Belton Primary School

LKS2 Geography

Medium Term Plan

Unit 1: Year A

Enquiry: *Beyond the Magic Kingdom: What is the Sunshine State really like?*

What the pupils will know

- The location, countries and main physical and human features of the continent of North America.
- That the United States of America is divided into fifty states.
- The location and main physical and human features of the state of Florida.
- Why the Magic Kingdom theme park in Florida is such a popular destination for tourists.
- The pattern of overseas visitors to the Magic Kingdom theme park.
- What a peninsula is and the location of the largest peninsulas in the world.
- Why the Kennedy Space Centre is located on the east coast of Florida.
- Why sea turtles in Florida are endangered and what is being done to conserve them.
- How the weather and climate of Florida compares with that of the United Kingdom.
- Why the climate of Florida attracts British tourists.
- How a hurricane forms and why they are a threat to Florida.
- How people in Florida respond to the danger of hurricanes.
- The location and physical features of the Everglades and why it is a National Park.

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and **a region within North or South America.**

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.
- Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.

Geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geographical techniques the pupils will learn and apply

Statistical representation:
Interpreting tabular data and constructing choropleth maps and climate graphs.

Mapwork - Interpreting and annotating thematic distribution maps:
Political, relief, population density, pictorial and distribution maps.

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
Explaining	Showing understanding of how or why something happened
Empathising	Placing yourself in another's position to better understand their actions.

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Pupils making a good level of progress will:

- **Identify and describe** the location, countries and main physical and human features of the continent of North America.
- **Recognise** that the United States of America is divided into fifty states.
- **Identify and describe** the location and main physical and human features of the state of Florida.
- **Explain** why the Magic Kingdom theme park in Florida is such a popular destination for tourists.
- **Identify, describe and explain** the pattern of overseas visitors to the Magic Kingdom theme park.
- Describe what a peninsula is and **identify the location** of the largest peninsulas in the world.
- **Explain** why the Kennedy Space Centre is located on the east coast of Florida.
- **Describe and explain** why sea turtles in Florida are endangered and what is being done to conserve them.
- **Compare and contrast** how the weather and climate of Florida compares with that of the United Kingdom.
- **Explain** why the climate of Florida attracts British tourists.
- **Describe and explain** how a hurricane forms and why they are a threat to Florida.
- **Explain** how people in Florida respond to the danger of hurricanes.
- **Identify and describe** the location and physical features of the Everglades and why it is a National Park.

Pupils working at greater depth will also:

Understand the concept of development and how it helps to explain the pattern of tourists from countries around the world that visit Florida each year.

Prior Learning

Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned about:

- The physical and human features of their own local area.
- Why earthquakes and volcanoes present a natural hazard to people living in different parts of the world.
- Recreation and tourism when they studied the seaside and the reasons why people enjoy holidays in coastal areas

Year A: Unit B

Enquiry: *How and why is my local area changing?*

What the pupils will know

- The difference between physical and human processes and events that affect environments.
- How the environment of my school and grounds has changed over time.
- Why locations in the local area of the school have changed.
- That there are often different views about whether environmental change is a positive thing.
- How the quality of the environment varies in the local area surrounding my school.
- How and why environments are changing at different locations around the world.
- That environmental change on a global scale affects our lives locally.
- How humans behave locally can contribute to global changes such as climate change.

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- 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.

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.
- 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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

Geographical techniques the pupils will learn and apply

Fieldwork
Data collection, recording, presentation and interpretation

Statistical representation:
Presenting data in scatter graphs

Mapwork - Interpreting and annotating thematic distribution maps:
O.S 1:25,000 maps, land use maps and positive and negative correlation.

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro* and *Google Street View*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
Explaining	Showing understanding of how or why something happened
Empathising	Placing yourself in another's position to better understand their actions.

SEND

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End Points of Learning

Pupils making a good level of progress will:

- **Identify, describe and explain** the difference between physical and human processes and events that affect environments.
- **Describe and explain** how the environment of my school and grounds has changed over time.
- **Identify, describe and explain** why some locations in the local area of the school have changed.
- **Understand** that there are often different views about whether environmental change is a positive thing.
- **Observe, identify, describe and explain** how the quality of the environment varies in the local area surrounding my school.
- **Identify, describe and explain** how and why environments are changing at different locations around the world.
- **Understand** that environmental change on a global scale affects our lives locally.
- **Understand** how humans behave locally can contribute to global changes such as climate change.

