

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 term	<p>Climate Zones and Tectonic Plates</p> <ul style="list-style-type: none"> To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation. Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities Understand what the greenhouse effect is and which gases are involved (cross-curricular: science). Understand the impact of climate change on the different climate zones worldwide Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. Earthquakes are caused by different types of movement in the earth's tectonic plates Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. Know how earthquakes occur and what happens when they do including Tsunamis Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate. 	<ul style="list-style-type: none"> Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. Use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be Compare and contrast the two ways of measuring earthquakes - the Richter and Mercalli scales Identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge Make connections between their geographical understanding and their knowledge of scientific changes of state To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references 	<p>Science: Climate change and gases involved/Changes of state and how it relates to water cycle/Chemical reactions (volcano recreation)</p>

Spring 1	<p>South America / Rainforest</p> <ul style="list-style-type: none"> • There are 12 countries in South America and almost 400 million people live there. • Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. • South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. • The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. • Knows what a rainforest is and where they are found. • Can locate and identify rainforests on a map/globe • Knows the layers of vegetation in a rainforest • Knows about the people and settlements of the rainforest. • Can identify the climate, the habitats, the plant and animal types and how people live in the rainforest • Knows how the climate of a rainforest compares with climates in UK • Knows why the rainforest is under threat and some of the measures taken to protect it. 	<ul style="list-style-type: none"> • Use an atlas to identify countries, states and regions of geographical interest. • Locate and label different countries/continents in the Northern and Southern hemisphere • Understand the necessity of a key and use this to help read maps of increasing complexity. • Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. • Used geographical vocabulary to describe the physical attributes of an area • Understands how aspects of the human and physical features of South America are similar and different to London and the wider UK 	
Summer 1	<p>Antarctica / Global Warming</p> <ul style="list-style-type: none"> • Can describe the location of Antarctica • Can identify the type of weather Antarctica experiences • Can explain reasons for different climates • Knows what glaciers are • Knows about life in Antarctica and the animals, which may survive in those conditions • Explain and discuss a range of reasons for geographical similarities and differences between countries including South America and Antarctica • Know how Antarctica is different / similar to the UK • Can explain what global warming is • Can describe possible causes of global warming and research the implications • Uses knowledge to develop informed opinions about global warming and can develop reasoned arguments about our role on the planet. 	<ul style="list-style-type: none"> • Use Ordnance Survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight to verify predictions about the climate in a specific location according to its geographical location • Use atlases to identify where Antarctica is located and predict what their climate will be • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	

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