

LKS2

Theme:	NC objectives:	Skills progression – bold denotes core skills:	Knowledge – bold denotes core knowledge	Core vocabulary	Cultural capital links (Trips/resources/visitors etc)
<p>Rainforests- Amazon Environmental study</p> <p>Physical Geography & Human Geography</p> <p>Locational knowledge</p> <p>Place Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Locate world’s countries (rainforest) Describe and understand key aspects of physical geography including climate zones, rivers</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (Amazon Rainforest)</p> <p>Types of settlements and land use</p> <p>Use maps, atlases, globes to locate countries and describe features studied</p>	<p><u>Can I discover where the rainforests are in the world and locate them on a map?</u></p> <p><u>Can I explore the layers of vegetation in a rainforest?</u></p> <p><u>Can I investigate the climate of the rainforest?</u></p> <p><u>Can I find out about the people and settlements of the rainforest?</u></p> <p><u>Can I explore why the rainforest is under threat?</u></p> <p>Can I explore what measures are taken to protect the rainforest?</p> <p>Can I describe the Amazon River?</p> <p>Can I compare the Amazon River to the River Thames?</p>	<p>I can find the Tropics of Cancer and Capricorn and the Equator on a world map.</p> <p>I can describe the location of rainforests between the tropics.</p> <p>I can name continents and countries that have areas of rainforest.</p> <p>I can describe what a rainforest is like.</p> <p>I can name the four layers of vegetation in a rainforest.</p> <p>I can understand what “biome” means.</p> <p>I can describe the features of each layer of vegetation and identify animals that live there.</p> <p>I can explain the word ‘climate’.</p> <p>I can describe the climate in a tropical rainforest.</p> <p>I can compare the climate of the rainforest with climates in other parts of the world.</p> <p>I can identify settlements in the rainforest.</p> <p>I can describe the way of life of traditional tribespeople.</p> <p>I can explain how people use the rainforest sustainably to survive.</p> <p>I can describe the term ‘deforestation’.</p> <p>I know that rainforests around the world are under threat.</p> <p>I can describe reasons why the rainforests are destroyed.</p> <p>I can describe ways in which the rainforests can be protected.</p> <p>I can explain that there are ways to reverse the effects that deforestation has on the world</p> <p>Looking at the features of the Amazon River</p> <p>Comparing the different features and looking at the similarities and differences.</p>	<p>Climate, biomes, climate</p> <p>deforestation</p> <p>equator</p> <p>humid</p> <p>native tribes</p> <p>species</p> <p>weather</p>	<p>Amazonia</p> <p>Africa Alive</p>

Physical Geography – The Water cycle	Physical Geography describe and understand key aspects of the water cycle	<u>Can I understand the importance of water?</u> <u>Can I understand the water cycle?</u> <u>Can I describe the water cycle?</u> <u>Can I use my understanding of the water cycle?</u>	<p>Looking at why water is so important to humans.</p> <p>Investigating the water cycle and looking in depth at each stage.</p> <p>Playing a game that reinforces what they have learnt about the water cycle.</p>	Water cycle, evaporate, condensation, water vapour, precipitation, runoff, groundwater	
Geography - European Country – France Locational Knowledge Place Knowledge Human & physical Geography	<p>Locate the world countries using maps to focus on Europe ... concentrating on environmental regions, key physical and human characteristics and major cities.</p> <p>Place</p> <p>Understand geographical similarities through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography – rivers, mountains</p> <p>Human geography</p> <p>Geographical skills and fieldwork – use maps, atlases and globes to locate countries.</p>	<p>Can I locate France on a map?</p> <p>Can I research famous French landmarks (human features)?</p> <p>Can I identify some of the physical features of France?</p> <p>Can I understand the natural geography of France?</p> <p>Can I compare Paris and Watton?</p> <p>Can I research famous French people?</p>	<p>France is in Europe and the countries that border it are Spain and Germany. Sea around it.</p> <p>Look at the meaning of human features and then looking at the landmarks of France including the Eiffel Tower, The Louvre and The Arc de Triomphe.</p> <p>Look at the meaning of physical features and then look at the French Alps, the Pyrenees and the rivers including flow across France including the Rhine, the Loire and the Seine.</p> <p>More than 25% of its territory is covered with forest, 50% is countryside or farmland. Lowland forests are home to deer and wild boar. woodlands of the Alps and Pyrenees- rare chamois antelope, ibex, <u>brown bears</u>, and alpine hares, among many other species. The Mediterranean coastline is a stopover of millions of migrating African <u>birds</u>, including <u>flamingos</u>, <u>vultures</u>, egrets, and bee-eaters.</p> <p>Locate Watton and Paris on a map. Comparing their physical and human geography.</p> <p>Look at and research a famous French person including Marie Curie, Monet, Napoleon, Coco Chanel and Edith Piaf.</p> <p>Look at what food and drink French people eat and why.</p> <p>Cool winters and mild summers but mild winters and hot summers along France's Mediterranean coast.</p>	Borders, human features, Eiffel Tower, Louvre, Arc de Triomphe, French Alps, Pyrenees, Rhine, Seine. Loire, French Alps, Pyrenees, Paris, borders, mediterranean.	

