



**UPPER KS2 LONG TERM GEOGRAPHY PLAN**

**CURRICULUM INTENT**

We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
3. are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

**CURRICULUM IMPLEMENTATION**

Geography is sometimes used as a topic focus for the term as a key topic (as is History) but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work

**Key Stage 1 National Curriculum Expectations**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

**Locational knowledge**

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Key Stage 2 National Curriculum Expectations**

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.

Pupils should be taught to:

**Locational knowledge**

- 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
- 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
- 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**

- 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 in North or South America

**Human and physical geography**



<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>o 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</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the 8 points of a compass, 4- and 6-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</li> <li>• 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</li> </ul>
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TOPICS			
<b>Year 5</b>	Journeys - Trade <i>Where and who does our stuff come from?</i>	The Alpine Region <i>Why is the climate of a place so important?</i>	Changes in our Local Environment <i>Why do people like to be beside the sea?</i>
<b>Year 6</b>	The Amazon <i>What is life like in the Amazon Rainforest?</i>	Protecting the Environment <i>Are we damaging our world and what can we do about it?</i>	Our World in the Future <i>How will the natural and human world be different in the future?</i>



GEOGRAPHICAL KNOWLEDGE	YEAR 5	YEAR 6	Exceeding UPPER KS2 Expectations
<p><b>The UK and Local Area</b></p> <p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>The child can locate the UK's regions and major cities.</p> <p>(E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)</p>	<p>The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>The child can recognise broad land-use patterns of the UK.</p> <p>(E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</p>	<p>The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p> <p>Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>The child can identify broad land-use patterns of the UK.</p> <p>(E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</p>
<p><b>The World and Continents</b></p> <p>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.</p>	<p>The child can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>The child can describe some key physical and human characteristics of Europe and North and South America.</p> <p>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)</p>	<p>The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>The child can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p> <p>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</p>	<p>The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p> <p>(E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)</p>
<p><b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</b></p>	<p>The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>(E.g. Produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.)</p>	<p>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>(E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)</p>	<p>The child can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>(E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone. Consider how these fruits could be grown nearer to home.)</p>



GEOGRAPHICAL UNDERSTANDING	YEAR 5	YEAR 6	Exceeding UPPER KS2 Expectations
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</p> <p>The child can understand that animals and plants are adapted to the climate.</p> <p>The child can understand our food is grown in many different countries because of their climate.</p> <p>(E.g. Create a fruit map poster based around a world map using several fruits and labelling their countries of origin.)</p>	<p>The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>The child can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>The child can understand how food production is influenced by climate.</p> <p>(E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)</p>	<p>The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.)</p> <p>The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</p> <p>The child can relate climate to food production.</p> <p>(E.g. Produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow.)</p>
<p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.</p> <p>(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.)</p>	<p>The child can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>The child can understand how a mountain region was formed.</p> <p>(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)</p>	<p>The child can describe and understand some key physical processes and the resulting landscape features.</p> <p>The child can understand how fold mountain regions are formed.</p> <p>(E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.)</p>
<p>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.</p>	<p>The child can know and understand what life is like in cities and in villages.</p> <p>The child can know the journey of how one product gets into their home in detail.</p> <p>The child can describe some renewable and non-renewable energy sources.</p> <p>The child can describe different types of industry currently in the local area.</p> <p>The child can know where some of our main natural resources come from.</p> <p>(E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>	<p>The child can know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>The child can understand that products we use are imported as well as locally produced.</p> <p>The child can explain how the types of industry in the area have changed over time.</p> <p>The child can understand where our energy and natural resources come from.</p> <p>(E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>	<p>The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>The child can understand that our shopping choices have an effect on the lives of others.</p> <p>The child can explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>The child can understand where our energy and natural resources come from, and the impacts of their use.</p> <p>(E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>



GEOGRAPHICAL UNDERSTANDING (cont)	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	<p>The child can understand how a region has changed.</p> <p>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed.)</p>	<p>The child can understand how a region has changed and how it is different from another region of the UK.</p> <p>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.)</p>	<p>The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive.</p> <p>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park.)</p>
Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.	<p>The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.</p> <p>(E.g. Design an app/webpage/leaflet for tourists to the Alps selecting some information.)</p>	<p>The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)</p>	<p>The child can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.</p> <p>(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment. Refine the item based on feedback.)</p>
Deepen an understanding of the interaction between physical and human processes.	<p>The child can describe how some physical processes can cause hazards to people.</p> <p>The child can recognise that there are advantages and disadvantages of living in certain environments.</p> <p>(E.g. Investigate the impacts of the 2011 Japanese earthquake using images and internet research.)</p>	<p>The child can understand how physical processes can cause hazards to people.</p> <p>The child can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)</p>	<p>The child can offer reasons why physical processes can cause hazards to people.</p> <p>The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas.</p> <p>(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes.)</p>



GEOGRAPHICAL SKILLS AND ENQUIRY	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>(E.g. Use physical and political maps to identify the Alps and the countries this region spreads across.)</p>	<p>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>The child can use thematic maps for specific purposes.</p> <p>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)</p>	<p>The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America.</p> <p>The child can use globes and atlases to accurately locate places by their latitude and longitude.</p> <p>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct.)</p>
<p>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>The child can use four-figure grid references.</p> <p>The child can use OS map symbols and atlas symbols.</p> <p>The child can use maps at different scales.</p> <p>The child can recognise that contours show height.</p> <p>(E.g. Contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue.)</p>	<p>The child can use four-figure, and find six-figure, grid references.</p> <p>The child can describe height and slope from a map.</p> <p>The child can read and compare map scales.</p> <p>(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)</p>	<p>The child can use four- and six-figure grid references with ease and accuracy.</p> <p>The child can describe the shape of the land from contour patterns.</p> <p>The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps.</p> <p>(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.)</p>
<p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>The child can make a sketch map with symbols.</p> <p>The child can use digital maps to identify human and physical features.</p> <p>The child can present information gathered in fieldwork using simple graphs.</p> <p>(E.g. Research into how the local area is changing, using a selection of digital sources.)</p>	<p>The child can make sketch maps of areas using symbols, a key and a scale.</p> <p>The child can use digital maps to investigate features of an area.</p> <p>The child can present information gathered in fieldwork using a range of graphs.</p> <p>(E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)</p>	<p>The child can use digital maps to research factual information about features.</p> <p>The child can present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p>(E.g. Plan an investigation to find out how the local area is changing using a range of digital sources.)</p>