Upper Key Stage 2 Geography: Unit 1

Enquiry: *How do volcanoes affect the lives of people living on Hiemaey?*

What the pupils will know

- The countries, major cities, rivers and mountains of Europe
- The population of the countries of Europe
- How to draw and interpret located proportional bars on an outline political map
- The five main lines of latitude of the world
- The location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere
- The cities and main physical features of Iceland
- The climate of Iceland and how it compares with where they live
- How to draw and interpret a climate graph
- How the climate and physical processes have shaped the landscape of Iceland
- The physical and human features of the island of Hiemaey in the Westman Islands of Iceland
- Why Hiemaey has an active volcano
- How volcanoes are formed
- The structure of a typical composite volcano
- The benefits and costs or disadvantages of living in close proximity to an active volcano
- Why fishing, trade and tourism are very important economic activities for people in Iceland
- How cod is caught and processed in Iceland and exported all around the world

National Curriculum Coverage

Locational knowledge

- The countries (including the location of Russia), major cities and key physical and human geography of Europe;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones;

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country;

Human and physical geography

Describe and understand key aspects of:

- Physical geography including climate zones and volcanoes;
- Human geography including economic activity and trade links, and the distribution of natural resources including energy

Geographical skills

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geographical techniques the pupils will learn and apply

Statistical representation:
Drawing and interpreting: **c**limate graphs, located proportional bars and tabular data

Mapwork - Interpreting and annotating thematic distribution maps: political, relief, population structure, population density, population distribution and migration; climate regions and world time zones,

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

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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, name and locate** the countries, major cities, rivers and mountains of Europe
- **Identify, select and describe** the population of the countries of Europe
- **Construct and explain** located proportional bars to show population totals on an outline map of Europe
- **Locate and identify** the five main lines of latitude of the world together with the location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere
- **Identify and describe** the cities and main physical features of Iceland
- **Describe** and **explain** the climate of Iceland and how it **compares** with the UK
- **Construct and explain** a climate graph for Iceland
- **Explain and reach a judgement** about how the climate and physical processes have shaped the landscape of Iceland
- **Describe** and **explain** the key physical and human features of the island of Hiemaey in the Westman Islands of Iceland
- **Explain** why Hiemaey has an active volcano and how volcanoes are formed
- **Describe and explain** the structure of a typical composite volcano
- **Evaluate and reach a judgement** regarding the benefits and costs or disadvantages of living in close proximity to an active volcano on Hiemaey
- **Explain and conclude** why fishing, trade and tourism are very important economic activities for people on Hiemaey
- **Explain** how cod is caught and processed on Hiemaey and exported all around the world

Pupils working at greater depth will also:

- **Understand** why the distribution of earthquakes, mountains and volcanoes around the world is very similar

Prior Learning

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

- The distribution and features of polar, temperate and tropical climates
- How climate determines the environments and landscapes in Tropical Rain Forests and Hot and Cold Deserts
- The distribution and formation of mountains and earthquakes
- How environments all around the world, including their own locality, offer advantages and disadvantages to those who live there
- The difference between physical and human processes and features
- What natural resources are and what economic activity involves
- About trade and how countries import and export goods and services

Upper Key Stage 2 Geography: Unit 2

Enquiry: *What is a river?*

What the pupils will know

- How the course of a typical river changes from source to mouth and the physical features it creates
- Why these physical features are formed
- How to collect data at various points along a stream to show graphically how the river changes
- How to create a simple cross section across the river at each of these points
- What an estuary is
- The main physical and human uses of estuaries
- Why estuaries are such an important habitat and ecosystem for wildlife
- What the water cycle is
- How rivers play such an important part in the water cycle
- Where the famous meander 'Isle of Dogs' is located along the River Thames
- How and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII
- Why the port and docks of London declined and closed very quickly in the 1950s and 1960s
- Where in the world Bangladesh is located and the rivers that flow through it
- Why Bangladesh suffers from serious annual flooding from its rivers
- What is being done in Bangladesh to control river flooding