		<p>Can I learn about the French diet?</p> <p>Can I know the climate in France?</p>			
Geographical skills and fieldwork – Orienteering	Geographical skills and fieldwork – use the eight points of a compass, four figure grid reference, symbols and key	<p>Can I use a four-figure reference?</p> <p>Can I use an eight-compass point on a map?</p> <p>Can I use basic OS map symbols?</p>	<p>Looking at the compass starting with the four points and moving onto eight points. Using these in practical activities and pictorially.</p> <p>We will be learning some of the symbols used on OS maps and how to read 4-digit grid references.</p>	<p>compass, direction, north, east, south, west, compass rose, location, eastings, northings, grid reference</p>	Using the orienteering maps from PE
Place Knowledge Geography - Local Area Study Watton and The Broads Geographical Skills and Fieldwork	Use fieldwork to observe, measure record and present the human features in the local area using a range of methods	<ul style="list-style-type: none"> Can I explain why a place is like how it is? Can I carry out a survey to discover features of cities and villages? Can I plan a journey to a place in England? Can I give accurate measurements between two given places within the UK? 	<p>Going on a trip through Watton and marking a tally chart for human features and then making a graph displaying the data gathered.</p> <p>Looking at Reepham, Wroxham and comparing these location with Watton. Planning a journey to two attractions in Norfolk and then finding out the distance between the two.</p>	<p>rural, urban, population, landscape, scale, tourism, village, town and hamlet</p>	Trip through Watton Trip onto the Broads
- Volcanoes and earthquakes Human and Physical Geography Locational knowledge	Human and physical geography including earthquakes and volcanoes.	<p>Can I learn about the Earth's layers?</p> <p>Can I describe how earthquakes occur?</p> <p>Can I understand what causes tsunamis?</p> <p>Can I learn what are volcanoes and what causes them?</p> <p>Can I find where volcanoes are on a map using an atlas?</p> <p>Can I find out about famous volcanoes?</p> <p>Can I describe how volcanoes have an impact on people's lives?</p>	<p>Looking at the four different layers of the Earth: crust, mantle, inner core and outer core.</p> <p>Looking at the tectonic plates and how their movement can cause an earthquake and a tsunami, volcano depending on their location.</p> <p>Looking at where volcanoes are on a world map and then looking at location of most famous volcanoes on a world map and finding out information about some of their eruptions.</p> <p>Then looking at negative and positive impact of volcanoes on people lives.</p>	<p>volcano, earthquake, tsunami, dormant, extinct, crust, mantle, magma, eruption, lava, Richter scale, aftershock, tectonic plates</p>	Natural History Museum (earth section)- London
Place and Locational Knowledge Geography (Anglo Saxons link) Geographical skills	<ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include the United Kingdom develop their use of geographical knowledge, understanding and skills to enhance their 	<p><u>Can I use 8 points of a compass?</u></p> <p><u>Can I locate counties and some cities of the United Kingdom?</u></p>	<p>I can explain what a compass is.</p> <p>I can name 4 and 8 points of a compass.</p> <p>I can use a compass to give locations of counties.</p> <p>I can explain what a county is.</p> <p>I can name the counties in the UK using an atlas or a map.</p> <p>I can name some cities within these counties.</p> <p>I can find Greater London on a map.</p>	<p>county, city, Regions, boundary, Britain</p>	Visit to a Norfolk tourist attraction

