

Intent

The Whitley Park Primary Geography Curriculum aims to instill a real sense of **curiosity** and **fascination** about the **world** and the **people** who live there within its students. To facilitate this the KS2 Geography Curriculum build upon the KS1 Geography Curriculum enabling will give the children a **deeper understanding** about their local area and it's place in the UK and the world, which will in turn instill a sense of **self-worth** within the children and **pride** about their local area. They will also have an understanding of Earth's key **physical** and **human processes** in both the local area and the wider world, as well as a deepening understanding of the **interactions** between these **physical** and **human processes**. They will have an understanding of the **formation** and **use of landscapes** and **environments** so as to enable the children to understand why their local area, the UK and the wider world looks the way it does. Our Geography Curriculum will enable children to know about **diverse** places, people, resources and natural/human environments. This knowledge will enable children to **think critically** about information and enable them to **challenge stereotypes** as well as aid them in becoming **responsible** and **effective UK** and **Global citizens**. Finally, they will increasingly be able to **explain** how the Earth's features at **different scales** are **shaped, interconnected** and **change over time**.

Core Knowledge

By the end of KS2 pupils should:

Location & Place Knowledge

- **extend** their knowledge and understanding beyond the local area to include the **United Kingdom** and **Europe, North** and **South America**.
- be able to **locate** the world's countries, **using maps** to focus on **Europe** (including **Russia**) and **North** and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- have a **contextual knowledge** of the countries and cities of the United Kingdom including their location.
- be able to **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**).
- be able to **locate** counties and cities of the United Kingdom and geographical regions, **using maps**.

Human & Physical Geography

- understand the **processes** that shape human and physical features of the world, their **interdependence, spatial variation** and **change over time**.
- describe and understand key aspects of:
 - **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - **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.
- have a **contextual knowledge** of globally significant places - terrestrial and marine - and their related **geographical characteristics** and **processes**.
- have a **contextual knowledge** of the counties and cities of the United Kingdom including geographical regions and their **identifying human** and **physical characteristics**, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.
- be able to **understand** how some of the above aspects have **changed over time**.
- be able to **understand** the **identifying human and physical characteristics**, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the **United Kingdom** and it's geographical regions; and understand how some of these aspects have changed over time .

Core Skills

By the end of KS2 pupils:

- can **collect, analyse and communicate** data gathered in the field in different formats to deepen understanding.
- can 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.
- are able to **interpret** geographical sources, such as maps, diagrams, globes, photographs and GIS.
- can **effectively communicate** through images, maps, data and written formats.
- can use the **eight points of a compass, four and six-figure grid references, symbols and keys** (including OS maps) to deepen understanding and knowledge.

	Initiating Year 3	Building Year 4	Deepening Year 3 & 4
Location knowledge	<ul style="list-style-type: none"> • I can locate and name the countries making up the UK, with their capital cities (recap from KS1) • I can use world maps, atlases and globes and digital/computer mapping to name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics. • I can ask and answer geographical questions about the physical and human characteristics of a location. • I can use a range of resources to describe and identify a location's key physical and human features and understand how some of these aspects have changed over time. • I can give reasons why some features are as they are. • I can name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> • I can name, locate and map the geographical /environmental regions of the UK. • I can locate and name world countries, identify some human and physical characteristics using maps. • I can explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand term GMT. • I can give reasons why some features are as they are and ask, "What may this place be like in the future?" • I can ask and answer geographical questions about the physical and human characteristics of a location. • I can describe how the locality of the school has changed over time 	<ul style="list-style-type: none"> • I can use GPS (latitude longitude reference) to locate a range of key locations in topic studied: e.g. active volcanoes. • I can make connections and consider different perspectives about a place.
Place Knowledge	<ul style="list-style-type: none"> • I can explain my own views about locations and give reasons, using key vocabulary including: <ul style="list-style-type: none"> -physical geography: the water cycle (will be recapped in Year 4 with rivers). -human geography: settlements and land use. • I can describe and give some reasons for geographical similarities and differences between the UK and European regions. 	<ul style="list-style-type: none"> • I can describe and give some reasons for geographical similarities and differences between the UK, European (Italy) and S American regions (Brazil). • I can compare and contrast places where people live and give reasons for some differences. • I can describe geographical similarities and differences between UK regions. • I can explain my own views about locations and give reasons, using key vocabulary including: <ul style="list-style-type: none"> -physical geography: rivers, volcanoes and earthquakes and the water cycle -human geography: economic activity 	<ul style="list-style-type: none"> • I can apply my understanding of human and physical geographical aspects of place to help answer questions. • I can apply my understanding of differences and similarities to solve problems. • I can use my own views and experiences to understand other people's views and experiences of places using key vocabulary.

