

Key Stage 2

<p>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</p> <p>Human and Physical Geography: 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</p>		
	Unit	Activities
Year 3	Settlements	<ul style="list-style-type: none"> • Understand the different types of settlements at the features of them. • Understand different types of land use. • Look at population density maps and identify areas of high and low population density.
	Rivers	<ul style="list-style-type: none"> • Understand the features of a river: source, stream, tributary, estuary, mouth • Understand that rivers are used for transport and a source of irrigation.
	The South West of England	<ul style="list-style-type: none"> • On a map annotate National Parks, Areas of Outstanding Natural Beauty, Protected coastline, World Heritage sites. Then add major cities and additional landmarks. • Understand different features that occur due to coastal erosion. • Create a food map to show which foods are produced in the different region and understand why they are suited to there.
	Western Europe	<ul style="list-style-type: none"> • Understand the climate in different areas of Western Europe. • Understand the different trade links between countries in Western Europe.
	Asia: India and China	<ul style="list-style-type: none"> • Look at relief and political maps of India and China. Label major cities and rivers. • Look at climate and temperature maps of India and China and explain the information on them. • Annotate arid areas, areas where arable farming takes place and major cities. Write to explain why many of China's cities are on the East coast.
Year 4	Mediterranean Europe	<ul style="list-style-type: none"> • Identify key physical features of Mediterranean Europe e.g. rivers, lakes, peninsulas and islands.

	Eastern Europe	<ul style="list-style-type: none"> • Describe a Mediterranean Climate, include data such as temperatures and rainfall, and to use geographical vocabulary such as north, south, gulf stream. • Label the Alps, Apennines and Pyrenees on a map of Mediterranean Europe. Describe the landscape in Mediterranean Europe.
	Northern Ireland	<ul style="list-style-type: none"> • Label features in this region including mountains (e.g. The Ural Mountains), rivers (e.g. Ural River), coastlines, beaches, islands • Describe the climate in Eastern Europe, use information about average temperatures and precipitation. Describe how the climate of the Balkan countries different to the climate of the Baltic countries. • Compare and contrast the physical geography of Russia and the UK.
	London and South East England	<ul style="list-style-type: none"> • Label a map with the key physical features of Northern Ireland. • Understand how The Giant’s Causeway was formed. • Understand stalagmites and stalactites. Explain how the Marble Arch caves in Northern Ireland were formed.
	Japan	<ul style="list-style-type: none"> • Label key physical features of the region on a map. • Understand how transport networks have developed over time: use of the River Thames, roads, trains, the London Underground. • Describe the key features of Brighton, including the beach, stations, the pavilion and the pier. • Describe the key features of Dover, identify the port of Dover and explain what the function of a port is. Draw a diagram of the white cliffs of Dover and write a short description of this physical feature.
		<ul style="list-style-type: none"> • Label a map of Japan; Tokyo, Mount Fuji, four main islands, Sea of Japan, Pacific Ocean and any other relevant locations. • Look at rainfall and climate maps. Explain the different seasons in Japan. • Understand the physical features of Japan and why it is prone to so many natural disasters.

		<ul style="list-style-type: none"> • Compare and contrast the human features in Tokyo (a more modern city) and Kyoto (a more traditional city).
Year 5	<p>Spatial Sense</p> <p>Mountains</p> <p>East Anglia, Yorkshire and The Midlands</p> <p>Australia</p>	<ul style="list-style-type: none"> • Interpret relief maps and understand how to read contour lines. • Draw and label a diagram of a mountain and valley. • Compare and contrast mountain ranges and understand why they are different. • Write a description of the Ethiopian Highlands, including: the scenery, the wildlife, the volcanoes, the Rift Valley • Children to identify East Anglia and find information about land height, temperature, rainfall and flooding. • Describe how land use in East Anglia has changed over time and how this was able to happen. • Understand that the Midlands is 'resource-rich'; coal and iron were mined in the past in the region. Birmingham is both an industrial and commercial city, many factories established a presence in Birmingham. This was in part due to the extensive canal system that could transport goods. • Identify physical features of Yorkshire and Humberside (examples could include land height, rivers, canals, lakes, coastlines). • Understand how people have changed the landscape of the counties of Yorkshire. • Describe the physical geography of Australia including coastline (mention Great Barrier Reef), rivers, land height giving explanations and examples of each. • Label and annotate a map of Australia, shading regions to show population density. • Look at images of major settlements. Understand that people do a wide variety of jobs in Australia. Banking and finance is a hugely important industry, as is mining and farming. • Sketch and label examples of the different biomes found in Australia and identify the locations of each. Understand why Australia is at risk from bushfires.

	New Zealand and the South Pacific	<ul style="list-style-type: none"> • Label a map of New Zealand (and the South Pacific Islands if possible) including capital city, main airports, Southern Alps. • Understand why New Zealand experiences many earthquakes. • Describe the climate of New Zealand.
Year 6	<p>British Geographical Issues</p> <p>North America</p> <p>South America</p> <p>Africa</p>	<ul style="list-style-type: none"> • Look at air pollution maps. Identify cities that have the worst air pollution. • Understand that climate change causes more frequent and severe flooding in the UK. • Understand that land can be used for landfill sites. Understand why this can lead to problems. • Identify the biomes located in North America. • Study the Mississippi River and identify its key features, how the river is used and how human actions have affected the river over time. • Understand that increasing population in urban areas can lead to: pressure on housing, pressure on transport links, pressure on services such as hospitals and schools, pressure on the environment (pollution, litter, need to build on land, need for clean water etc). Understand that city planning is very important to plan for planting trees, managing green spaces, creating affordable housing, establishing services etc • Compare and contrast the climate in Anchorage and London and explain why. • Draw a diagram showing the formation of the Andes mountains and the subduction zone. Include a drawing of a volcano and a plateau. • Annotate a map of Brazil to show farming regions, energy production and mineral extraction. • Understand how humans have affected the Amazon Rainforest. • Identify: Population, largest country, smallest country, largest city, highest point, longest river, biggest lake, driest place. Also look at the development indicators. • Understand that due largely to its size, Africa is a diverse continent. It has desert, highlands, rainforest, savannah, huge waterfalls and great lakes. Each of these regions has unique plant and animal ecosystems. Understand that Africa is rich in minerals and resources, including gold, silver, quartz and metals.

		<ul style="list-style-type: none">• Understand that agriculture relies on the weather and climate, if the weather is too dry, too hot, too cold or too wet, it could cause crops to fail. This means they don't grow as they should. If people are relying on the crops to provide food to eat, they are also relying on the weather conditions to be just right. In Madagascar cyclones can bring extreme flooding, the country can also experience long periods of drought. These two extremes; very wet and very dry, make it difficult to grow crops. Other factors such as difficult political situations and poverty mean that Madagascar is extremely vulnerable to food insecurity.
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