



# UKS2 Geography Curriculum and Knowledge Map

## KS3

How is the Earth structured?

How do the continents move?

Why do plate boundaries cause different natural hazards?

How are tsunamis caused and what impact do they have

on humans and the physical world?

How are volcanoes caused and what impact do they have on humans and the physical world?  
Where are we located in relation to county, country, and continent?

What are the physical features of the UK and

how do they compare to our local area?

What is the climate of the UK and how does this compare to the local area?

How has the population of the UK changed over time at a national and local scale?

How has employment of the UK changed over time at a national and local scale?

What resources does the UK have, how are these distributed and used within our local area?

Pentecost 1 6 Weeks

*Can I carry out an independent investigation?*

Theme- *Place/ Space/ Scale/ Physical and Human Processes/ Techniques*

Key Knowledge

B- 5 Create specific enquiry questions

B- 5/6 Name and collect the most effective data for our question.

A- 5/6 Collect data and manage risks in our field work investigations.

A- 6 Evaluate if the data answers the original question

D- 6 Evaluate the processes taken including limitations to data collected.

Lent 2 4 Weeks

*Why do Oceans Matter?*

Theme- *Place/ Scale/Interdependence/ Physical and human Processes/ physical Features/ Environmental impact /diversity*

Key Knowledge

B 5- Describe the importance of the world's oceans

B 5/6- Describe the significance of the Great Barrier Reef.

A 5/6- Explain impact of humans on the World's Oceans

A Y6- Outline the positive and detrimental impact of humans on the World's Oceans.

D 6- Analyse and evaluate collected data to analyse littering in our local environment.

Lent 2 2 Weeks

*Mapping Unit 10 Ocean Currents*

Theme- *Place/Environmental impact/Physical Processes*

Key Knowledge

B-5 Name what creates an ocean current?

B-5/6 label on a map the main ocean currents of the world

A- 5/6 Explain how ocean currents affect the world's climate.

A- 6 Explain the benefits to the UK's climate of the Atlantic ocean gulf stream

D- 6 Investigate how melting polar ice caps may lead to changes in ocean currents.

Pentecost 2 4 Weeks

*Where does our energy come from?*

Theme- *Place/ Space/ Scale/ Interdependence/ Human and Physical Processes/ Environmental impact*

Key Knowledge

B 5- Name the different sources of renewable and non-renewable energy

B-5/6 Describe energy sources in the UK and the USA understanding the significance of the Prime Meridian.

A-5/6 Identify human and physical features on OS maps using 6 figure grid references.

A- 5 Collect data on where to locate a solar panel in school.

A-6 Compare the benefits and drawbacks of different energy sources.

D 6- *Justify our choices* of location for renewable energy sources.

Pentecost 2 2 Weeks

*Mapping unit 8 North America*

Theme- *Location/Place/diversity/*

Key Knowledge

B-5 Describe the geographical location of the continent of North America

B-5/6 Describe, with examples, the diversity that is associated with the climate zones that are found in North America.

A-5/6 Point out important locational details about North America.

A-6 Compare and contrast the geographical location of North America with that of Europe.

D 6- Investigate the significance of the Bering Strait between North America and Asia.

Advent 1 4 Weeks

*What is life like in the Alps?*

Theme- *Place/ Space/Interdependence/physical Features*

Key Knowledge

B-5 Describe the location of the Alps including the eight countries they spread through and the nearest seas.

B-5/6 Locate the key human and physical characteristics of the Alps.

A-5/6 Give an overview of the key features of Innsbruck using research methods and know why people visit.

A-6 Compare and contrast the similarities and differences between the Alps and Long Eaton.

D-6 Draw conclusions about what life is like in the Alps from analysing key features and asking our own enquiry questions.

Advent 1 2 Weeks

*Mapping unit 6 Using Map Features*

Theme- *Location/Place/ Space/Scale/Techniques*

Key Knowledge

B 5 On a map of Europe, locate and label the: • title • compass rose • key • lines of longitude and latitude and Scale

B 5/6- Describe the purpose of each of these features

A- 5/6 Apply your knowledge of map features to your own maps of places you are studying by: Describing maps using the features

A- 6 Use the features to create your own maps.

D- 5 Investigate how different scales of maps of the same place give the user differing levels of detail. Draw some conclusions.

Lent 2 Weeks

*Mapping Unit 11 Biomes Forests- deciduous/Tropical*

Theme- *Location/ Place/Physical and human processes/ Physical Features*

Key Knowledge

B-5 Locate and label on a map the Earth's climate zones

A-5/6-Describe how human processes affect biomes.

A 5/6- Point out the human processes that affect each biome

A-Y6 Compare and contrast the biomes.

D 6 Draw conclusions as to why humans behave as they do in response to the conditions within a biome.

