

Geography KS2

Long Term Subject Overview Key Learning and Progression.

At 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 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.

LKS2 Key Learning			
	Autumn term	Spring term	Summer term
Year 3	The UK	Volcanoes and Earthquakes	Region of the UK - Lake District
Lancashire Planning Theme	<i>There’s No Place Like Home</i>	<i>Rock and Roll!</i>	<i>What the Romans Did For Us</i>
	<u>Investigating our Local Area: Farington Moss</u> Y3 start by using maps to spot familiar places and give directions to and from local points of interest then we will teach the children the difference between physical and human features. Putting their geographical skills to the test, the class will have the chance to examine services in the local area and create a survey of jobs and travel. Finally we consolidate their knowledge by asking them to evaluate their local area and provide information for visitors. • KS2 - 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 • KS2 - describe and understand 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 - use the eight points of a compass, four 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 • KS2 - 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.	<u>Volcanoes and Earthquakes</u> Y3 will explore volcanoes, one of the most fascinating phenomena in the world. We teach where in the world volcanoes are found before looking at how and why volcanoes erupt. The children will understand what tectonic plates are, what the ‘ring of fire’ is and what the impact of eruptions and earthquakes has on the environment. • KS2 - 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) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>National Parks: The Lake District</u> They will focus on the Lake Distinct for part of this study. • KS2 - 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 • KS2 - describe and understand 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 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • KS2 - use the eight points of a compass, four 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
Year 3 Geography Curriculum Threads	Local area, Human processes, Physical processes, Land use and settlements. 	World, Mountains, volcanoes and earthquakes, Natural resources, Physical processes. Earth geometry 	The UK, Diversity, Economic activity, Land use and settlement, Water and rivers, Mountains, volcanoes and earthquakes, Natural resources, Sustainability. 

Year 4	Environmental Geography	The world - focus on a region in a European Country - Madrid	The local area - River study
Lancashire Planning Theme	<i>The Great Plague</i>	<i>Passport to Europe</i>	<i>Water, Water, Everywhere</i>
	<u>Protecting Our Planet</u> The children will learn all about the importance of taking care of the environment. They will consider environments at a range of scales from the classroom to the whole world. They will focus on issues around litter and waste e.g. damage to the environment: reducing the level of resource use as well as the issue of the recycling of resources and sustainability. They will learn about climate change and global warming and make a planet protector pledge as well as working to earn their planet protector badge! - KS2 - describe and understand 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - KS2 - use the eight points of a compass, four 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	<u>Spain and Madrid</u> Children will compare and contrast Spain with the UK, and then find out more about the physical and human geography of the country, including the climate. They will also find out about how tourism affects Spain. Finally, they will focus on Madrid and discuss why people want to live and visit there. - KS2 - 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 - KS2 - 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 - KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - KS2 - describe and understand 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Investigating Rivers: River Lostock</u> Children will study the water cycle, find out how rivers are formed and explore the journey of a river from source to mouth. They will investigate why rivers are important and what they are used for, river pollution and its effects, as well as studying the River Lostock in depth during a fieldwork trip to Cuerden Valley Park. - KS2 - 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 - KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - KS2 - 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.
Year 4 Geography Curriculum Threads	World, Sustainability, Economic activity, Interconnection    	Europe, Diversity, Human processes, Physical processes, Climate and weather     	Local area, Climate and weather, Natural resources, Physical processes, Water and rivers, Land use and settlement.      

LKS2 Progression (Y3 and Y4)						
Locational knowledge		Place knowledge		Human and Physical Geography		
▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).		▪ A region of the United Kingdom. ▪ A region in a European country.		▪ 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.		
Skills						
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology		
▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm.	▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites.		
LKS2 End of year expectations to support summative judgements.						
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 3	Name and locate a wider range of places in their locality, the UK and wider world.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Observe, record, and name geographical features in their local environments.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.
Year 4	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.	Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Observe, record, and explain physical and human features of the environment.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.

UKS2 Key Learning			
	Autumn term	Spring term	Summer term
Year 5	The geography of where food comes from. Climate zones, biomes and vegetation belts of the world	The UK	The Amazon Basin in South America
Lancashire Planning Theme	Food, Glorious Food!	Inventors and Inventions	Amazon Adventure
	<u>Where Does Our Food Come From?</u> The children will journey around the world, visiting farms in temperate, tropical, and Mediterranean climates. They will learn the locational language used to describe locations around the world. They will also learn about the climate conditions in a range of different biomes, how food is produced, traded, and transported and how fair-trade organisations help farmers. • KS2 - 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 • KS2 - 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) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>The United Kingdom</u> Y5 will learn all about how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers and coastlines. • KS2 - 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 • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Exploring the Amazon Basin</u> The children will begin by using their map skills to locate the Amazon Basin, and then go on to explore the physical geography of the country, including climate, layers of the rainforest and the Amazon River. They will look at settlements along the Amazon River and the importance of its global impact. • KS2 - 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 • KS2 - 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) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand 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 - 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 • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Year 5 Geography Curriculum Threads	World, Climate and weather, Economic activity, Human processes, Land use and settlement, Natural resources, Physical processes, Sustainability, Interconnection, Earth geometry 	The UK, Economic activity, Human processes, Physical processes, Natural resources, Land use and settlement, Interconnection, Mountains, volcanoes and earthquakes. 	World, Diversity, Economic activity, Interconnection, Natural resources, Sustainability, Water and rivers, Climate and weather. 

	Autumn term	Summer term
Year 6	The World	Fieldwork - Local study Blackpool
Lancashire Planning Theme	Survival	Oh, I Do Like To Be Beside the Seaside
	<u>North America</u> The children will identify the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. They will explore the various geographical features of different areas of North America and compare them with their own locality. • KS2 - 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 • KS2 - 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) • KS2 - 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 • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies	<u>A study of the Human and Physical Geography of Blackpool</u> The children will revisit study of fieldwork skills by looking at OS maps, widening their knowledge of OS symbols to interpret maps of different scales. After using a range of different scaled maps to identify physical and human geographical features, including land use in a seaside area of the UK (Blackpool) children will look closely at key locations using six-figure coordinates. They will have opportunities to devise the best possible routes from school to a seaside area. There will be opportunities to investigate topical and local issues affecting Blackpool. • KS2 - 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 • KS2 - describe and understand 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 - 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 • KS2 - 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
Year 6 Geography Curriculum Threads	World, Earth geometry, Climate and weather, Diversity, Land use and settlement, Interconnection.     	Local area, Human processes, physical processes, Economic activity, Sustainability, Land use and settlement.      

UKS2 Progression (Y5 and Y6)				
Locational knowledge		Place knowledge		Human and Physical Geography
▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).		▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.		▪ 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.
Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.	▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs.	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.	▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.

	UKS2 End of year expectations to support summative judgements.					
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
Year 6	Name and locate an extensive range of places in the world including globally and topically significant features and events.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing