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|  LONG TERM FORECAST Key Stage 2 Geography 2017-2019  |
| Aims |  Autumn  | **Spring**  | **Summer**  |
| The national curriculum for geography aims to ensure that all pupils:* 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
* 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
* 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.
 | 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 within North or South America

**Human and physical geography*** 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

**Geographical skills and fieldwork*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-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
* 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.
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| **Year 3- Topic**  | Countries of the United Kingdom | Mountains, Rivers and Coasts | Local Area Study – Knowsley Village |
| Y3 Assessment milestone | * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
* Use a range of resources to identify the key physical and human features of a location.
 | * Describe geographical similarities and differences between countries.
* Describe key aspects of:

• **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. | * Describe how the locality of the school has changed over time.
* Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
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| **Year 4 Topic**  | Europe | International Cartography | Comparing our Local Area  |
| Y4 Assessment milestone | * Name and locate the countries of Europe and identify their main physical and human characteristics.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
 | * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
* Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world
 | * Describe key aspects of:

• **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. |
| **Year 5- Topic**  | North and South America – Climate Change | Contrasting Localities  | Local Area Study |
| Y5 Assessment milestone | * Name and locate the countries of North and South America and identify their main physical and human characteristics.
* Identify and describe how the physical features affect the human activity within a location.
 | * Understand some of the reasons for geographical similarities and differences between countries.
* Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
 | * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
* Collect and analyse statistics and other information in order to draw clear conclusions about locations.
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| **Year 6 Topic**  | Local Area and the Wider World | International Places of Interest | Local Area Study - Liverpool |
| Y6 Assessment milestone | * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
* Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
 | * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
* Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
 | * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).
* Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
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