BINGHAM PRIMARY SCHOOL CURRICULUM

Subject: Geography

Key Stage: 2

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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

Geography – key stages 1 and 2 4 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

Non – negotiables. Every lesson MUST include these elements and procedural knowledge:		
Vocabulary:	Procedural knowledge:	Questions
use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Read and interpret a variety of maps, plans, use atlases, OS maps and aerial photographs at points during every lesson; Have a class compass that displays NSEW, with Bingham at the centre. When talking about a place, relate it on the class compass so children have a mental schema of the location of different places on the local, national and world map. Refocus on the compass every lesson, (like the timeline in History) so children are fluent with the language and have a growing mental picture of the world.	Adults need to ask questions that help learners explain their understanding of geographical **similarities and differences**. Questions such as : • What do you notice..? • Tell me what you can see..? • What does this remind you of…? • How do you know..? • Where have you seen this before…? • How is it similar…? • How is it different…?

Geography – Lower KS2 Y3/4

Term	Cycle	Theme:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	assessment
Autumn	A	**Deeper in to the UK** 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),	**Children will know:** Y3 Children will recall the countries, seas and capital cities of the UK. Children will know that the UK is partitioned in to counties and they will map where these are. Y4: As above PLUS children will know key human and physical features associated with some counties	**Children will know:** Y3 Children will know they live in Lincolnshire and they will know where its boundaries lie and where it reaches to. Y4 – as above PLUS They will know a number of county cities and locate them in the respective counties.	**Children will know:** Y3 Children will know key topographical features of some chosen counties Y4 -as above PLUS children will know how to recognise these on satellite maps and images by searching for the most famous ones, human and physical.	**Children will know:** . Y3 Why rivers are important Names and locations of major rivers (the Thames in London, the Trent in Nottingham, the Witham in Lincoln) Y4 – as above PLUS Will know and plot the location of the top 10 major rivers in the UK Major Rivers in the UK | Britain Visitor - Travel Guide To Britain (britain-visitor.com)	**Children will know:** a broad overview of which features i.e. mountains, hills , coast and fenland dominate the county. **Y4** As above plus: How jobs and livelihoods are linked to different county features.	**Children will know:** What produce or product are most associated with each county. i.e hat making in Luton, shoes in Northampton the cradle of the industrial revolution in Shropshire Fruit in Kent, farming in Lincolnshire etc Y4 – As above plus: know the physical and human features of the landscape that meant these industries grew up there ie. Rivers, canals, drainage of the fens etc.	Y3 Know the countries and capitals of the UK The UK is split into smaller sections called counties They live in Lincolnshire and know some key features of the county Name at least four major UK rivers inc Thames Name some key features of a number of counties Y4 – as above plus: Know a number of county cities and the county they are located in Know the location of the major rivers Link important human and physical features to the county they Appear in Know that the landscape is integral to some human features
	B	**Deeper in to the UK** Look at land-use patterns; and understand how some of these aspects have changed over time	**Children will know** Y3 Use satellite images and technology to look at selected areas of the country to see how land is used Y4 as above PLUS Use areal photos from history to compare changes over time	**Children will know** Y3 Compare a contrasting locality i.e. farmland to city or urban housing to make comparisons Y4 as above PLUS Predict what might be needed in the future	**Children will know** Y3 How to describe why a locality has the features they can see on the maps Y4 as above PLUS Relate the satellite images of land use to OS map representation of the same thing	**Children will know** Y3 How to use simple grid references to find a location Y4 as above PLUS How to give a grid reference for a selected location	**Children will know** Y3 How locations have changed over time, but also be able to suggest ways the environment could be improved. Y4 as above PLUS How human and physical features affect population distribution	All – research and debate Answer the question (using research) are there any truly spaces left in the UK?	Y3 That land is used for different purposes Land use will change over time to meet need of the people that use it Use simple grid references Y4 Be able to recognise places and features on OS maps Give grid references for selected locations
Spri	A	**Moving in to Europe**	**Children will know** Y3 that Europe is a continent which is a landmass made up	**Children will know** Y3 the location of Europe on the globe.	**Children will know** Y3: the names of the countries of Europe.	**Children will know** Y3 and locate the capital cities of Europe, learning	**Children will know** Y3 That there are statistics related to		Y3 Undewrstand that the continenet of Europe is made up of a number of independent countries