National Curriculum Coverage

Locational knowledge

- name and locate countries 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 rivers and the water cycle
- human geography, including types of settlement and land use, economic activity including trade links

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

Observing, recording, presenting and interpreting data from five measurements at different stages along a large stream – bank width, water width, bank height above water line, depth and velocity

Statistical representation:

Drawing and interpreting: line graphs, multiple line graphs, bar graphs and histograms

Mapwork

Interpreting OS 1:25,000 *Landranger* maps using the key, eight points of the compass, four and six figure grid references, measuring straight line and actual distances using the scale line and constructing contour cross sections

Imagery

Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (plotting and following course of river)

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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, describe and explain** how the course of a typical river changes from source to mouth and the physical features it creates
- **Explain** the physical processes that cause these physical features
- Through fieldwork **observe, record, present data graphically and reach a conclusion** regarding how a stream or river changes along its course
- **Draw and explain** a simple cross section across the river at various points
- Make an **informed judgement** about what the cross sections reveal
- **Describe and explain** what an estuary is
- **Identify, describe and explain** the main physical and human uses of estuaries
- **Explain** why estuaries are such an important habitat and ecosystem for wildlife
- **Describe and explain** what the water cycle is
- **Reach a judgement** about the importance that rivers play in the water cycle
- **Locate, describe and explain** where the famous meander 'Isle of Dogs' is located along the River Thames
- **Identify, describe, explain and arrive at a conclusion** regarding how and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII
- **Evaluate a range of evidence to reach a judgement** as to why the port and docks of London declined and closed very quickly in the 1950s and 1960s
- **Locate and describe** where in the world Bangladesh is located and the rivers that flow through it
- **Explain** why Bangladesh suffers from serious annual flooding from its rivers
- **Evaluate** what is being done in Bangladesh to control river flooding and **explain** which methods might prove most successful and **justify their views**

Pupils working at greater depth will also:

- **Demonstrate understanding** of how the ways in which people interact with physical processes such as rivers can have costs and benefits
- **Comprehend** how and why estuaries are particularly vulnerable to the impacts of pollution given their joint economic and ecological importance

Prior Learning

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

- How physical processes such as volcanoes and earthquakes impact on people
- The difference between physical and human processes and features
- What different land uses are and what economic activity involves
- About trade and how countries import and export goods and services
- How habitats and ecosystems around the world are vulnerable to pollution
- How environments change including those in their own locality
- About the river Amazon when studying Tropical Rain Forest
- About life in the river village of Kampong Ayer in Borneo
- About the concept of a geographical hazard

Upper Key Stage 2 Geography: Unit 3

Enquiry: *Why are mountains so important?*

What the pupils will know

- What a mountain is and the names and location of the main ranges of fold mountains in the world
- How ranges of fold mountains formed
- The different layers of the Earth
- The three main types of rock
- Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924
- Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953
- About the different types of fossils and how each formed
- The names and location of the main ranges of mountains in the United Kingdom
- How ranges of mountains in the United Kingdom are different from fold mountains
- The physical and human features of the Cambrian mountains in Wales
- The type of climate experienced in the Cambrian Mountains and how this compares with their local area
- The reasons why the mountains of the UK are generally wetter and colder than most other areas
- What a tourist is, the activities they enjoy and why the Cambrian mountains is an important destination for tourists
- What a reservoir is and why many reservoirs have been built in the mountains of central Wales
- How reservoirs can have a positive and negative impact on the environment and people of the locations where they are built
- What a renewable or sustainable source of energy is
- How electricity is generated from the force of falling water in hydroelectric power stations
- That there are costs and benefits associated with building more HEP stations even if they are considered sustainable

National Curriculum Coverage

Locational knowledge

- name and locate countries 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

Human and physical geography

Describe and understand key aspects of:

- physical geography, including mountains
- human geography, including types of settlement and land use, economic activity

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

Geographical techniques the pupils will learn and apply

Statistical representation:

Drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs

Mapwork

Interpreting OS 1:25,000 *Explorer* maps using the key, eight points of the compass, four and six figure grid references, measuring direct and route distances using the scale line and interpreting contour patterns and spot heights

Imagery

Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

Disciplinary subject skills the pupils will use to <u>understand</u> what they know

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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** how a mountain is defined and **identify, name and locate** the main ranges of fold mountains in the world
- **Explain** how ranges of fold mountains formed
- **Identify and describe** the different layers of the Earth and the three main types of rock
- **Explain** why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 and **reach and justify a judgement** as to their likely fate
- **Explain** why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953
- **Describe** the different types of fossils and **explain** how fossils formed
- **Name and locate** the main ranges of mountains in the United Kingdom
- **Explain** how ranges of mountains in the United Kingdom are different from fold mountains
- **Identify, observe, describe and suggest reasons** for the main physical and human features of the Cambrian mountains in Wales
- **Describe** the climate experienced in the Cambrian Mountains and how this compares with their local area
- **Explain** why the mountains of the UK are generally wetter and colder than most other areas
- **Explain** what a tourist is, the activities they enjoy and why the Cambrian mountains is an attractive destination for them
- **Explain** what a reservoir is and why many reservoirs have been built in the mountains of central Wales
- **Evaluate** the advantages and disadvantages of building reservoirs and **reach a judgement** regarding whether more should be built in Wales to meet increased demand for water
- **Explain** what a renewable or sustainable source of energy is
- **Explain** how electricity is generated from the force of falling water in a hydroelectric power station
- **Understand** that there are costs and benefits associated with building more HEP stations even if it is considered sustainable and **evaluate** both sides of the argument

Pupils working at greater depth will also:

- **Understand** why the Cairngorm Mountains of Scotland have become Britain's most important skiing and snowboarding centre
- **Evaluate** the costs and benefits of these developments from an economic and environmental perspective

Prior Learning

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

- How tectonic activity creates volcanoes and earthquakes
- That volcanoes and earthquakes often occur in mountainous areas
- How physical processes such as volcanoes and earthquakes impact on people
- The difference between physical and human processes and features
- What different land uses are and what economic activity involves
- About trade and how countries import and export goods and services
- What leisure and tourism involves for people
- About renewable and non-renewable sources of energy

Upper Key Stage 2 Geography: Unit 4

Enquiry: *How is climate change affecting the world?*

What the pupils will know

- The difference between weather and climate
- The climate of polar, temperate and tropical regions
- What the greenhouse effect and global warming are
- How climate change is different from global warming
- Some of the changes being caused by climate change in Gambia and their impact on people
- Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people
- Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people
- Some of the changes being caused by climate change in Greenland and their impact on people
- Countries around the world where weather patterns have been most affected by climate change
- How countries around the world are acting to reduce global warming
- How individuals, families and communities like schools are taking action to reduce global warming
- What the UK government is doing on a national level to reduce carbon emissions

National Curriculum Coverage

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
- 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

Geographical techniques the pupils will learn and apply

Statistical representation:

Drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs

Mapwork

- Interpreting OS 1:50,000 *Landranger* maps using the key, eight points of the compass and four and six figure grid references
- Interpreting a range of atlas thematic maps e.g., changing weather patterns, ice sheet distribution and thickness, global temperature differences and countries most impacted by evidence of climate change

Imagery

Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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** the difference between weather and climate
- **Describe and explain** the climate of polar, temperate and tropical regions
- **Explain** what the greenhouse effect is and its link to global warming
- **Understand** how climate change is different from global warming
- **Explain** some of the impacts of climate change in Gambia and **evaluate and reach a judgement** about their impact on people
- **Explain** some of the changes being caused by climate change in the state of Victoria in Australia and **reach an informed conclusion** about their impact on people
- **Understand** some of the changes being caused by climate change in coastal areas of the United Kingdom and **reach a judgement** about what people are doing locally to mitigate its effects
- **Explain** some of the changes being caused by climate change in Greenland and **evaluate and critique** the opposing views that people have about them
- **Identify, observe and locate** those countries around the world where changes in weather patterns caused by climate change are creating hazards
- **Explain, evaluate and reach a judgement** about how countries around the world are acting to reduce global warming
- **Explain** and justify the actions individuals, families and communities like schools are taking to reduce global warming
- **Explain, evaluate and reach a judgement** about what the UK government is doing on a national level to reduce carbon emissions

