

Below outlines the learning focus for each term

NC Requirements – KS2

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 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

KS2 Knowledge End Points:

Locational Knowledge

- Can 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
- Can 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
- Can 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

- Understands 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

- Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Can describe and understands 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

KS2 Skills End Points:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Is able to 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

Term	Learning Focus		
	Knowledge	Skills	
Autumn 1	<p>Comparing Locations within UK</p> <ul style="list-style-type: none"> Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map Knows what defines a city as opposed to a town (i.e. cities must have a cathedral) Can name significant rivers of the UK and the seas that some rivers flow into the sea Knows and can name some of the mountain regions in the UK Knows some of the geographical features of London with a focus on the Thames Know that London is a city and that cities have different geographical features than the countryside To know the term 'land use' and know some ways that land use is different in the countryside than in their local area. Describe and understand key aspects of human geography, including types of settlement and land use Can compare geographical regions and their identifying human and physical characteristics? Knows why the Thames barrier is so important to the area and why they were designed and built. Knows and can describe how the London population has changed over time Knows how to find specific information from an atlas (page numbers and compass rose and index) Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 point compass points to describe a location relative to another place. Use a legend to find areas of higher ground on a map. Use the eight points of a compass. Interpret symbols and keys to develop knowledge of the United Kingdom. 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>Maths: Coordinates</p> <p>Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers.</p> <p>History: Context for population changes.</p> <p>Museum of London trip – River workshop</p>
Spring 2	<p>Europe</p> <ul style="list-style-type: none"> Know what countries are in Europe and where are they located Locate geographical regions (temperate, tropical and subtropical zones) Can identify the main physical and human characteristics of the countries of Europe Can describe geographical similarities and differences between a region in the United Kingdom and one in a European country 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate European countries (including Russia) and describe features studied. Use the 8 point compass points to describe a location relative to another place. Know what an Ordinate Survey map is and its key features To know why map symbols are used and to recognise the OS map symbols. 	

	<ul style="list-style-type: none"> Describe key aspects and compare physical (including mountains, rivers, climate and landscape) and human geography (settlements, land use, population, economy) in the UK and an European country Describe and understand key aspects of human geography, including types of settlement and land use Understand how some human and physical characteristics of UK / European country have changed over time 	<ul style="list-style-type: none"> Interpret symbols and keys to develop knowledge of a European country To use symbols and keys (including the use of OS maps) to build knowledge of the UK. and wider world To know and be able to use geographical vocabulary which is appropriate and accurate Express views about the environment and begin to suggest improvements with reasoning 	
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Ambition / Intent:
 We believe that it is essential that children have a comprehensive understanding not only of the world but their local area. Our ambition is to develop enquiring and curious minds through engaging and exciting pupils by taking their geography learning outside of the classroom where possible; a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way. We welcome outside speakers to share their expertise and experiences and as a result, children will not only learn from others but also from their own experiences which will empower them to become global lifelong learners.

Design / Implementation:
 The geography curriculum at Camrose is structured so that each year group studies a different area of geography and has been carefully sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Key aspects of learning are taken from the National Curriculum and mapped across each year group with vocabulary banks that are specific to that individual year group.

We want pupils to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways across a range of subjects such as Art, D&T, Computing and Science. This approach aims to provide meaningful cross curricular, creative and tangible learning experiences that engage, excite and empower learners in their quest for mastery.

Impact:
 Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations