




Upper Key Stage 2 Geography	Intent	Implementation	Impact
	<p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.</p>	<p>In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.</p>	<p>We believe that the impact of using exciting and engaging geography lessons as the basis of your curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.</p>
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">I can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.	<ul style="list-style-type: none">I can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Eastern Europe.	<ul style="list-style-type: none">I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and mountains.	<ul style="list-style-type: none">I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
<ul style="list-style-type: none">I can name and locate countries and cities of the United Kingdom, identifying their physical features, including mountains and rivers.	<ul style="list-style-type: none">I can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of South America.	<ul style="list-style-type: none">I can describe and understand key aspects of: physical geography, including the water cycle.	<ul style="list-style-type: none">I can 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.



<ul style="list-style-type: none">• I can identify physical features, including land-use patterns; showing change over time.• I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.	<ul style="list-style-type: none">• I can understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of Eastern Europe.	<ul style="list-style-type: none">• I can 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.	<ul style="list-style-type: none">• I can use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<ul style="list-style-type: none">• Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	<ul style="list-style-type: none">• I can understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of South America.	<ul style="list-style-type: none">• I can use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, resources, service, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power.	<ul style="list-style-type: none">• I can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
	<ul style="list-style-type: none">• I can use key vocabulary to demonstrate knowledge and understanding in this strand: Arctic Circle, physical features, climate, human geography, land use, settlement, economy and natural resources.	<ul style="list-style-type: none">• I can use key vocabulary to demonstrate knowledge and understanding in this strand: biomass, origin, import, export, trade, efficiency, conservation, carbon footprint.	
		<ul style="list-style-type: none">• I can use key vocabulary to demonstrate knowledge and understanding in this strand: peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	



	Upper KS2 Outcomes

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