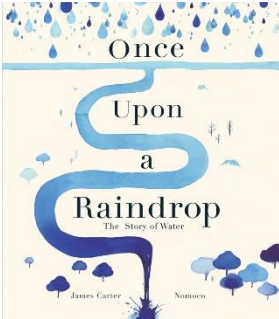




## LKS2 Markland Hill Geography Curriculum – YEAR B

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2        | Sum 1 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| The intention of the Geography Curriculum at Markland Hill Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Fieldwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Locational Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Human/Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Place Knowledge |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Local Area (Oddizzi) (6 lessons)</b><br><br><b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"> <li>Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Use maps, atlases and globes and digital computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and</li> </ul> | <b>Rivers (Oddizzi) (6 lessons)</b><br><br><b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li> <li>Describe and understand key aspects of 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.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <b>END POINTS – Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>To describe the water cycle, explain what a</li> </ul> |                 |       | <b>Climate Zones (Oddizzi) (6 lessons)</b><br><br><b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones.</li> <li>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <b>END POINTS – Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>To identify the different lines of latitude and explain how latitude is linked to climate</li> <li>To locate different climate zones and explore the differences between the Northern</li> </ul> |

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|  | <p>physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p><b>END POINTS – Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>I can locate my local area</li> <li>I can describe how my local area fits in with other places, near and far? (Sense of Place, Multiple Perspectives)I can make a map to show what we have found out about the local area (Place, Space – Mapping)</li> <li>I can describe how my local area has changed over time (Space – Structure and Organisation)</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li><i>I can use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods (Experiential)</i></li> <li><i>I can find evidence of settlement and change in the local area (Place – Comparisons/Feelings)</i></li> <li><i>I can use an Ordnance Survey map, four figure grid references and the eight points of a compass, to identify local landmarks and features (Mapping,</i></li> </ul> | <p>river is and locate the world's longest rivers on a map</p> <ul style="list-style-type: none"> <li>To describe how rivers are used around the world</li> <li>To identify the stages and features of a river, and the way that land use changes from the source to the mouth</li> <li>To recognise and explain how human activity affects rivers<br/><b>(Fieldwork enquiry – River Croal)</b></li> </ul> <p><b>Key Vocabulary:</b><br/>water cycle evaporation overland flow mouth channel condensation precipitation hydro-electric power crops transporting recreational source mouth tributary v-shaped valley waterfall ox-bow lake meander irrigation dam floodplain Thames Barrier sandbag embankment continent country world river</p>  |  | <p>and Southern Hemispheres</p> <ul style="list-style-type: none"> <li>To compare temperate and tropical climates</li> <li>To explore weather patterns within a climate zone</li> </ul> <p><b>Key Vocabulary:</b><br/>Climate Weather Latitude Equator Hemisphere Sphere Season Axis Precipitation Temperature Tropical Temperate Arid Polar Mediterranean</p> |
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|  | <div>Uniqueness,<br/>Perception)</div> <div>Key Vocabulary: aerial<br/>view key landmark local<br/>map view planning<br/>department grid<br/>reference<br/>4-point compass terms<br/>(e.g. north-west, south-<br/>east, etc.) scale bar</div> |  |  |  |  |
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