

## Geography KS2

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 tools and skills to enhance their locational and place knowledge.

| Year 5                     | Autumn term<br>Should chocolate be banned?   | Spring term | Summer term<br>How is the earth so powerful?<br>(Mountains, volcanoes and earthquakes)  |
|----------------------------|--|-------------|---|
| Locational knowledge       | <ul style="list-style-type: none"> <li>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>I can identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> </ul>   |             | <ul style="list-style-type: none"> <li>On a world map I can, locate areas of similar environmental regions, either desert /rainforest / mountain or temperate regions.</li> <li>I can locate the main countries in Europe and South America. Locate and name principal cities.</li> <li>I 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)</li> <li>I can use knowledge of time zones to work out journey times around the world.</li> <li>I can name and identify some of the most significant mountain ranges</li> </ul> |
| Place knowledge            | <ul style="list-style-type: none"> <li>I can locate and develop my knowledge of the world through considering the chocolate trade.</li> </ul>  |             | <ul style="list-style-type: none"> <li>Develop a knowledge and understanding of the significant mountain ranges in the world.</li> </ul>  |
| Human & physical geography | <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>   |             | <ul style="list-style-type: none"> <li>I know there are five main biomes and can name them. (Aquatic, deserts, forests, grassland, tundra)</li> <li>Physical geography, including: climate zones, vegetation belts, mountains, volcanoes and earthquakes.</li> </ul>  |
| Mapping skills             | <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps</li> <li>Choose the most appropriate map/globe for a specific purpose</li> <li>Use latitude and longitude in an atlas or on a globe</li> </ul>   |             | <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps</li> <li>Choose the most appropriate map/globe for a specific purpose</li> <li>Use latitude and longitude in an atlas or on a globe</li> </ul>  |
| Fieldwork                  | N/A  |             | N/A   |
| Enquiry & investigation    | <b>In upper KS2 pupils:</b> <ul style="list-style-type: none"> <li>Ask and answer questions that are more causal eg 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?</li> <li>Make predictions and test simple hypotheses about people and places.</li> </ul>  |             |   |
| Communication              | <b>In upper KS2 pupils:</b> <ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>Use more precise geographical language relating to the physical and human processes detailed in the PoSeg tundra, coniferous/deciduous forest when learning about biomes.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news eg Fairtrade issues.</li> </ul> |             |   |
| Use of ICT/technology      | <b>In upper KS2 pupils:</b> <ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites</li> <li>Use wider range of labels and measuring tools on digital maps</li> <li>Start to explain satellite imagery</li> <li>Use and interpret live data eg weather patterns, location and timing of earthquakes/volcanoes etc</li> <li>Collect and present data electronically eg through the use of electronic questionnaires/surveys</li> <li>Communicate geographical information electronically eg multimedia software, webpage, blog, poster or app</li> </ul>  |             |   |

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|            | <ul style="list-style-type: none"><li>Investigate electronic links with schools/children in other places eg email/video communication</li></ul> |  |  |  |  |
| Vocabulary |   |  |  |  |  |
| SMSC       |   |  |  |  |  |