Pupils working at greater depth will also:

Understand what the concept of a 'carbon footprint' is and evaluate the most effective measures individuals, organisations and communities might consider taking to reducing their carbon footprint

Prior Learning

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

- The five elements of the weather
- How weather affects people's day to day lives
- The difference between weather and climate
- The climate of polar, temperate and tropical regions
- The difference between physical and human features and processes
- About greenhouse gases and the causes of global warning
- Some of the effects of global warming in the Arctic and Antarctic
- How living more sustainably could reduce greenhouse gas emissions
- What the UK government is doing to reduce CO_2 emissions
- Fossil fuels and renewable sources of energy

Upper Key Stage 2 Geography: Unit 5

Enquiry: *Why is Fairtrade fair?*

What the pupils will know

- What trade involves
- How domestic trade is different from international trade
- What exporting and importing goods means
- What the Silk Road is
- Why the Silk Road was once the most important trading route in the world
- Why countries trade with each other today
- What a container ship is and why Southampton is a very important container port in the UK
- The main commodities that the UK imports from China and the most important goods it exports in return
- Why the terms of international trade are sometimes not always fair to producers in poorer countries
- Why St Lucia is an important banana producer
- What being a certified Fairtrade producer of commodities such as bananas means
- How being part of a Fairtrade co-operative can benefit producers in poorer countries
- Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives
- The range of Fairtrade products currently available in the UK

National Curriculum Coverage

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:

- human geography, including economic activity and trade links

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

Geographical techniques the pupils will learn and apply

Statistical representation:

Drawing and interpreting: bar graphs, climate graphs and divided proportional bars

Mapwork

Interpreting OS 1:50,000 *Landranger* maps using the key, eight points of the compass and four and six figure grid references

Imagery

Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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** what trade involves and why countries trade with each other
- **Explain** how domestic trade is different from international trade
- **Explain** what exporting and importing goods means
- **Explain** what the Silk Road is and why the Silk Road was once the most important trading route in the world
- **Describe and explain** what a container ship is and **reach a judgement** based on a range of evidence as to why Southampton makes a good container ship port
- **Identify and describe** the main commodities that the UK imports from China and the most important goods it exports in return
- **Reach a judgement** as to the type of commodities that China imports from the UK and **compare and contrast** these with its exports to the UK
- **Explain** why the terms of international trade are sometimes not always fair to producers in poorer countries
- **Understand** why St Lucia is an important banana producer
- **Evaluate and reach a conclusion** regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers
- **Explain** what a co-operative is and **evaluate** the benefits and disadvantages of producers joining one
- **Describe and critique** the range of Fairtrade products currently available in the UK and **reach a judgement** as to why some commodities and products are fairly traded and others are not

Pupils working at greater depth will also:

- Demonstrate a broader **understanding** of the concepts of sustainability and sustainable development and how ethical trading and purchasing can contribute to achieving them
- **Understand** how events such as farmers' markets and buying food locally in the UK benefit producers of food and the environment

Prior Learning

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

- About the physical and human features of a locality in St Lucia including the growing of bananas, cocoa and coconuts
- The differences between the climate in temperate, tropical and polar regions
- About ports and container ships in the Isle of Dogs when studying rivers
- What an estuary is
- Why Baghdad was the first city to reach one million inhabitants
- About the importance of trade when studying the Golden Age of Islam Baghdad AD 600 in History
- The kind of things that people, organsitions and communities are doing to live more sustainably

