Helsby Hillside Primary School

Geography Essential Learning and Assessment

Key Stage Two Curriculum

With kindness, respect and gratitude, together we aim high in all we do.

Key Stage Two Curriculum			
Year 3		Essential Learning	Assessment Questions
	Our World	In this unit, the children will: • Improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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). • Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • Use the eight points of the compass to build their knowledge of the wider world.	• What are the five lines of latitude? • What are the names of the seven continents, and can you locate them on a map/globe? • Where are we in relation to the equator? • Why do we have day and night? What id the International Date Line? • What are co-ordinates and how are they used?
	Climate and Weather	In this unit, the children will: • Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. • Extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations. • Describe and give examples of the variety of biomes and vegetation belts. • Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. • Identify the world's hottest, coldest, wettest and driest locations.	• What is the difference between a climate zone and a biome? • What are the world's major biomes? • What can weather data tell us about a place? • Which fauna and flora would you expect to find in the rainforest/desert/North Pole/savannah/temperate deciduous forest? • How does the proximity to the equator effect the average air temperature of a location?

	Coasts	In this unit, the children will: • Extend their knowledge and understanding beyond the local area to include more of the UK. • Name and locate (some) counties and cities of the UK. • Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time. • Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England). • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety). • Consider tourism, as both an economic and a pleasurable activity. • Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.	• What physical features would you expect to see at the coast? • What human features would you expect to see at the coast? • How is land used on the coastline? • What is tourism? How can it help a town? What are the negative aspect to tourism? • Can you locate and towns or cities in SW England?
Year 4	The Americas	In this unit, the children will: • Enhance their locational and place knowledge. • Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities. • Understand geographical similarities and differences through looking at regions in North and South America. • Begin to associate weather/climate with landscape and environment. • Use maps, atlases, globes and digital/ computer mapping. • Learn to use the eight points of a compass.	• Can you name and locate any major North/South American cities? What can you tell me about them? • What are the main environmental regions of North America? Can you describe them? • How are North/South American cities similar/different? • What cities/landmarks would I see if I travelled along Route 66?

	Rivers and the Water Cycle	In this unit, the children will: • Name and locate some of the UK's and the world's most significant rivers and mountain environments. • Learn about the features of a named river (the River Thames) in the UK, from source to mouth. • Learn how rivers and mountains are formed. • Identify some of the processes associated with rivers. • Understand where rivers and mountains fit into the water cycle.	• Can you explain the water cycle using geographical vocabulary? • What can you tell me about the River Thames? How do people use the river? • How are fold and block mountains formed? • What is the link between mountains and rivers? • Can you describe the course of a named river?
	Earthquakes and Volcanoes	In this unit, the children will: • Describe and understand the key aspects of volcanoes and earthquakes. • Understand that the distribution of earthquakes and volcanoes follows a pattern. • Understand the concept of plate tectonics. • Learn about the 'Pacific Ring of Fire'.	• What are tectonic plates? • What causes earthquakes? Where are they most likely to happen? • What is the Pacific Ring of Fire? • Why do some people choose to live close to volcanos? How have people made living near a volcano safer?

Year 5	Changes in our Local Environment	In this unit, the children will: • Name and locate counties and cities of the UK, 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. • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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 UK 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.	• What changes did London go through for the 2012 Olympic games? • How has Coventry changed since World War 2? • How has our local area changed? How can we find out? • How might our locality change in the future?
	Europe: A Study of an Alpine Region	In this unit, the children will: • Use maps to focus on countries, cities and regions in Europe. • Be taught to understand a region of another European country. • Be taught to understand some of the physical and human processes that shape a region. • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.	• Can you name the world's major mountain ranges? Can you locate the Alpes on a map? • How were the Alpes formed? • How have people adapted their homes to live in an alpine region? • What are the key industries in the Alpes? • What are avalanches and how can people protect themselves from them?

	Journeys: Trade	In this unit, the children will: • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• How does the climate of a region effect how plants and animals are adapted to it. • How does climate influence food production? • Which products that we use are imported? Where are they from? Why do we source them from here? • Which product do we use that are sourced locally in the UK? • Where does our energy and natural resources come from?
Year 6	South America: The Amazon	In this unit, the children will: • Extend their knowledge and understanding beyond their local area to include South America. • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region in South America. • Describe and understand key aspects of physical and human geography. • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.	• What threats does the Amazon Rainforest face? • What is 'slash and burn' agriculture? • What climate zone is the Amazon region in? • Where is the source of the Amazon River? • Who lives in the Amazon forest? • What is the city of Manaus like? • How can the Amazon Rainforest be protected?

	Protecting the Environment	In this unit, the children will: • Describe and understand key aspects of the distribution of natural resources including energy, minerals and water. • Use maps, atlases and globes to locate countries and describe features studied. • Use the eight points of a compass, symbols and keys to build their knowledge of the UK 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.	• How is human activity negatively impacting the environment? • What are minerals? Why do we need them? Where do we get them from? • How do we create energy? What is renewable energy? • What threats do humans pose to the oceans? How can we better protect them? Why do humans rely so heavily on the oceans?
	Our World in the Future	In this unit, the children will: • Describe and understand key aspects of: – physical geography – human geography. • Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK. • Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• What is special about our local area? How could we preserve it? • What different types of housing do we have in our local area? • What are the work opportunities in our local area? • What local amenities and public services are available in our local area? • How could we add to the sustainability of our local area?