			of a number of individual countries. Y4 as above plus: have a basic understanding of features of a number of them	Y4 as above plus: Children will know that the continent of Europe is a different thing to the political union of Europe.	They will be able to locate them on a map, some from memory.	brief detail about their location (i.e. near river, mountains, ports etc) Y4 As above PLUS: Describe why people might move to the locations in relation to human and physical features	how many people live in capital cities Y4 – as above PLUS: How to read different ways that this data is represented.		The location of Europe on a map Y4 Have an understanding of the features (human and physical) of some of them.
	B	**Moving in to Europe** Learn or revise to locate the world's countries, using maps to focus on Europe (inc Russia) concentrate on regions, key physical and human characteristics.	**Children will know** Y3 that Europe is a continent which is a landmass made up of a number of individual countries. Children will know the location of Europe on the globe. Y4 as above plus Children will know that the continent of Europe is a different thing to the political union of Europe.	**Children will know:** Y3 Where the capital cities of Europe are located Find on a range of maps and atlases including satellite technology. Y4 as above PLUS: Can plot grid references for some locations in atlases i.e. single letter and number to two digits	**Children will know** Y3 Locate famous and important human features of European cities i.e Paris and Eiffel Tower. Y4 – as above PLUS: Why are they located where they are?	**Children will know** Y3 The key human and physical features of a selected range of physically contrasting European countries. High mountains and deep rivers (prep for Y6) Y4 as above PLUS: Within Europe there are vastly different environments and landscapes, using a spotlight area to compare our location against	**Children will know:** Y3 That the physical features of European landscapes have driven the human inhabitation and changes. Y4 – as above PLUS Some areas of Europe are more densely populated than others – what are the contributing factors to this?	**Children will know:** Y3 That people over time have moved across Europe to change location for a variety of reasons including economic migration. Y4 – as above PLUS That there have been impact on cities and towns that have been caused by migration.	Y3 Europe is a continent made up of smaller countries The location of Europe on a globe or in an atlas The names of a number of European capital cities The location of some important human features in capital cities Y4 Using simple grid reference numbers to two digits Understand that populations change and move over time for a variety of reasons including economic
Summer	A	**Global Geography**	**Children will know** Y3 the names of geographical features of the globe Equator, (revise) Northern Hemisphere, Southern Hemisphere, Y4 as above PLUS:	**Children will know** Y3 The names of geographical features of the globe - of latitude, longitude, Y4 as above PLUS Understand that the lines of L&L have numbers attached	**Children will know** Y3: The locations of the Tropics of Cancer and Capricorn, Y4 as above PLUS The degrees number attached to each	**Children will know** Y3: That there are invisible features called Arctic and Antarctic Circle, Arctic is N and Antarctic is S Y4 – as above PLUS:	**Children will know** They will know the countries that sit in these areas and how location impacts on climate		Y3 The key geographical features of the globe: Equator Hemispheres Longitude and latitude Tropics of cancer and Capricorn Arctic and Antarctic circles Y4 The numbers attached to the lines of LL and tropics

	B	**Global Geography** Using maps to Locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Children will know** Y3 How to locate north and South America, learning the component countries of each They are separate continents The oceans that border the continents. Y4 as above PLUS The major rivers and mountains	**Children will know** Y3 Spotlight on the Panama canal that splits the two. Where is it? who uses it and what for. Why is it important? Y4 as above PLUS Investigate the direction of sailing What would happen if it didn't exist?	**Children will know** Y3 The capital cities of the two continents Weather and climate in the capital cities Y4 as above PLUS The populations in relation to square meterage for 6 key cities across N&S to look at space allocated to people that live there. Then relate to given statistics for poverty. Is there anything they can deduce?	**Children will know** Y3 The key most important human and physical features of the environments across the two land masses There are contrasting features in the environments and where their locations are in relation to the earth features i.e. equator, tropics and arctic/Antarctic circles. Y4 as above PLUS Look at temperature data from key cities and relate to the human features – does temperature direct the use of land?	**Children will know** Y3 What is produced across the landmass? Where does the food grow, farming of animals, fruit and factories. Y4 as above PLUS: Look at what foodstuffs stays in the country and leaves the country – what is each country famous for exporting i.e. bananas, coffee, chocolate, oranges, etc.	**Children will know** Y3 The plants and animals in different climate locations i.e. desert, plains, rainforest, everglades, tundra, sea etc. Y4 as above PLUS The importance to the rest of the world of the rainforests – what happens when the 'lungs of the Earth' are all gone?	Y3 That north and south Americas are separate continents The oceans that surround them The panama canal runs between them The countries of the continents and the capital cities Important human and physical features The variety of climate environments across the continent Y4 How temperature data impacts on population Exports from the continents

Geography – Upper KS2 Y5/6 Curriculum

Year 5 and 6 will complete the same baseline of work.

There will be additional challenges tied in to the objectives for year 6, planned by class teachers and subject leads

There will be significant differences in the expectations of the way that the different year groups record their work

