



St Cuthbert's Learning Organisation: Geography

KS2 2023 - 2024

C Wilson



Autumn	Spring	Summer
<p>Why are jungles so wet and deserts so dry?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">*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 <p><u>Knowledge</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none">*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). <p><u>Cross Curricular</u></p> <p>Using mathematical knowledge and understanding to draw and read climate graphs.</p> <p>Science - Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change</p>	<p>Water - Is it the most valuable thing in the world and who owns it</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Use basic geographical vocabulary to refer to key physical and human geographical features* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features*Use simple observational skills to study key human and physical features of environments <p><u>Knowledge</u></p> <ul style="list-style-type: none">* understand geographical similarities and differences through studying the human and physical geography of a small area* Analyse a modern Ordnance Survey map of part of Northumberland to identify, describe, observe and explain a range of physical and human features of the area; <p>Identify and describe the different ways in which water is used in the home and be able to explain with examples how people use 'virtual' water without knowing;</p> <p>Identify and explain why some countries consume much greater quantities of water than others;</p> <p>Explain why conserving water use is an important thing to do and reach a judgement as to which measures will be most effective in the home.</p> <p>As is appropriate at Lower Key Stage 2 the anticipated outcomes involve greater degrees of progression and challenge than at Key Stage 1 as pupils are supported to demonstrate understanding through explanation and to begin to make judgements.</p> <p><u>Cross Curricular</u></p> <p>Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data.</p> <p>History – this topic relates to their previous learning in KS1 about the Victorians.</p>	<p>Why is Jane's house only worth a pound?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*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.* Identify, describe and give reasons for why environments change <p><u>Knowledge</u></p> <ul style="list-style-type: none">*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)*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 in North or South America <p><u>Cross Curricular</u></p> <p>Music</p> <p>Instruments made with local resources</p> <p>Art</p> <p>Resources used in classrooms around the world</p> <p>Science</p> <p>Properties and changes of materials • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>

<p><u>Vocabulary</u> Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere.</p> <p><u>Reason & Progression</u> There are many connections to the subject content of other curriculum areas such as in Science, children learn about “Living things and their habitats”</p> <p>Children will recognise that living things can be grouped in a variety of ways.</p> <p>They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will also recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Why are jungles so wet and deserts so dry?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>*Know that Jungles are wet because of the daily rain and hot climate, which makes the rainforest very humid.</p> <p>*Deserts are dry because of global air circulation patterns. The sun's energy hits Earth most directly at the equator, heating the air and evaporating moisture from it. That warm, dry air rises and travels toward the poles.</p> <p>*Know the difference between weather and climate.</p> <p>*Know what climate zones are and which one we live in,</p> <p>*Know about biomes.</p>	<p><u>Cultural Capital</u> Local area trips to river and sea. Kielder reservoir Cragside Tweedstart river project</p> <p><u>Vocabulary</u> city, urban, slums, wealth, poverty, cholera, infection, bacterium, disease, Victorian, epidemic, cartoon, shroud, crown, standpipe, infected, polluted, reservoir, political map, relief map, town, city, scale line, compass rose, route, direction, construction</p> <p><u>Reason & Progression</u> The use and value of water is a crucial and relevant topic in our daily lives. Children need to understand how precious it is and how the effects of climate change are affecting us all in our daily lives. Regular news bulletins describe floods and droughts in our region as well as around the world so the children need to be aware of this and what they can do to help.</p> <p>In Science, the children learn about the water cycle.</p> <p>Water - Is it the most valuable thing in the world and who owns it?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>*Describe the causes and symptoms of cholera and explain why this very infectious disease caused thousands of deaths during epidemics in British cities such as Newcastle in Victorian times.</p> <p>*Describe the features and purpose of a reservoir and explain why the reservoirs needed to supply Berwick with fresh water were built in the Scottish Borders and Lake District.</p> <p>*Analyse a modern Ordnance Survey map of part of Northumberland to identify, describe, observe and explain a range of physical and human features of the area</p> <p>*Identify and explain why some countries consume much greater quantities of water than others.</p> <p>*Explain why conserving water use is an important thing to do and reach a judgement as to which measures will be most effective in the home</p>	<p><u>Cultural Capital</u> Uganda slideshow from visit Letters from Ugandan children</p> <p><u>Vocabulary</u> Desert, hot, temperate, cold, polar, temperature, precipitation, atmosphere, rain, snow, hail, fog, dew, frost, defined, Key, continent, ocean, country, mushroom rock, pedestal rock, environment, erosion, abrasion, outcrop, sand blasting, exposed, pillar, collapse, river, cliff, meander, river cliff, energy, outer bank, inner bank, undercut, hydraulic action, slip off slope, Isle of Dogs, dock, wharf, quay, King Henry VIII, farm, arena, superstore, tunnel, station, reach, Lake District, United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, National Park, leisure, recreation, tourists, trampling, vegetation, scenery, landscape, flow diagram, footpath, exposed, waterlogged, scar, visible, repair, restore, expensive, worthless, eroding, Happisburgh, cave, unsupported, rock face, receding, unstable, slump, weakened, cycle, storm wave, backwash, notch, destructive, wave cut platform, rock armour, revetment, absorb, sedimentary rock, sandstone, granite, resistant, high tide, hydrological cycle.</p> <p><u>Reason & Progression</u> Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about</p> <p>Natural hazards such as earthquakes and volcanoes (History) and the changes to natural and human features of the landscape that they can cause.</p> <p>How and why places in their own locality are changing as a result of physical and human processes. This also follows on from the topic why are jungles so wet and deserts so dry?</p> <p>Why is Jane's house only worth a pound?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>Explain what erosion is and how it can be caused by natural and human processes.</p> <p>Describe how a desert is defined.</p> <p>Name and locate the four types of desert on Earth.</p> <p>Explain how wind erosion in hot deserts creates distinctive landscape features.</p> <p>Explain how water erosion along rivers creates distinctive features.</p>
---	--	--

		<p>Identify, locate, describe and explain the main human and physical features of the Isle of Dogs meander in London.</p> <p>Explain how wave erosion along the coast causes cliff collapse and serious problems for residents.</p> <p>Understand how erosion by people causes serious management problems for national parks in the UK.</p>
--	--	---