

Key Stage 2 Geography - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children’s numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p align="center">Map Skills</p> <p align="center">Introduction to map reading skills. Understanding the school location and building maps.</p> <ul style="list-style-type: none"> ➤ produce a detailed map of the local area to show the main physical and human features using symbols, a key and scale ➤ know the 8 points of the compass ➤ use OS maps and know of symbols on an OS map ➤ use 4 and 6 figure grid references and alpha-numeric co-ordinates. ➤ locate the world’s 7 continents and 5 oceans ➤ use an atlas index to find a variety of geographical features 	<p align="center">Rainforests</p> <p align="center">Rainforest layout, Locations and deforestation</p> <ul style="list-style-type: none"> ➤ Locate the main Rainforest environments of the world; know that they are one of the six biomes of the world. ➤ Describe a Rainforest environment and its physical characteristics in Central or South America and how it is formed ➤ Describe and compare the weather and climate in the Rainforest environment to the UK and understand how these influence the way in which the area is developed and used; ➤ Identify animals and plants which live in the Rainforest and discuss how plants and animals adapt to their habitat; discuss why they live there and whether these plant and 	<p align="center">The UK</p> <p align="center">Local study investigating Newcastle</p> <ul style="list-style-type: none"> • Locate countries and major cities in the UK • Locate seas around the UK and rivers in the UK. • Discover what each of the countries in the UK are famous for and explore details about them • Locate hills and mountains of the UK • Use topological maps and analyse different types of land use • Investigate Newcastle upon Tyne as a case study, understand its history and compare its size then and now, compare the similarities and differences of human and physical geography

	<p>➤ know the main lines of longitude and latitude</p>	<p>animals could survive in other climates/biomes</p> <p>➤ Understand the land use of the rainforest and its human characteristics and how the rainforest environment has changed over time</p>	<ul style="list-style-type: none"> Analyse population change in the UK Understand the impact of immigration Rank the reason why people move – push and pull factors – economic, human, social, political, religion, environmental Create an arrival guide of the UK for new residents Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Local walk investigating a suburb of Gosforth, visit to the local city library</p>
Literacy link	<p>Prepositional phrases</p> <p>Instructions</p>	<p><i>Literacy link- Deforestation presentation/ non chronological text on the Rainforest</i></p>	<p><i>Literacy link- Leaflet and guide of Newcastle upon Tyne</i></p>
Assessment	<p>Baseline assessment. Map skills assessment task</p> <p><i>Recapping of key vocabulary through recall and retention starters.</i></p>	<p>Assessment- Describe how rainforests are protected? (P.E.E) Rainforest quiz</p> <p>Retrieval questions recapping previous knowledge learnt</p>	<p>Assessment – UK PEE question, mini assessment UK quiz</p> <p>Retrieval questions recapping previous knowledge learnt</p>

	<p>Cross curricular links</p>	<p><i>Cross Curric Links- Maths (map reading, scale, co-ordinates)</i></p> <p><i>COVID: Recapping of key vocabulary through recall and retention starters. Some map work will have been completed during the Maya topic in Aut 1.</i></p>	<p><i>Cross Curric links- Science (adaptation and habitats) map skills work on countries and continents</i></p>	<p><i>Cross Curric links- PSHE, history, maths –statistics, coordinates</i></p>
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Year 6	Areas	Term 2 and Term 3a	
	Content	<p style="text-align: center;">Mountains</p> <p>Investigate mountains across the globe, features of mountains and weather related to these places.</p> <ul style="list-style-type: none"> • describe a mountain environment its physical characteristics and explain how it was formed • know the locations of the main British and worldwide mountain environments • Describe and compare varying weather conditions in two different mountain environments and understand how these influence the way in which the area is developed; • Identify key topographical features of hills and mountains and knowing the difference between the two • Use a wide range of resources to find out information, including ICT • Use OS maps with 4 and 6 grid references • Understand how mountains are depicted on an atlas or OS map • Understand how tourism affects the mountain area. 	<p style="text-align: center;">Coasts</p> <p>Investigation in UK coasts and coastal features</p> <ul style="list-style-type: none"> • Use an atlas independently to locate key physical features of UK coastal areas • Describe locations using the 8 main compass points and 6 figure grid references • Describe the physical characteristics of a coastal environments and explain how it was formed • Use OS maps to investigate coastal environments • Create a map of an unfamiliar environment showing its key physical and human features • Understand how erosion can affect the features of the UK coastal line • Construct informed responses using key vocabulary, data and dates accurately, including consistent use of capital letters for locations and names • Produce diagrams to show geographical processes • Know how tourism affects the coastal area and compare to tourism in the mountain environment
	Literacy link	<i>Literacy link- Mountain description, Weather report, non-chronological text on a mountain, safety leaflet</i>	<i>Literacy link- Leaflet (persuasive), explanation on coastal erosion</i>
	Assessment	Assessment- weather and climate investigation of the mountain range, knowledge organiser low stakes quiz	Assessment- Coastal task PPE questions

		COVID: recapping of countries of the world completed during WWII topic. Key vocabulary starters – spacing starters, memory madness	knowledge organiser low stakes quiz retrieval questions recapping previous knowledge
	Cross curricular links	<i>Cross Curric links- maths (climate, weather graphs)</i>	<i>Cross Curric links- maths, science</i>