Advent 1 5 Weeks

*Why does population change?*

Theme- *Place/ Interdependence/ Environmental Impact /Human Processes/ Diversity*

Key Knowledge

B- 5 Describe the distribution of the global population how that has changed over time.

B- 5/6 Name the reasons for migration including push and pull factors.

A- 5/6 Explain how population is affected by the environment.

A- 6 Explain actions we can take to fight climate change

D- 6 Compare data from two locations to **suggest** ideas to improve the environment.

Advent 1 2 Weeks

*Mapping unit 9: Biomes Tundra, Taiga, Grassland, Savannah*

Theme- *Place/Physical and human processes/physical Features*

Key Knowledge

B 5 Label on a map the Earth's biomes.

B-5/6 Name the main climate zones

A- 5/6 Organise information about the world's biomes

A-6 Compare and contrast the biomes.

D- 6 Relate your knowledge of biomes to your knowledge of human processes.

Year  
B

Lent 2 4 Weeks

*Would you like to live in a desert?*

Theme- *Place/ Space/ Scale/ diversity/ Physical features and processes*

Key Knowledge

B- 5 Identify the line of latitude that major Desert Biomes are found on each continent and their characteristics including nature, landscape and climate.

B- 5/6 Name the threats facing Deserts

A- 5/6 Identify the characteristics of two contrasting biomes and compare land use.

A- 6 Compare how people interact and use Deserts to their advantage over other biomes.

D- 6 Propose a balanced argument about the living conditions of deserts and other Biomes.

Lent 1 2 Weeks

*Mapping unit 7 four and six figure grid references.*

Theme- *Location/ Place/ Space/ Scale/ Techniques*

Key Knowledge

B- 5 Define- What is a four-figure grid reference?

B- 5/6 Define What is a six-figure grid reference and know Why you might use a six-figure grid reference rather than a four-figure grid reference?

A-5/6 Apply your knowledge of four-figure grid references to find the grid reference for: your school , five places in the countryside near to your school, the centre of your nearest town or city .

A-6 Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps.

D-6 Recommend a route of at least 3 miles through a rural area, using six-figure grid references.

Year  
A

LKS2



# LKS2 Geography Curriculum and Knowledge Map

UKS2

Lent 1 4 Weeks

*Are all settlements the same?*

Theme- **Space/ Scale/ Physical and Human Processes/ Human and Physical Features/ Diversity/ Environmental impact**

Key Knowledge

- B- 3 Describe different types of settlement
- B- 3/4 Describe the human and physical features of our local area using an ordinance survey map to identify them.
- A- 3/4 Compare and contrast how land is used in our local area and how this is similar/different to another location in the world.
- A- 4 identify and explain reasons for changes in the local area over time.
- D- 4 Relate the reasons for land use with human and physical features of the area.

Lent 1 2 weeks

*Erosion and Deposition*

Themes: **Physical Processes.**

Key Knowledge

- B- 3 Define the words 'erosion and deposition'.
- B- 3/4 Describe the physical processes that create: caves bays headlands arches stacks cliffs and beaches
- A- 3/4 Demonstrate how waves erode coasts.
- A- 3 Explain why erosion is more prevalent the Holderness coastline than in any other area in Europe.
- D- 4 Relate your knowledge of types of rocks (from the science curriculum) to your knowledge of coastal features

Pentecost 1 4 Weeks

*Where does our food come from?*

Theme-**Place/ Space/ Scale/ Interdependence/Human and Physical Processes/ Environmental impact / diversity.**

Key Knowledge

- B- 3 Describe how the position of countries in relation to the equator affects climate and vegetation in that location.
- B- 3/4 understand the importance of trading responsibly
- A- 3/4 State a positive and negative of importing products.
- A- 4 Locate countries on a blank map using an atlas and a scale bar accurately to correctly measure the distance that food travels.
- D- 4 Suggest why particular foods travel by different modes of transport and why some continents produce more imported food than others.

Pentecost 1 1 Weeks

*Mapping unit 5 Continents-Europe (Including Russia)*

Theme- **Location/Place/location/Scale/Diversity/**

B 3 label and locate the countries of Europe.

B-3/4 Name the main regions of Europe.

A-3/4 Compare and contrast the location of Europe and of North America.

A- 4 Organise information about common words and phrases used in three different European languages.

D-4 Investigate some of the cultural differences in one eastern (UK) and one western European country (Russia) by looking at the types of: • languages spoken • food eaten

Advent 1 6 Weeks

*Why are rainforests important to us?*

Theme- **Place/Scale/Interdependence/ Physical and Human Processes/ environmental impact**

Key Knowledge

- B- 3 List the world's Biomes
- B- 3/4 describe the characteristics of each layer of the rainforest.
- A-3/4 Describe where rainforests are located, what they are like. And how the land is being used and changed.
- A- 4 Articulate why the Amazon Rainforest is important
- D- 4 Summarise the importance of rainforests for the health of our planet.

