South Gare and Redcar Beach</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Local Study – The River Tees, South Gare and Redcar Beach</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Local Study – The River Tees, South Gare and Redcar Beach</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Year 5 | <p><b>The Americas – one term</b></p> <ul style="list-style-type: none"> <li>To be able to describe how the UK is similar and different to the Americas.</li> <li>To locate some countries and capital cities in the Americas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>The Americas – one term</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>The Americas – one term</b></p> <ul style="list-style-type: none"> <li>To know about processes of settlement, trade, tourism and culture in the Americas.</li> <li>To know the names, features and location of major human settlements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|               | <ul style="list-style-type: none"> <li>To locate and describe key human and physical features of North and South America including landmarks, famous monuments and buildings, rivers, mountains and climate zones. Link to previous teaching on these.</li> <li><b>Place study: One place in North America, one place in South America.</b></li> </ul>                                                              |                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>To compare and contrast life in different American countries.</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
|               | <b>Our Region and the UK– half term</b> <ul style="list-style-type: none"> <li>To know the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;</li> <li>To know the ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> </ul> |                                                                                                                                                                                                                                    | <b>Our Region and the UK – half term</b> <ul style="list-style-type: none"> <li>To know the ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;</li> <li>To know ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</li> </ul> |
| <b>Year 6</b> | <b>Mountains, Earthquakes and Volcanoes – one term</b> <ul style="list-style-type: none"> <li>To compare human and geographical features of a mountain in the UK with mountain/s from another part(s)</li> </ul>                                                                                                                                                                                                    | <b>Mountains, Earthquakes and Volcanoes – one term</b> <ul style="list-style-type: none"> <li>To know that the continents of the Earth change place over time.</li> <li>To be able to explain why tectonic plates move.</li> </ul> | <b>Mountains, Earthquakes and Volcanoes – one term</b> <ul style="list-style-type: none"> <li>To understand the impact on human populations that volcanoes and how these can be mitigated. <i>This can be</i></li> </ul>                                                                                                                                                                                                                                     |

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|  | <p>of the world. <i>This should include physical, cultural, economic, topographic and land use.</i></p> | <ul style="list-style-type: none"> <li>• To be able to explain the structure of the Earth.</li> <li>• Be able to describe how a volcano is formed and label the different parts.</li> <li>• To name seven famous volcanoes and locate them using an atlas.</li> <li>• To explain what causes a volcanic eruption.</li> <li>• To understand how mountains are formed.</li> <li>• To label the features of a mountain.</li> <li>• To know and describe the different types of mountain.</li> <li>• To name the 'seven peaks' and locate them using an atlas.</li> <li>• To use an atlas to locate the major mountain ranges and tallest peaks in the UK.</li> <li>• Know the physical processes that cause an earthquake.</li> </ul> | <p><i>positive and negative impacts – e.g. why do people live there, even though it is dangerous? What are the benefits of living near a volcano? Why is it dangerous? What happens to a local population when a volcano erupts, and how do outside communities help?</i></p> <ul style="list-style-type: none"> <li>• To understand the impact on human populations that earthquakes have, and how these can be mitigated. <i>Include how aid agencies and the international community contribute to the rescue effort and how buildings are designed to withstand volcanic eruptions in high risk areas.</i></li> <li>• To be able to describe what it is like to live on a mountain.</li> <li>• To explain why humans use mountains for recreational and economic purposes.</li> </ul> |
|  | <p><b>Area Study – China / Tibet / Nepal and the Himalayan Region.</b></p>                              | <p><b>Area Study – China / Tibet / Nepal and the Himalayan Region.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Area Study – China / Tibet / Nepal and the Himalayan Region.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

# Geography: Key Stage 2

## 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*

**Year 3**

- Use maps to locate European countries and capitals.
- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn.
- Use appropriate vocabulary when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).
- Know how to use graphs to record features such as temperature or rainfall across the world.
- Use maps and atlases to locate biomes and identify patterns in their global distribution.
- Compare computer or satellite imagery of modern times and historic maps to track the changes in biomes.

