**KS2 Geography Progression CTK 2023-2024**

**National Curriculum Objectives/Knowledge Statements:**

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.

**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.
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* 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**

* 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.

***Geography’s subject association, the Geographical Association (GA), cites Alistair Bonnett in its attempt to answer the question ‘What is Geography?’***

***‘Professor Alistair Bonnett describes geography as ‘the world discipline’, an unwieldy yet utterly necessary and very human project to seek order and meaning in the diversity and complexity of the world.’***

***OFSTED geography subject report September 2023 – Getting our bearings.is***

**Getting our bearings: geography subject report**

Published 19 September 2023

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Research and analysis

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|  | **Y3** | **Y4** | **Y5** | **Y6** |
| **maps** | Locate Liverpool on map of UK  Location of megacities on map of Europe    Locate Qatar on world map  Time lapse birds’ eye imaging  Google Earth images from 1945 to present day looking at area of Olympic Park  Base maps, street level maps  1:5000 OS map centred on CtK | Plan a route using map of Magic Kingdom  (Focus particularly on the 4 states which border Mexico for locational knowledge on where the Maya lived)  Map of North America to identify the states  Map of Wirral (to use to compare us as a peninsular to Florida as a peninsular)  Map of plate boundaries (earthquakes and volcanoes)  World map centred on Pacific Ocean to give a different perspective from the map they are used to seeing | Landscape map and political map used for Silk Road  Maps through time (Port Sunlight)  Ordnance Survey (4 and 6 figure grid referencing)  Planning a route (Port Sunlight trip)  World maps and relief maps to identify locations of key mountain ranges (fold mountains – link back to year 4 and volcanoes and earthquakes occurring where earth’s plates meet – fold mountains also occur where these plates join) | Political maps  Relief map of UK  Maps showing distribution of rivers, mountains  Map challenge (What is a river? lesson 2)  Satellite images and maps of Bangladesh |
| **Locational**  **UK** | How Can We Live more sustainably?  UK  Liverpool is our nearest city and London is our capital (and the first megalopolis or ‘supercity’)  Glenridding, Cumbria | Wirral (peninsula) (link to Florida) | Local Geography: Port Sunlight  Locate Wirral on UK map and focus on map of Wirral to locate Port Sunlight (East Wirral near coast)  Cambrian Mountain range in Wales | Locate Starcross on the east bank of the Exe Estuary but what is its position relative to the city of Exeter and the neighbouring communities of Dawlish and Exmouth?  Locate Rivers Thames, Ouse, Dee, Mersey, Severn (UK’s longest river), Clyde, Forth, Test and Exe |
| **Locational World** | Megacities  Qatar – where most megacities are  **All year groups recap location and names of the 7 continents and five oceans** | Unit - How do Volcanoes affect the lives of people on Hiemaey?  Latitude and Longitude  South America  Unit - Why do some earthquakes cause more damage than others?  Iceland, New Zealand (which continent are they on?)  **All year groups recap location and names of the 7 continents and five oceans** | Where is the Silk Road? Which continent?  Locate Mount Everest and Mauna Kea (link to year 4 work on Ring of Fire)  **All year groups recap location and names of the 7 continents and five oceans** | Manaus (Brazil)  The city of Arica  Atacama Desert  Amazon rainforest  Gambia  Victoria  Rivers: Bangladesh  **By year 6, the children have studied geography (both human and physical) covering Europe, North America, South America (during year 6), Africa, Oceania and Asia. They will not have studied Antarctica specifically but should be aware that Antarctica is a continent and although the Arctic isn’t a continent they should be aware that there are several countries in Europe, America and Asia that lay claim to parts of it.**  **All year groups recap location and names of the 7 continents and five oceans** |
| **Place Knowledge** | Megacities  Qatar, Liverpool, London, Milton Keynes  Identify features of a city  Glenridding – flooding  Newham – Olympic Park area | Why do some earthquakes cause more damage than others?  New Zealand  Location of most of world’s volcanoes - South America (NC)  Beyond the Sunshine State  A region within *North America – Florida – why does it attract so many visitors?*  Case study of their chosen state  How does the physical and human geography of Hiemaey compare with the area in which I live? Compare and contrast (NC) | China – Tarim Basin  Baghdad was one of the most important cities to emerge as an incredibly important trading centre on the Silk Road. Link back to year 3 question *Why do so many people live in megacities?* (*Baghdad become the first city in the world with 1 million people)*  *Why does the UK have to import things such as* pineapples, oranges, satsumas, bananas, cocoa , rice, coffee, tea, lemons etc? (Our climate) (we import 45% of our food which is sold mainly through the big 4 supermarkets) | The Gambia (Climate change unit) - The wet south-westerly rain-bearing Trade Winds that blow over the Atlantic Ocean before reaching The Gambia can no longer be relied upon to give the country the rainfall it requires.  Victoria – bush fires and heatwaves  South America - hot deserts and tropical forest biomes  *The city of Arica and the Atacama Desert remain the driest places on Earth (due to the Andes)*  Flooding in Bangladesh |