	locational and place knowledge. <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions use maps, atlases, globes and digital/computer mapping to locate counties use the eight points of a compass to build their knowledge of the United Kingdom 	<u>Can I describe the geographical features of Greater London?</u> Can I identify what our county is famous for?	I can name some geographical features of Greater London. I can describe my favourite part of Greater London I can name some UK counties. I can locate some counties. I can explain the change of the boundaries of UK counties. We will be learning facts about our county and what makes it a tourist attraction.		
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Place Knowledge – Coasts Physical Geography	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (COASTS), and land-use patterns; and understand how some of these aspects have changed over time.	Can I identify key topographical features and understand how these aspects have changed over time? Can I report on ways in which humans have both improved and damaged the environment?	What is a coast? Exploring If all coasts are the same and looking at specific examples. Looking at coastal erosion Discuss the pros and cons of each sea defence. Do they agree humans should make sea defences or if they think the coast and damage to other coastlines makes them too risky? Looking at sea defences and different points of view with the government intervening with certain beaches. Give everyone a chance to speak, debate, discuss and explain their opinions.	coast, erosion, longwater drift, undercut, bay, shoreline, headland, beach, sand dune, ocean, cliff, mudflat, saltmarsh, wave, cave, global warming, climate change, beach, coastal, wave, energy, current, saltwater, headland, sea defence, sea wall, groyne, breakwaters, riprap, beach nourishment, maintenance, flooding,	Norfolk beaches especially Happisburgh (erosion) Sea Palling (sea defences)
Human and Physical Geography (Focus on Greece) Locational Knowledge Physical and Human Geography	Name and locate countries Europe and Greece using maps. concentrating on them environmental regions, key physical and human characteristics, countries, and major cities. understand geographical similarities and differences through the study of human and physical geography of a	Can I give extended descriptions of the physical features of different places around the world? Can I give an extended description of the human features of different places around the world? Can I describe and identify human and physical features? Can I explain how a location fits into its wider geographical location, with reference to human and economical features? Can I understand the term sustainable development?	Looking at and recapping human and physical features and identify human and physical features from photographs and satellite images. Look at position of Greece and makeup of the country – lots of islands. Identify on a map and label surrounding seas. Look at how Ancient Greeks became such a prominent society due to their geographical location and where their major cities located and why. Discuss Greece's main economic contributors – shipping, tourism, farming and fishing.	-Physical features, human features, climate zone, country, continent Economic activity, import, export, supply, demand, sustainable development, climate, climate change, global warming, Greenhouse gases	

	region of the United Kingdom, a region in a European country.	<p>Can I use it in different contexts?</p> <p>Can I explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can I understand climate change and its potential impact on our lives?</p> <p>Can I research physical or human features of Greece and present my findings?</p>	<p>Looking at sustainable development and unsustainable development and the negative and positive developments.</p> <p>Look at statistics – population growth rate, immigration/emigration numbers, change in economy sector and household income trends. Talk through how governments use information like this to inform their future plans.</p> <p>Look at climate zone and introduce climate change – how it is happening – why it is happening – what the impact is.</p> <p>Research either physical features or human features of Greece.</p>		
<p>UK Geography and Mapping</p> <p>Locational Knowledge</p> <p>Physical and Human Geography</p> <p>Geographical skills</p>	<p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps)</p>	<p>Can I use map features accurately?</p> <p>(the 8 points of a compass, symbols and keys, 4 and 6 figure grid references and scales)</p> <p>Can I understand lines of latitude and longitude?</p> <p>Can I identify key physical and human features of the U.K?</p> <p>Can I compare and contrast urban and rural land use in the U.K?</p>	<p>Looking at what a map is and its purpose.</p> <p>Looking at where North is in relation to the school.</p> <p>Demonstrating how to use a compass.</p> <p>Investigating symbols and keys, scale and grid references including using Ordnance Survey maps. Finding 6 figure grid reference finding together.</p> <p>Looking at latitude and longitude and time zones including night and day and Prime/Greenwich Meridian.</p> <p>Understanding the difference between rural/ urban.</p> <p>Looking at evacuees' journey- Operation Pied Piper. From train station in London (as well as other cities) – city centre out through suburbs and then into countryside.</p> <p>what children would have seen in each area include key geographical vocab e.g. built-up area, skyscraper, retail, banks and other civic buildings, roads, concrete, terraced, semi-detached, detached, garden, allotment, factory, chimney, congestion, suburb, inner-city, transport, agriculture.</p>	<p>built-up area, skyscraper, retail, banks and other civic buildings, roads, concrete, terraced, semi-detached, detached, garden, allotment, factory, chimney, congestion, suburb, inner-city, transport, livestock, agriculture. Globe</p> <p>Rural</p> <p>Scale</p> <p>Map</p> <p>Digital mapping</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Atlas</p> <p>Urban</p> <p>Physical and human geography</p> <p>Land use</p> <p>Arctic circle</p> <p>Antarctic circle</p> <p>Prime/Greenwich meridian</p> <p>Grid reference</p> <p>Ordnance survey</p>	