Advent 1 2 Weeks

*Mapping unit 4 Longitude and Latitude.*

Themes: **Techniques**

Key Knowledge:

- B-3 Locate and label the equator and the tropics. and describe the climate in the tropics.
- B-3/4 Locate and label the prime meridian and explain what is the prime meridian and label the western and eastern hemispheres.
- A-3/4 Apply your knowledge of map techniques to describe the locations of school, Greenwich, Five European Capital Cities.
- D-4 Explain the concepts of Time Zones using lines of longitude.

Pentecost 1 6 Weeks

*Who lives in Antarctica?*

Theme- **Space/ Scale/ Physical and Human Processes/ Human and Physical Features/ Diversity/ Environmental impact**

Key Knowledge

- B- 3 Describe how climate is affected by longitude and latitude.
- B- 3/4 List the physical and human features of a polar climate
- A- 3/4 Describe the main causes of climate change and the effects on animals and humans of climate change.
- A-3/4 Explain how we can use 4 figure grid references and 8-point compass directions and digital maps to plot Shackleton's expedition.
- A- 4 Organise information about the physical processes that are affecting animals
- D- 4 Investigate geographical areas where climate change is having a noticeable effect. Cite evidence

Advent 1 4 Weeks

*What are rivers and how are they used?*

Theme- **Space/ Scale/ Physical and Human Processes**

Key Knowledge

- B-3 Label Major Rivers and their locations in relation to settlements.
- B-3/4 Describe the physical features of the three courses of a river and the human and physical features that are often around them.
- A-3/4 describe how rivers are used
- A-4 give an overview of the importance of rivers.
- D-4 Recommend possible improvements to our local environment at a local river.

Advent 1 2 Weeks

*The Water Cycle*

Themes: **Physical Processes.**

B-3 label where does the water cycle take place?

B- 3/4 Define the word 'atmosphere'.

A-3/4 Give an overview of the five steps of the water cycle.

A-3/4 Compare and contrast the physical process of the water cycle with any other two physical geographical processes you know of.

D- 4 Relate your knowledge of the water cycle to your knowledge of the formation of rivers.

Lent 1 4 Weeks

*Why do People live near a volcano?*

Theme- **Location/Place/ Scale/Physical and Human processes/diversity**

Key Knowledge

B- 3 Name and describe the layers of the Earth

B-3/4 list the reasons why volcanoes occur

A-3/4 Explain the positive and negative effects of living near a volcano.

A- 4 Identify significant events that lead to the formation of different types of mountains and volcanoes.

D-4 Stating when and where Earthquakes are comprehensively describe the negative effects an earthquake can have on a community.

Lent 1 2 Weeks

*Weathering.*

Theme: **Physical and Human Processes**

B- 3 Name the types of weathering and the impact it can have.

B- 3/4 Give some examples of where the effects of chemical weathering can be seen.

A- 3/4 Compare and contrast the weathering of a road surface with that of a Limestone building in a city.

A- 4 Explain how landforms change due to the physical process of weathering.

D- 4 Make a generalisation about landforms and weathering

Year  
B

Year  
A

KS1



## LKS2

Lent 1- 4 Weeks

What can you see at the coast?

Theme- **Place/Physical and human Processes/scale/Human and Physical Features**

Key Knowledge

B- 1 Label the bodies of water that surround the UK.

B- 1/2 Describe some key human physical features of coast in the UK

A- 1/2 Summarise features of coasts; labelling features on a photograph.

A- 2 Summarise how people use coasts.

D- 2 Investigate using multiple sources of evidence including atlases maps and photos to help us to understand a coastal location.

Lent 1- 2 weeks

Mapping unit 3 continents and Oceans

Theme: **Place/Scale/Human and physical Features**

B-1 label the location of the world's oceans and continents

B-1/2 Name what is the difference between a country and a continent?

A-1/2 Explain the difference between an Ocean and a sea and Organise oceans and continents by size.

A- 2 Explain why Antarctica is not inhabited.

D- 2 Recommend which best describes the location of the continent of Africa: the second biggest continent • a continent in the northern and southern hemisphere • a poor continent?

Pentecost 2- 4 weeks

What is the weather like in the UK?

Theme: **Physical Processes/ Interdependence/Techniques**

**Geography Strands:** Locational Knowledge / Human Physical Geography/ Skills and fieldwork

Key Knowledge

B-1 Name weather types and the 4 seasons in the UK.

B- 1/2 Describe a Heatwave, Drought, Flood Monsoon, Blizzard, Gale Cyclone.

B- 1/2 Label Common Weather Symbols.

A- 1/2 Compare and contrast the weather across the 4 seasons

A- 2 Locating the four capital cities of the UK and describing the weather in each location using compass directions.

