

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 style="text-align: center;">Map Skills</p> <p>Introduction to map reading skills. Understanding the school location and building maps.</p> <p><u>KPI link- 1 (Location understanding) and KPI 5 (communication- embedded throughout)</u></p> <ul style="list-style-type: none"> -Identify the position of the main lines of longitude and latitude -Use an atlas independently to locate countries and continents -Describe locations using the 8 main compass points and 4 figure grid references -Create a map of a place showing its key physical and human features -Use OS maps to investigate the local area focusing on physical and human features -Carry out a planned field work investigation in an urban area 	<p style="text-align: center;">Rainforests</p> <p>Rainforest layout, Locations and deforestation</p> <p><u>KPI link- 1 (L. understanding) and KPI 3 (Geographical enquiry)</u></p> <ul style="list-style-type: none"> -Describe the main features of a South American rainforest -Create a map of a place showing its key physical and human features 	<p style="text-align: center;">Rivers</p> <p>Key topographical features and land-use patterns of the UK., European and Worldwide rivers; aspects have changed over time; physical geography including climate zones, biomes and vegetation belts; human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources (energy, food, minerals and water)</p> <p>Link in the Jarrow Hall visit and importance of rivers for the Anglo-Saxon settlers</p> <p><u>KPI link- 1 (Location understanding) and KPI 3 (Geographical enquiry)</u></p> <ul style="list-style-type: none"> -Describe the main features of a river system -Comparing and contrasting different sections of a river system

				-Investigating the key physical and human features of a river system
Literacy link	Prepositional phrases Instructions	Literacy link- Deforestation presentation/ non chronological text on the Rainforest	Literacy link- Recount how a river changes from the upper to lower course of a river, river poems	
Assessment	Baseline assessment. Map skills assessment task	Assessment- Rainforest mini task (design a rainforest creature and describe how it has adapted to its rainforest habitat). Deforestation assessment and presentation	Rivers assessment task	
Cross curricular links	Cross Curricular Links - Maths (map reading, scale, co-ordinates) COVID: Recapping of key vocabulary through recall and retention starters. Some map work will have been completed during the Maya topic in Aut 1.	Cross Curricular links - Science (adaptation and habitats) map skills work on countries and continents	Cross Curricular links - PSHE, history	

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> <p><u>KPI 1 link- Locational understanding</u></p> <ul style="list-style-type: none"> - Use an atlas independently to locate key physical features such as mountains and rivers -Describe locations using the 8 main compass points and 6 figure grid references -Describe the main features of mountain and coastal environments <p><u>KPI link 3 (Geographical enquiry)</u></p> <ul style="list-style-type: none"> -Carry out a planned weather and climate investigation of a mountain environment 	<p style="text-align: center;">Coasts</p> <p>Investigation in UK coasts and coastal features</p> <p><u>KPI 1 link- Locational understanding</u></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 main features of a coastal environments <p><u>KPI link 3 (Geographical enquiry)</u></p> <ul style="list-style-type: none"> -Use OS maps to investigate mountain and coastal environments - Create a map of an unfamiliar environment showing its key physical and human features <p>Understand how erosion can affect the features of the UK coastal line</p>
	Literacy link	Literacy link- Mountain description, Weather report, non-chronological text on a mountain, safety leaflet	Literacy link- Leaflet (persuasive), explanation on coastal erosion
	Assessment	<p>Assessment- KPI assessment sheet</p> <p>COVID: recapping of countries of the world completed during WWII topic. Key vocabulary starters – spacing starters, memory madness</p>	Assessment- Coastal task and KPI assessment sheet
	Cross curricular links	Cross curricular links- maths (climate, weather graphs)	Cross curricular links- maths, science