Term	Cycle	Theme:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment:
Autumn	A	**A deeper investigation into an aspect of human geography**	By the end of this lesson children will know: Revise the location of South America and some of its key geographical features Identify he location of the small area of study. Children will know how to use grid references and numbers to find the specific location	By the end of this lesson children will know: The human features of the city and surrounding area of the chosen study location. Children will know how to describe the location of a range of human features in the location using 8 points of the compass	By the end of this lesson children will know How to examine the impact of humans on both locations using photographs, clips, satellite maps and city guides.	By the end of this lesson children will know How to look at a location on an OS map, locate the chosen comparison UK location. Use an ordinance survey map to plot human features What the OS symbols stand for	By the end of this lesson children will know About natural resources available to both locations	By the end of this lesson children will know About trade arrangements for each location. How do both locations get access to supplies and what do they produce and distribute out to other countries?	The location of the chosen small study area Some of the key physical and human features of the study area How to use grid reference locators The 8 points of the compass How to locate places on an OS map How to read symbols on an OS map Can describe the impact of human interference on locations
	B	**All about the zones What are climate zones and what are time zones?**	By the end of this lesson children will know: Revise the features of the globe including equator, hemispheres	By the end of this lesson children will know: The globe is split into time zones vertically and these are numbered The location of the GM and how the time zones fan out from 00	By the end of this lesson children will know: What the differences in time actually look like at different points around the world – by looking at the location on the globe	By the end of this lesson children will know The earth is split into climate zones that radiate from the Equator. Children will have an overview of the features of	By the end of this lesson children will know The plants and animals that are indicative of different climate zones (selected) and how they are adapted.	By the end of this lesson children will know:	The globe (Earth) is divided into time zones The location of the Greenwich Meridian How time zones work and describe it How climate zones work horizontally out from the Equator That physical features change dependent on different climate zones i.e. plants and animals adaptation
Spring	A	**A spotlight investigation into extremes of physical geography**	By the end of this lesson children will know How the Earth is constructed. What the core is made of and the subsequent layers	By the end of this lesson children will know How the plates tectonic work, move and react with each other and make earthquakes What fault lines are Where the fault lines are located	By the end of this lesson children will know What a volcano is How it is constructed How it was formed	By the end of this lesson children will know When and under what conditions does a volcano erupt? How is this linked to an earthquake	By the end of this lesson children will know The impact in the environment of earthquakes and volcanoes What a tsunami is The formation of volcanic islands	By the end of this lesson children will know Where the major volcanoes are and some of the historic eruptions and what the impact was.	The physical construction of the Earth from the core outwards The location of the major fault lines The action and movement of plates tectonic and the impact on the Earths crust Describe simply how earthquakes happen

									Know the relationship between earthquakes and volcanoes How volcanoes are formed The impact of these extreme physical events on the Earth and subsequently on inhabitants Where the major volcanoes are located
	B	**Mountains and rivers – how did they get there and what is their relationship?**	By the end of this lesson children will know The location of the chosen rivers, where to find them on the map and use an atlas to find the co-ordinates They will be able to say where they are in relation to equator, tropics and time zones.	By the end of this lesson children will know That the place that rivers start is called the source. The source of both rivers Track the journey that both make through the country until they eventually exit.	By the end of this lesson children will know How the river changes in size and shape as it moves through the country. How people sometimes change the course or flow of rivers to use them for a resource (i.e. Hoover Dam)	By the end of this lesson children will know How mountains were formed The location of the chosen mountains for study The grid references for their locations What time zone and climate zone they are in Altitude data for comparison	By the end of this lesson children will know The story of how Everest was climbed and by whom, looking at how the physical geography made it so hard to do. The environmental impact now of so many people climbing	By the end of this lesson children will know How to describe how mountains and rivers are linked through time. how to describe tis to others be able to discuss why people are attracted to living near rivers.	Be able to describe how mountains were formed Describe the course of one specific river from source to end Know the names and locations of a set of important world rivers and mountains as set in the curriculum planning and be able to say where they are located
Summer	A	**A spotlight study into climate change around the world.**	By the end of this lesson children will know What is climate change and what causes it?	By the end of this lesson children will know What impact can already be seen What are the predicted impact on selected areas around the world?	By the end of this lesson children will know Impact of climate change on the weather in different zones around the world. It might not mean that the weather is getting warmer, it might mean different symptoms	By the end of this lesson children will know: How is it being measured? How to represent the data and information in charts and graphs i.e. annual rainfall in certain climate zones	By the end of this lesson children will know Look at the environmental impact of climate change on one species – polar bears	By the end of this lesson children will know How to make changes in our own lives to help combat climate change	Know what climate change is – broad definition)know some of the key factors that contribute to it Know some of the impacts that can be seen around the world Know some key changes that can be made to reduce impact
	B	**A spotlight study into understanding the importance of water on our planet.**	By the end of this lesson children will know . And describe a variety of sources of water on the planet Including natural and man made Children will visit Rutland water and	By the end of this lesson children will know The difference and locational difference between fresh and salt water	By the end of this lesson children will know Children will know about how the water cycle works. i.e. journey to the sea	By the end of this lesson children will know Children will know how rivers form and then how they work	By the end of this lesson children will know Children will know how humans divert and manipulate water for a variety of reasons. That not only use water for drinking,	By the end of this lesson children will know Children will the devastation and destruction leading from a lack of water and what that looks like for others around the world.	Describe how the water cycle works How rivers form How humans manipulate water for different purposes What impact a lack of water can have on humans and wildlife

			look at the role of reservoirs Revisit the learning about the Hoover Dam.				but also irrigation, industrial practices and manufacture as well as producing electricity. In the past water was used as a direct power source via watermills.		