- Know and name the eight points of a compass

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

**Year 4**

- Use Google Earth to follow the journey of the River Tees and other world rivers and compare their human and physical features.
- Use atlases to locate the world's major rivers.
- Use appropriate vocabulary to describe rivers and their features.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

*Visit Teesmouth Field Centre and the Tees Estuary*

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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Track a river virtually using computer software.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 5 | <ul style="list-style-type: none"> <li>• Be familiar with maps of the continents of North and South America. Use maps and atlases to show location of countries, capital cities and show land use patterns. Compare modern and historical maps to contrast changes over time.</li> <li>• To be able to interpret maps and aerial photographs (including digital maps such as Google Maps) using these to discuss the main features and comparing them to places already studied and the UK.</li> <li>• interpret a range of maps of the UK and the local region and apply this information to their understanding of it;</li> <li>• use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;</li> <li>• use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;</li> <li>• use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Plan a journey within the UK and America using a road map.</li> </ul> <p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.</p> |
| Year 6 | <ul style="list-style-type: none"> <li>• Be familiar with maps of the area around the Himalaya. Use maps and atlases to show location of countries, capital cities and show land use patterns. Compare modern and historical maps to contrast changes over time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Know what most of the ordnance survey symbols stand for</li> <li>• Know how to use six-figure grid references</li> <li>• Use six-figure grid references to direct each other on a 'treasure hunt' or 'geocache' / orienteering activity in the local area.</li> </ul>                                                                                                                                                   |

- To be able to interpret maps and aerial photographs (including digital maps such as Google Maps) using these to discuss the main features and comparing them to places already studied and the UK.

- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation.

## Geography: Key Stage 2

### 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)*

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| Year 3 | <ul style="list-style-type: none"> <li>• To use an atlas to locate the countries of Europe and label their capital cities.</li> <li>• interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);</li> <li>• look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</li> <li>• use globes and atlases to identify the location of Greece and the Mediterranean;</li> <li>• use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.</li> </ul> |                                                                                                                                            | <ul style="list-style-type: none"> <li>• To locate on a globe and be able to explain what the following terms mean: <ul style="list-style-type: none"> <li>○ Northern Hemisphere</li> <li>○ Southern Hemisphere</li> <li>○ Equator</li> <li>○ Arctic and Antarctic circle</li> </ul> </li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and are on a world map</li> <li>• Know what is meant by the term 'tropics'</li> </ul> |
| Year 4 | <ul style="list-style-type: none"> <li>• To use an atlas to identify the location of the major rivers of the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• (Know, name and locate the main rivers in the UK is covered in place knowledge above).</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>To populate a map showing the major land use of the UK. <i>This should include identification of key physical and human characteristics and environmental regions as well as industrial and urban areas.</i></li> <li></li> </ul>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                              |
| Year 5 | <ul style="list-style-type: none"> <li>To use an atlas to locate and mark on a map the boundaries of the countries that make up North America and show the location and names of their capital cities.</li> <li>To use an atlas to locate and place on a map the boundaries of the countries that make up South America and show their capital cities.</li> <li>To populate a map showing the dominant land use of the different areas of North and South America – including environmental regions and urban areas and industrial areas.</li> </ul> | <ul style="list-style-type: none"> <li>To populate a map of North and South America, showing the major land uses and compare these over time by contrasting modern maps with maps from the past, showing how the physical and human landscape has changed over time. <i>Take care not to focus too deeply on rainforests, as this is covered Year 3. The location of The Amazon can and the human geography of the region can be studied.</i></li> </ul> | <ul style="list-style-type: none"> <li>To understand the significance of latitude and longitude and use these to identify and locate points on the globe.</li> <li>Use the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> |
| Year 6 | <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital maps to locate the world's mountains, volcanoes and fault lines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>To understand why different places around the Earth will have different times of day at any given point and explain about time zones. Children should be able to work out differences in time zones.</li> <li>To locate the Greenwich Meridian on a map and explain its significance.</li> </ul>                      |