| **Human and Physical** | Main reason for people moving anywhere in the world is for jobs which is why Milton Keynes grew so quickly.  Advantages and disadvantages of living in a city  Harnessing solar energy and the use of wind turbines for sustainability  Effects of flooding on human lives (Glenridding) and Olympic Park in Newham – compare and contrast these changes  The costs and benefits of change to humans (how has my local area changed?) | Why does the Sunshine State attract so many visitor? Why are people drawn to certain places? Theme parks, coasts (opportunity to link back to year 2 here and the seaside unit) and link to Hiemay whose second greatest source of income is tourism.  Advantages and disadvantages of living in a county with 6 time zones (USA). Compare and contrast to living in a country with one time zone (us).  How do Floridians cope with hurricanes?  How do volcanoes affect Saethor and his dog Tiry?  How were the people of Hiemaey affected when Eldfell erupted?  Why do the people of Hiemaey go on living next to an active volcano? (Employment, link back to year 3 and the reason people live in cities) | Local Geography: Port Sunlight  Land use and settlement  Economic activity  Transport and housing  **Why are Mountains so Important?**  Mountain ranges  Why is the climate in the Cambrian mountains such a challenge for Derek?  Compare and contrast Himalayan mountain range (Asia) to Cambrian mountain range (UK)  Silk Road  Road built to trade.  Avoidance of Tarim Basin  Trade routes have changed when faster vehicles for trade were developed  Concept of International Trade and how new commodities are introduced to countries in this process  What do we buy that originates in China?  Importation and exportation  Why fair trade isn’t always fair – e.g. Melvin | How is climate change affecting the world?  Elhaji from Banjul (West African country in The Gambia) who cleans shoes and works as a barrow boy. The unreliability of rainfall in his region has caused long droughts, crop failures and great poverty and hardship in a country where most people rely on farming for their livelihoods. Link to year 3 (Megacities) and the main reason people move is for jobs. Why can’t Elhaji move?  Why can’t Charlotte afford to insure her home?  Why do the people of Starcross and Exeter depend on the railway?  What is **a River**?  Why is river flooding such a problem for the people of Bangladesh? |
| **Skills and Fieldwork** | How and Why is my local environment changing?  Environmental review of school focusing on the 11 areas of sustainability  UK – correctly orient a map of UK on playground using compasses  Evaluating quality of area surrounding school and working with the hypothesis *The quality of the environment improves with distance from the river to the school*  Survey whilst in Chester? | Using maps to locations of places affected by volcanoes and earthquakes and comparison to base map of tectonic plates to draw conclusions. | Using a satellite view of Silk Road to draw conclusions as to why the road spilts in two in Central Asia  Satellite image and Ordnance Survey map interpretation based around Southamptpm (adapted to received huge container ships from China from where we import most of our goods in Britain)  Ordnance Survey (4 and 6 figure grid referencing)  Planning a route (Port Sunlight trip)  Understanding the use of keys  Understanding how scales are used as maps are much smaller versions of the places they represent | Creating graphs to display trends in floods, drought, bushfires and heatwaves (climate change).  Reading climate graphs to understand climate trends such as increased rainfall and increased temperature.  Reasoning, from evidence, why Elhaji lives the life that he does in West Africa. Compare and contrast our lives to his.  For map challenge:  Rivers Lesson 2:  Using compass points (to 3 points) to describe the position of a river  6 figure grid references  OS symbols  Enquiry into reasons for flooding |
| **Map focus for Fieldwork week** | Key Ideas:  • Great Britain, the United Kingdom and the British Isles cannot be used interchangeably, as they refer to different boundaries and include different land masses.  • To get a more accurate direction, an eight-point compass can be used.  • The UK’s capital cities are: England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast).  • England, Scotland, Wales and Northern Ireland are the countries within the United Kingdom.  Learning objective:  To create a correctly oriented map of the United Kingdom using compasses | Key ideas  Using a grid, create a theme park for an ant (plans provided)  Use 4 figure grid reference  Take a compass bearing   * **Explain** why the Magic Kingdom theme park in Florida is such a popular destination for tourists. * **Identify, describe and explain** the pattern of overseas visitors to the Magic Kingdom theme park. | Recreate map of Port Sunlight using 4 figure grid reference (introduce that grid references can be 6 figure and look at together as a class but children to work with 4 figure  Key ideas  • Ordnance Survey is Britain’s mapping agency. OS create up to date and accurate maps depicting the landscape’s human and physical features.  • All OS maps use the same symbols, which are included in a key so people using the map know what each symbol represents. The symbols represent human features e.g. information points and physical features e.g. forest.  Learning objective:  To learn why map symbols are used and to recognise the OS map symbol   * Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares. * The ‘Eastings’ and ‘Northings’ are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing (along the corridor and up the stairs). * You also need an the two letter code (e.g. **SK** 2607)   Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the four-figure grid reference | NC requirements:  Plan and carry out geographical surveys. Select methods for collecting, presenting and analysing. Analyse data and draw conclusions.  Measure traffic on Allport Road or the A41 at different points during a single day and link it to air pollution: producing a graph and coming to a conclusion regarding the best time to travel with the cleanest air. Classes to compare results. |
| **Their impact on the environment/locality** | Unit – How can we live more sustainably?  Environmental review of school focusing on the 11 areas of sustainability  (Strong, natural link here to year 5 enquiry: Why is fair trade fair?) | Pollution and popular tourist attractions (Sunshine State unit) | Fair Trade – Why is fair trade fair? (Strong, natural link here to year 3 enquiry: How can we live more sustainably?) | Unit – How is climate change affecting the world?  Global Warming |
| Language | Sustainability  Megacity  Population | Richter Scale  Tectonic plates  Pacific ring of fire  Earthquake  Volcano  Magnitude  Lava  Crust  Magma  Distribution | Strata  Fold mountains  International trade  Diversification | Climate change  Bushfires  Heatwaves  Floods  Sea levels  Drought  Global warming  Greenhouse gas  Fossil fuels  Carbon dioxide  Tropic of Capricorn  Tropic of Cancer  Equator  Rainfall  Rainforests  Ecosystem  Impact  Village  Town  Conurbation  Megacity (year 3 flashback)  Distribution |