	to build their knowledge of the United Kingdom. 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.				
The Space Race Locational Knowledge Human Geography Geographical skills	Locate the world's countries Russia and America using an atlas. Identify time zones	Can I locate countries on a world map? Can I explain climate zones, time zones and physical features of a country? Can I explain what human geography is and link it to a current operation in a country?	Locate Russia and America and place them the world in relation to the UK. Looking at how many time zones does each country cross. Briefly look at the physical features of Russia and America. Find out how much of the country's wealth is spent on space operation in comparison to the GDP. American Space Centre locations. Russian Space Centre locations. Look at Google earth and discuss why they think the space centres are based where they are. Look at access, terrain, cities etc.	America, Russia, UK, time zones, landmass, country, world, fact file, key GDP.	Space Centre Leicester
Mountains combined with Country study Finland/Iceland Human & Physical Geography Geographical skills Locational knowledge	Can I locate the world's Countries...identify human and physical characteristics key topographical features including mountains	Mountains- Can I understand how mountains are formed? Can I look at some mountainous regions in the world? Can I understand the features of mountains? Finland/Iceland/Can I use maps, aerial photos, plans and web resources to describe what a locality might be like? Can I give extended descriptions of the physical features of a place?	Look at how mountains are formed and the different types. Label the features of mountains. Look at the different mountainous regions and locate these on a map. Look at Finland on google maps and then look at some of the physical features. Then compare this with looking at it on an atlas. Look at the physical features of Finland including lakes, forest, rivers/streams, coastline, mountains. Look at the meaning of the word "vegetation belts"	Mountains: tectonic, fault block mountain, dome mountain, volcanic mountain, fold mountain, mountain range, magma, tree line, snow line, outcrop ridge, face, foot valley, plateau, slope Summit, vegetation belts, Physical Topographical, North/ South/ East/ West,	

				terrain, midnight sun, aurora borealis, ravines Wilderness, season, climate	
Rivers Locational knowledge, Human and Physical geography, Geographical skills and fieldwork.	name and locate counties identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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	Can I identify the main features of a river and understand how the features change along its length? Can I recognise water features on OS maps, giving grid references? Can I recognise the uses of rivers and how they are important in the environment? Can I go on a field trip and observe, measure and record the physical features of the River Nar?	look at the features of rivers and how its split into upper, middle and lower course. Look at how the features change over the length of the river (upper, middle and lower course- steeper/flatter, narrow/wider, etc). Discuss the sources of rivers and the course they take. Link this to settlement location. Look at the route of the River Nar on map on internet– discuss elevation and its source & which sea / river it flows into. Think about different scales. Look at the settlements it passes through. And how it was used in the past? Discuss landscape around river (flat)- What features do they think they might find along this river (no waterfalls / gorges. Much more likely floodplains, meanders etc). Remind children how to use grid references to pinpoint a place on the map and use OS map to find some of the points of interest along the course of this river using grid references and other maps of the Nar to locate them. Can they predict the uses of the river (past / present)? Go on field trip to River Nar, measure the depth of the river, the flow of the river, sketch the river, take pictures using ipads and look at how it differs as it travels along. Present these findings using graphs on the laptops.	source/tributary/ estuary/ interlocking spurs/ mud flats/ v-shaped valley/ meander/ waterfall/ oxbow lake/ mouth, confluence, watershed, drainage, upper, middle and lower, course, erosion, deposition, meander	River Nar field trip