Upper Key Stage 2 Geography: Unit 6

Enquiry: *Who are Britain's National Parks for?*

What the pupils will know

- The names and locations of the fifteen National Parks of Great Britain
- How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain
- Why areas of Great Britain are chosen as National Parks
- The main distinctive physical features of National Parks
- What the term 'cultural heritage' means
- Why cultural features are also important elements of National Parks
- The distinctive physical and cultural features of their closest National Park
- The three aims or purposes of National Parks
- That sometimes these three purposes of National Parks conflict with each other
- That because of this potential conflict National Parks have to be carefully managed
- How National Parks are managed
- The main land use of National Parks
- Why farming and farmers are important in helping to achieve the aims of the National Parks
- How and why National Parks in the USA are similar to and different from National Parks in Great Britain

National Curriculum Coverage

Locational knowledge

- locate the world's countries, using maps to focus on 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:

- physical geography, including vegetation belts, rivers, mountains
- human geography, including types of settlement and land use, economic activity, and the distribution of natural resources

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

Geographical techniques the pupils will learn and apply

Statistical representation:
Drawing and interpreting: bar graphs, line graphs and climate graphs

Mapwork
Interpreting OS 1:25,000 *Explorer* maps using the key and symbols, eight points of the compass, four and six figure grid references, contour lines and cross sections, annotated sketch maps and using scale lines to calculate straight and winding distances

Imagery
Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

Disciplinary subject skills the pupils will use to <u>understand</u> what they know

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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 locate** the fifteen National Parks of Great Britain
- **Explain** the distribution of National Parks in Great Britain in relation to upland and urban areas
- **Explain** why areas of Great Britain are selected as National Parks
- **Describe and explain** the main physical features of National Parks
- **Explain** what the term 'cultural heritage' means
- **Understand** why the cultural or human features of National Parks are as important as their physical features
- **Describe and explain** the important physical and cultural features of their local National Park
- **Explain** the three aims or purposes of National Parks
- **Evaluate** these three aims and **reach a judgement** as to which they feel should be the most important and **justify** their view
- **Understand** why these three aims can sometimes conflict with each other
- **Explain** what the term 'management' means and **understand** why National Parks have to be carefully managed
- **Understand** the difference between preservation and conservation when it comes to managing National Parks
- **Explain** the main land use of National Parks
- **Draw an informed conclusion** as to why farming and farmers are so important in helping to achieve the aims of National Parks
- **Understand** how and why National Parks in the USA are similar to and different from National Parks in Great Britain

Pupils working at greater depth will also:

- **Understand** that ensuring people can continue to live and work in National Parks sometimes means that the environment is impacted to provide what communities need
- **Understand** that sustainable development is about improving people's quality of life whilst protecting and enhancing the environment

Prior Learning

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

- The kind of things that people, organsitions and communities can do to live more sustainably
- The difference between physical and human features of environments
- The importance of leisure, recreation and tourism
- About a range of economic activities including farming
- Mountains both in the United Kingdom and globally
- The key physical and human features of North America
- In detail about the state of Florida (Everglades National Park)

Geography: Upper Key Stage 2

Enquiry: *Why does Sylvia have the largest collection of plastic bath ducks in the world?*

What the pupils will know

- The names, location and distribution of the world's largest seas
- The significance of a container carrying plastic bath toys being lost at sea in 1992
- What an oceanographer studies
- What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992
- Where these plastic bath toys have been washing up in the years since then
- What an ocean current called a gyre is
- Why ocean gyres are so important
- Why huge quantities of plastic waste accumulates at the centre of ocean gyres
- The makeup of ocean garbage patches
- What microplastic is, how it forms and why it has such a serious environmental impact
- The many benefits and advantages of using plastic in everyday life
- The main uses of single-use plastic and some alternatives
- How to carry out a survey of a beach strandline to estimate the number of microplastics present
- How to record and present their observations graphically
- How to critique their findings and the difference between validity and trustworthiness

National Curriculum Coverage

Locational knowledge

- Identify the position and significance of latitude, longitude, 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)

Human and physical geography

- Physical geography, including: the water cycle
- Human geography, including economic activity including trade links, and the distribution of natural resources including water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
Random sampling using a metre quadrat, recording results in tabular form and extrapolating data

