



# UKS2 Markland Hill Geography Curriculum – YEAR B

| Aut 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spr 1          | Spr 2 | Summer 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>United Kingdom (Oddizzi)</b><br><br><b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"> <li>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.</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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> </ul> | <b>Local Area (Oddizzi)</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 physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> </ul> <b>END POINTS – Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>To explain how my local area and my region fit into the wider world</li> </ul> |                |       | <b>European Region (Odizzi)</b><br><br><b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"> <li>Locate Europe and its key human and physical characteristics.</li> <li>Identify and locate Europe's major cities</li> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>Use maps, atlases and 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 locate Europe and investigate key information about its principal countries</li> <li>To explore tourism in the Mediterranean region</li> </ul> |          |

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| <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>END POINTS – Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>To compare and contrast the different countries of the UK</li> <li>To identify where I live in the UK and locate the UK's major cities</li> <li>To identify physical characteristics of the UK</li> <li>To understand the different types of energy sources used in the UK</li> <li>Evaluate the advantages and disadvantages of wind energy</li> <li>To evaluate the advantages and disadvantages of wind energy through fieldwork</li> </ul> <p><b>Fieldwork Enquiry –</b><br/> <b>Use maps to consider the best place for a new wind farm to be built in Bolton</b><br/> <b>Identify 2 potential contrasting sites on an OS map to evaluate the surrounding area</b><br/> <b>Weigh up advantages and disadvantages for each</b><br/> <b>Once a site has been chosen set up a class debate with groups arguing for and against the construction of the wind farm</b></p> <p><b>Key Vocabulary:</b> countries physical human landmark region city capital city county physical features mountain range coastline river human features landscape land use industry National Park retail farming manufacturing</p> | <ul style="list-style-type: none"> <li>To identify and locate the main features of my region</li> <li>To describe how our region meets people's needs</li> <li>To gather evidence through urban fieldwork of how my region is meeting people's needs</li> <li>To create a needs map of the place I have visited</li> </ul> <p><b>Fieldwork Enquiry –</b></p> <p><b>Does the local area meet the needs of the people who live here?</b><br/> <b>Devise and carry out questionnaires</b><br/> <b>Present findings, how could the local area be improved to better meet the needs of its occupants?</b><br/> <b>How could this be achieved?</b></p> <p><b>Key Vocabulary:</b> Landmarks and key features in my region and local area aerial view international key land use local national grid reference 16-point compass terms (e.g. north-north-west, west-north-west, etc)</p> |  |  | <ul style="list-style-type: none"> <li>To investigate the landscape of Greece, its features and how it is used</li> <li>To investigate some of the main features of Athens</li> </ul> <p><b>Key Vocabulary:</b> Europe European Union Germany Italy Mediterranean Poland Scandinavia polar Russia Spain temperate Ukraine France civilisation leisure resort Mediterranean Sea service industry tourism border European Union Greece National curriculum links Syria migrant refugee agricultural coastal industrial mountain residential urban wilderness rural Athens Attica civilisation itinerary Parthenon Peloponnese Piraeus port coastal pollution</p> |
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