D- 2 Investigate the effects of flooding- Matlock

Pentecost 2- 2 weeks

Northern Ireland

Theme- **Theme- Location/Place/Human processes/human and physical Features**

Key Knowledge- Basic, Advancing, Deep.

B-1 Describe the location of Northern Ireland. And it's capital city

B 1/2 Name, locate and mark on a map the walkway of volcanic stones created from ancient volcanic activity.

A- 1/2 Compare and contrast the locations of Northern Ireland and Wales.

A- 2 Compare and contrast the human features of Northern Ireland and Wales

D-2 Investigate the formation of the Giant's Causeway.

Advent 1- 2 weeks

Mapping unit 1 mapping the world

Theme- **Location/Place/Techniques**

Key Knowledge- Basic, Advancing, Deep.

B-1 Label an image of Earth showing: north, south, west and east.

B-1/2 Label the North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere.

A-1/2 Explain how to use an atlas to find the:

United Kingdom, five oceans, seven continents, location of the school.

A-2 Point out the main differences between a globe and a map

D- 2 Do you agree? Satellite images are not very useful for giving day-to-day directions from one place to another.

Advent 1- 4 weeks

What is it like here?

Theme: **Scale/Interdependence/Techniques**

Key knowledge Basic Deep and Advancing.

B- 1 Describe where our school is (continent and Countries of the UK)

B- 1/2 Create arial maps of areas that we know.

A- 1/2 Adding three features to a map using simple symbols and using directional language to describe their location.

A- 2 Compare and contrast some human and physical features of our local area with another location

D- 2 Investigate using directional language

## Year B

Theme: **Location/Place/Space/Interdependence/Physical and human processes/ Human and Physical Features/Diversity**

Key Knowledge

B-1 Describe the location of Australia, its capital city and oceans which surround it.

B-1/2 Know key physical features such as Uluru, the outback, GBR.

A-1/2 Compare and contrast with the UK

A-2 Explain why Uluru is sacred to aboriginal people

D-2 Draw conclusions on how aboriginal people have different lives to European Settlers in Australia?

Pentecost 1- 4 weeks

Would you prefer to live in a hot or cold country?

Theme: **Place/Space/Diversity/ Physical Features/ Physical Processes**

Key knowledge

B-1 Locate and label where polar climates, equatorial climates and desert climates are found..

B-1/2 Define the words 'climate' and 'weather'.

A-1/2 Investigating the weather and explaining whether they live in a hot or cold place.

A-2 What are the similarities and differences in the physical features of polar, equatorial and desert climates?

D-2 Recognising the features of hot and cold places; locating countries with hot or cold climates on a world map; using climate to justify why they would prefer to live in a particular place.

Advent 1- 3 weeks

Mapping unit 2 the UK

Theme- **Place/Interdependence/Scale/ Human Physical Features / Techniques**

Key Knowledge- Basic, Advancing, Deep.

B- 1List (and show on a map) the countries that make up: • Great Britain • The

United Kingdom • The British Isles

B- 1/2 Define What it means if a country is described as a union?

A-1/2 Point out the differences between the make up of: • Great Britain • the United Kingdom • the British Isles.

A-2 Explain some of the features of the United Kingdom's government

D-2 True or false? Great Britain is an island.

Advent 1- 4 weeks

Where am I?

Theme: **Place/Interdependence/Scale/ Human Physical Features / Techniques**

Key knowledge

B-1 Describe the countries of the UK

B-1/2 Label Key Human and physical features of the UK using arial photographs.

A- 1/2 Organise information about a locality using mapping symbols.

A-2 Compare and contrast some human and physical features of our local area with another location

D-2 Suggest what we like and dislike about our locality.

Lent 2 - 3weeks

Wales and Scotland

Theme- **Place/ Human Processes/ Human and Physical Features**

Key Knowledge- Basic, Advancing, Deep.

B- 1 Describe are the flags of Scotland and Wales?

B-1/2 Label some of the mountains and lakes of Wales and Scotland Along with the capital Capital Cities

A-1/2 Compare and contrast the physical and human features of Wales and Scotland.

A- 2 Explain why populations differ in the lowlands and the highlands and islands

D- 2 Discover how land is used in rural areas of North Wales and the Scottish Highlands..

Lent 1- 3weeks

England

Theme- **Location/Place/Human and Physical Features/Diversity/ Human and Physical Features.**

Key Knowledge- Basic, Advancing, Deep.

B- 1 Describe the flag of England?

B-1/2 Name England's Capital city and the mountains and lakes of England

A-1/2 Classify different physical features of England giving examples.

A- 2 Compare and contrast the human features of cities and rural areas

D-2 Always, sometimes or never? Rural areas have rivers but cities have houses.

## Year A

### Reception

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -where- appropriate- maps

Uses some positional language