Human and Physical Geography	<ul style="list-style-type: none"> • I can describe and understand key aspects of physical geography, including: the water cycle, climate zone. • I can describe aspects of human geography, including: settlements and land use • I can use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • I can describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography: biomes, rivers, volcanoes, earthquakes, vegetation belts (specifically forests) and the water cycle. - human geography: economic activity • I can summarise the impact that people have on their environment and how they are trying to manage an environment. • I can identify physical features such as the parts of a river; explain the processes acting on them and how humans manage them. • I can use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • I can describe and explain processes e.g. features caused by river erosion and possible extrapolation.
Geographical skills and fieldwork	<ul style="list-style-type: none"> • I can enquire about a place through visiting or choosing appropriate resources • I can locate, plan and plot routes on maps. • I can use and devise maps and plans of localities studied that include keys, four figure grid references, a scale and a compass rose. • I can interpret thematic mapping and aerial and satellite photographs. 	<ul style="list-style-type: none"> • I can make detailed field sketches of a location's features, annotating with appropriate geographical words. • I can map land use of a location with given criteria. (e.g. leisure, shopping, residential etc.). • I can locate, plan and plot routes on maps. • I can continue to use and devise maps and plans of localities studied that include keys, four figure grid references, a scale and a compass rose. • I can use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires and graphs and digital technologies. 	<ul style="list-style-type: none"> • I can start to use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and a eight point compass rose.

	Initiating	Building	Deepening
	Year 5	Year 6	Year 5 & 6
Location knowledge	<ul style="list-style-type: none"> I can name, locate and map the counties and cities of the UK, with their capital cities I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data I can make connections and consider different perspectives I can collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations. I can use GPS (latitude longitude reference) to locate range of key locations in topic studied: e.g. mountains 	<ul style="list-style-type: none"> I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data I can describe how locations around the world are changing and explain some of the reasons for change I can make connections and consider different perspectives, challenging stereotypes and source provenance and bias. I can collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations. 	<ul style="list-style-type: none"> I can critically assess a source and understand it's bias without prompting or scaffolding. I can confidently draw conclusions using a wide variety of geographical sources and explain these clearly.
Place Knowledge	<ul style="list-style-type: none"> I can explain my own views about locations and give reasons, using key vocabulary including: <ul style="list-style-type: none"> -physical geography: mountains, vegetation belts (specifically tundra and ice sheets) -human geography: trade links, distribution of natural resources (specifically food and the water cycle). I can describe and give some reasons for geographical similarities and differences between UK, European and N American regions. I can compare and contrast places where people live and give reasons for some differences 	<ul style="list-style-type: none"> I can describe how countries and geographical regions are diverse and yet interconnected and interdependent. I can analyse and give views on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps). I can understand geographical similarities and differences between UK, European and N/S American regions. 	<ul style="list-style-type: none"> I can apply my knowledge of human and physical geographical similarities and differences to help explain my own and other people's view of place and location. I can understand and explain geographical similarities and differences between regions and understand how these may affect the people living there.
Human and Physical Geography	<ul style="list-style-type: none"> I can describe and understand key aspects of: <ul style="list-style-type: none"> -physical geography: mountains, volcanoes and earthquakes, rivers, vegetation belts (specifically tundra and ice sheets) and the water cycle. -human geography: trade links, distribution of natural resources (specifically food and the water cycle). I can summarise a physical, human or environmental issue, its possible causes, and solutions either in the local area or an area studied. I can identify physical features such as the parts of a coastline, explain the processes acting on them and how humans manage them. I can collect statistics about people and places and present them in the most appropriate ways. I can describe a place in terms of how economically developed it is, including distribution of natural resources. 	<ul style="list-style-type: none"> I can describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography: vegetation belts (specifically grassland and desert, but to compare and contrast with all areas studied[forest, tundra, ice sheet, grassland and desert]), distribution of natural resources (specifically energy and minerals but to link with all resources studied [food, water cycle, energy, minerals]) - human geography: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources. I can understand how human and physical processes interact to have an impact on landscapes both in terms of spatial variation and change over time. I can discuss, debate and make decisions considering ethical, moral and cultural viewpoints. 	<ul style="list-style-type: none"> I can understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts. I can describe and explain processes e.g. features of coastal erosion and from that point extrapolate (e.g. where the coast may further erode around the UK).

Geographical skills and fieldwork	<ul style="list-style-type: none"> • I can make detailed field sketches of a location's features, annotating with appropriate geographical words. • I can make careful measurements of rainfall, temperature, distances, depths and record these in the most suitable way. (Including use of ICT). • I can start to use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and a eight point compass rose. • I can Interpret Ordnance Survey maps, including using six-figure coordinates and scale • I can start to create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land. 	<ul style="list-style-type: none"> • I can use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. • I can analyse and interpret different data sources, including those collected in the field. • I can create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land. • I can explore locations from numerous perspectives and reflect on my own beliefs • I can use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and a eight point compass rose. 	<ul style="list-style-type: none"> • I can ask and answer Geographical questions about data collected in the field such as "If.....then.....because....." "Does.....occur/happen because.....?" • I can further fieldwork by analyzing data and drawing conclusions and then creating a hypothesis about said conclusions.
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