Pupils working at greater depth will also:

Understand the concept of land use and identify, locate and explain the main types of land use in the local area.

Prior Learning

Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:

- The type of settlement in which they live and its main physical and human features.
- In History studied some significant people, places and events in the local area.
- Compared the physical and human geography of their settlement with that in a contrasting settlement on the island of Borneo.

Year A: Unit 3

Enquiry: *Why do so many people live in megacities?*

What the pupils will know

- What the terms 'rural', 'urban' and 'urbanisation' mean.
- What a megacity is and their distribution globally.
- The top ten megacities in the world.
- Why the number of people living in megacities is increasing globally.
- Why Baghdad became the first city in the world with one million inhabitants.
- The location of the ten largest cities in the United Kingdom.
- Why Milton Keynes is the fastest growing city in the United Kingdom.
- Name and locate the countries, largest cities and physical features of the continent of South America.
- Why the government of Brazil decided to construct a new capital city in 1960.
- The physical and human features of the city of Brasilia.
- The main attractions and disadvantages of living in megacities.

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- 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.

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.

Geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geographical techniques the pupils will learn and apply

Statistical representation:
Interpreting tabular data and constructing population density maps.

Mapwork - Interpreting and annotating thematic distribution maps:
Political, relief, population density, pictorial and distribution maps.

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
Explaining	Showing understanding of how or why something happened
Empathising	Placing yourself in another's position to better understand their actions.

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Pupils making a good level of progress will:

- **Describe and explain** what the terms 'rural', 'urban' and 'urbanisation' mean.
- **Describe and explain** what a megacity is and locate and describe their distribution globally.
- **Name and locate** the top ten megacities in the world.
- **Understand** why the number of people living in megacities is increasing globally.
- **Describe and explain** why Baghdad became the first city in the world with one million inhabitants.
- **Identify and locate** the ten largest cities in the United Kingdom.
- **Describe and explain** why Milton Keynes is the fastest growing city in the United Kingdom.
- **Name and locate** the countries, largest cities and physical features of the continent of South America.
- **Explain** why the government of Brazil decided to construct a new capital city in 1960.
- **Identify and describe** the main physical and human features of the city of Brasilia.
- **Understand** some of the main attractions and disadvantages of living in megacities.

Pupils working at greater depth will also:

Understand the concept of settlement and be able to name and describe the hierarchy of settlements – individual dwelling, hamlet, village, town, city, conurbation, megacity.

Prior Learning

Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned about:

- The type of settlement in which they live and its main physical and human features.
- Compared their settlement with a contrasting settlement on the island of Borneo.

Year B: Unit 1

Enquiry: *How can we live more sustainably?*

What the pupils will know

- What a natural resource is.
- The difference between renewable and non-renewable resources.
- How electricity is generated.
- The different sources of energy used to make electricity in the United Kingdom.
- Why fossil fuels are no longer used to generate electricity in the United Kingdom.
- How human created greenhouse gases contribute to global warming.
- What sustainability and sustainable development mean.
- How electricity is generated in a hydroelectric power station.
- The benefits of using renewable sources of energy in poorer countries of the world such as Nepal.
- How I could live in a more sustainable way both at home and at school.

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

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.
- 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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

Geographical techniques the pupils will learn and apply

Statistical representation:
Interpreting tabular data and constructing bar graphs and line graphs.

Mapwork - Interpreting and annotating thematic distribution maps:
Political, relief, population density, pictorial and distribution maps.

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
Explaining	Showing understanding of how or why something happened
Empathising	Placing yourself in another's position to better understand their actions.

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Pupils making a good level of progress will:

- **Describe and explain** what a natural resource is.
- **Identify, describe and explain** the difference between renewable and non-renewable resources.
- **Understand** how electricity is generated.
- **Identify and describe** the different sources of energy used to make electricity in the United Kingdom.
- **Explain** why fossil fuels are no longer used to generate electricity in the United Kingdom.
- **Understand** how human created greenhouse gases contribute to global warming.
- **Understand** what sustainability and sustainable development mean.
- **Describe** how electricity is generated in a hydroelectric power station.
- **Explain** some of the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.
- **Describe and explain** some of the ways in which they might live in a more sustainable way both at home and at school.

Pupils working at greater depth will also:

Understand that the concept of sustainability also includes physical and emotional wellbeing as well as conserving the natural environment.

Prior Learning

Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:

- A wide range of different natural and human environments at different scales around the world.
- The physical and human features of these environments.
- That environments change as a result of both physical and human processes.
- That environmental change can be both positive and negative.