Statistical representation:
Drawing and interpreting: bar graphs, line graphs and proportional bars

Mapwork
World maps of oceans, seas, gyres and ocean garbage patches

Imagery
Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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 locate** the world's largest seas
- **Describe and explain** their distribution
- **Explain** the significance of a container carrying plastic bath toys being lost in the Pacific Ocean in 1992
- **Locate and explain** where these plastic bath toys have been washing up in the past thirty years
- **Explain** what an oceanographer studies
- **Explain** what an ocean gyre is
- **Evaluate and reach a conclusion** about the importance of ocean gyres
- **Explain** and reach an informed judgement about why huge quantities of plastic waste accumulates at the centre of ocean gyres
- **Describe and explain** the makeup of ocean garbage patches
- **Describe** what microplastic is and **explain** why it present such a serious environmental threat
- **Evaluate** the many advantages of using plastic in everyday life
- **Describe** the main uses of single-use plastic and **reach a judgement** about the range of alternatives available
- **Explain** how to carry out a survey of a beach strandline to estimate the number of microplastics present
- **Record and present** their observations graphically
- **Evaluate and reach a judgement** about the validity and trustworthiness of their results

Pupils working at greater depth will also:

- **Understand** the importance of oceans and seas as a means of sequestrating or capturing carbon and consequently helping to mitigate some of the impacts of climate change

Prior Learning

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

- The names and location of the world's oceans
- That Great Britain is an island with a very long coastline
- The physical features of coastlines
- How important container ships are for transporting cargo globally
- About what trade involves and how Fairtrade is different
- Some of the causes and effects of global warming and climate change
- What sustainability and sustainable development involves
- About what individuals and communities are doing to reduce their environmental impact

Geography: Upper Key Stage 2

Enquiry: *What is being done to save Allerford?*

What the pupils will know

- Where the village of Allerford can be found within the UK
- The amenities in the village
- How these amenities compare with the settlement in which I live
- The location of Allerford in relation to the surrounding relief and landscape
- The physical features of a river source to mouth
- The different elements of the water cycle
- Why rivers sometimes flood
- What a flash flood is
- Why Allerford has regular flash floods and the problems this causes people
- What is being done to manage and regulate flooding to reduce its impact on the village
- Why flood management around Allerford is a good example of sustainable development

National Curriculum Coverage

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 rivers and the water cycle
- human geography, including types of settlement and land use

Geographical skills and fieldwork

- 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:
Drawing and interpreting: bar graphs, histograms, line graphs, contour cross sections and Venn diagrams, pictograms

Mapwork
Interpreting OS 1:25,000 *Explorer* maps using the key, eight points of the compass, four and six figure grid references, contour lines and cross sections, annotated sketch maps and using scale lines to calculate straight and actual distances

Imagery
Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro

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

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

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** where the village of Allerford can be found within the UK
- **Identify and describe** the amenities in the village
- **Explain** how these amenities compare with the settlement in which they live
- **Describe and explain** the location of Allerford in relation to the surrounding relief and landscape
- **Describe and explain** the physical features of a river source to mouth
- **Explain** the different elements of the water cycle
- **Explain** why rivers sometimes flood
- **Explain** what a flash flood is
- **Explain** why Allerford has regular flash floods and **evaluate** the range of problems this causes people
- **Evaluate and reach an informed judgement** about what is being done to manage and regulate flooding to reduce its impact on the village
- **Understand** why flood management around Allerford is a good example of sustainable development

Pupils working at greater depth will also:

- **Understand** why climate change is likely to lead to more frequent flash floods in vulnerable places around the UK

Prior Learning

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

- What a river is and its main physical features from source to mouth
- The part that a river plays in the water cycle
- The elements of the weather
- The difference between rainfall and precipitation
- Physical features of the landscape such as hills and mountains
- What a settlement is and the difference between villages, towns and cities
- What a geographical hazard is
- How geographical hazards such as volcanoes and earthquakes impact on people
- How humans are contributing to global warming
- How climate change is already impacting communities in different locations around the world