



St Cuthbert's Knowledge Organiser Geography
Key Stage 2 2024 – 2025
Mrs Wilson



Subject	Autumn	Spring	Summer
<p>Geography</p>	<p>Why do some earthquakes cause more damage?</p> <p>Skills</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 * Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources * Observe and record the distribution of earthquakes in New Zealand over the past two hundred years. <p>Knowledge</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. * Identify, describe and explain the causes of earthquakes; * Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; * Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; 	<p>What is the sunshine state really like?</p> <p>Skills</p> <ul style="list-style-type: none"> * Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida * Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world * Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world. * Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours. <p>Knowledge</p> <p>This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the <i>Magic Kingdom</i>. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.</p> <p>Through all of the enquiries the centrality of exploring people-environment interaction is maintained as pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and</p>	<p>How and why is my local area changing?</p> <p>Skills</p> <ul style="list-style-type: none"> * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Interrogate atlas maps to identify and locate a range of countries and some significant physical features such as rivers and mountains located in particular continents * Identify, describe and give reasons for why environments change * Analyse aerial photographs and terrestrial images to identify and describe the physical and human features of Berwick and Tweedmouth. * 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. <p>Knowledge</p> <p>The concept of change underpins the study of geography with its central paradigm of investigating the interaction of people and their environments. Pupils will build an understanding of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. Children will be know how to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.</p>

<p>*Identify, describe and explain the causes of volcanoes; * Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand.</p> <p>Cross curricular In science this term, the children are learning about rocks and soils.</p> <p>Cultural capital We will be using high-quality texts and resources: rich and diverse texts, literature, and resources that reflect different cultures and perspectives. Virtual tour of Pompeii.</p> <p>Vocabulary Site; Location, Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit;</p>	<p>the conservation of the environment and living things in the lives of residents. 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>Cross curricular Literacy- Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p> <p>Cultural capital Language and Communication: Oracy Skills: Develop students' ability to express themselves confidently and articulately.</p> <p>Vocabulary Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America, Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity;</p>	<p>Cross curricular History –During the topic the children will be looking at old photographs of their local area and using information from a previous history lesson with the Berwick archives.</p> <p>Cultural capital Trip out into the local area for fieldwork and visit the archive.</p> <p>Vocabulary Site; Location, River, Mouth, Run off, Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; Irrigation; Sea, Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>
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	<p>Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency</p> <p>Reason & progression</p> <p>The Geography National Curriculum states that children must be taught to describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Europe; South America; Endangered; Conservation; Preservation; Life cycle</p> <p>Reason & Progression</p> <p>The enquiry extends the study that pupils made at Key Stage 1 of continents and oceans, the distribution of hot and cold areas of the world and a contrasting locality outside of Europe. It enables them to study in depth the main geographical features of North America before focusing in on one region – the state of Florida in the United States of America (USA). For many pupils this will be the location in North America with which they are most likely to be familiar and therefore have some background knowledge (maybe even direct experience) of the place at the outset of the investigation. This being the case, the enquiry models the approach of beginning with the known and familiar and then extending out to the unknown and less familiar. Because of its huge physical and human diversity, the state of Florida provides an excellent location and context for pupils to explore and apply key concepts such as climate, economic activity, environmental management and sustainability.</p>	<p>Reason & progression</p> <p>The children at KS2 need to develop both Locational and place knowledge</p> <p>The Geography National Curriculum states that children must Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>
	<p>Why do some earthquakes cause more damage?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>Identify, describe and give reasons for why environments change.</p> <p>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life.</p>	<p>What is the sunshine state really like?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida.</p> <p>Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida.</p> <p>Observe, describe, explain and begin to draw conclusions about the geographical pattern of the</p>	<p>How and why is my local area changing?</p> <p>End points KS2</p> <p>All children will be able to:</p> <p>Identify, describe and give reasons for why environments change.</p> <p>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life.</p> <p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment.</p>

	<p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment</p> <p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual</p>	<p>origin of visitors to the <i>Magic Kingdom</i> from countries around the world.</p> <p>Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world</p>	
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