Year B: Unit 2

Enquiry: *Why are jungles so wet and deserts so dry?*

What the pupils will know

- The difference between weather and climate.
- How temperature and precipitation varies across the United Kingdom.
- The location and features of the main climate regions of the world.
- How climate affects the landscape of different environments.
- What a biome is and the name and location of the world's main biomes.
- The flora and fauna of the main biomes of the world.
- The physical features of the Atacama Desert.
- Why Arica in Chile is the driest inhabited place in the world.
- Why Manaus in Amazonia is one of the wettest places in the world.

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

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.
- 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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

Geographical techniques the pupils will learn and apply

Statistical representation:
Interpreting tabular data and constructing climate graphs.

Mapwork - Interpreting and annotating thematic distribution maps:
Political, relief, population density, pictorial and distribution maps.

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
Explaining	Showing understanding of how or why something happened
Empathising	Placing yourself in another's position to better understand their actions.

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Pupils making a good level of progress will:

- **Explain** the difference between weather and climate.
- **Identify, describe and explain** how temperature and precipitation varies across the United Kingdom.
- **Identify and describe** the location and features of the main climate regions of the world.
- **Understand** how climate affects the landscape and the types of plants and animals that can live in different environments.
- **Explain** what a biome is and **identify and locate** the world's main biomes.
- **Identify, describe and explain** the flora and fauna of the main biomes of the world.
- **Identify and describe** the physical features of the Atacama Desert.
- **Explain** why Arica in Chile is the driest inhabited place in the world.
- **Explain** why Manaus in Amazonia is one of the wettest places in the world.

Pupils working at greater depth will also:

Compare and contrast the biodiversity of the temperate forest biome in which the United Kingdom is located with that of tropical forest and desert biomes and **explain** the differences.

Prior Learning

Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:

- A wide range of different natural and human environments at different scales around the world.
- The physical and human features of these environments.
- The difference between weather and climate.
- How climate affects the environment of different places and determines the plants and animals that can live there.
- That environments change as a result of both physical and human processes.
- That environmental change can be both positive and negative.

Year B: Unit 3

Enquiry: *Why do some earthquakes cause more destruction than others?*

What the pupils will know

- What causes an earthquake.
- The distribution of earthquakes occurring around the world.
- Why earthquakes happen at some locations but not others.
- How the magnitude of an earthquake is measured.
- Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.
- What causes a volcano.
- Why volcanoes and earthquakes often occur at the same locations around the world.
- The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes.
- The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011

National Curriculum Coverage

Pupils should be taught about:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

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.

Geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geographical techniques the pupils will learn and apply

Statistical representation:
Interpreting tabular data and drawing scatter graphs to indicate correlation, storyboarding

Mapwork - Interpreting and annotating thematic distribution maps:
Political, relief, population density, distribution of earthquakes and volcanoes, and constructing choropleth maps

Imagery
Terrestrial, aerial and satellite photographs and GIS *Google Earth Pro*

Disciplinary thinking skills the pupils will use to understand what they know

Describing	Giving an account of something
Selecting	Choosing the information most suitable and relevant
Sequencing	Arranging events or artefacts in their correct time order
Comparing and contrasting	Finding similarities and differences in how people lived at different times
Reasoning and speculating	Forming ideas about something without firm evidence
Synthesising	Combining a range of ideas and facts from different sources
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Empathising	Placing yourself in another's position to better understand their actions.

SEND

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End Points of Learning

Pupils making a good level of progress will:

- **Describe and explain** what causes an earthquake.
- **Locate, describe and explain** the distribution of earthquakes occurring around the world.
- **Explain** why earthquakes happen at some locations but not others.
- **Describe** how the magnitude of an earthquake is measured.
- **Explain** why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.
- **Describe and explain** what causes a volcano.
- **Explain** why volcanoes and earthquakes often occur at the same locations around the world.
- **Identify and locate** the 'Pacific Ring of Fire' and **explain** why it is a hot spot for earthquakes and volcanoes.
- **The location, cause and effects** of the Christchurch (New Zealand) earthquake of 2011

Pupils working at greater depth will also:

Understand the concept of 'hazard' in Geography and how both natural and human events can cause hazards for people living in different parts of the world

Prior Learning

Earlier in Key Stage 1 pupils learned about:

- The causes and effects of the eruption of Vesuvius in AD 79 in History
- That the weather can sometimes cause natural hazards such as storms, floods and drought