

Connected Geography: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question And vocabulary	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork	Cross Curricular Links
<p>Why do some earthquakes cause more damage than others?</p> <p>Key Subject Vocabulary</p> <p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income. Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.</p>	<p>Locate the world's countries, using maps to focus on New Zealand, concentrating on environmental regions and key physical and human characteristics.</p> <p>Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Greenwich meridian and time zones.</p>	<p>New Zealand.</p> <p>Observe and record the distribution of earthquakes in New Zealand over the past two hundred years.</p> <p>Explain why New Zealand experiences earthquakes when they don't occur in other parts of the world.</p> <p>Haiti Chile The Pacific Ring of Fire.</p>	<p>Volcanoes and Earthquakes.</p> <p>Identify, describe, and explain the causes of earthquakes.</p> <p>Understand and describe why the most powerful earthquakes in the world don't always cause the most deaths and destruction.</p> <p>Identify and describe the causes of volcanoes.</p> <p>Explain why volcanoes often occur in the same location as earthquakes.</p>	<p>Use Maps, atlases, globes and digital/computer mapping to locate countries and features studied.</p>	<p>Literacy: Write an explanation text and a short report. Read a variety of texts and retrieve information. Develop technical vocabulary. (See below)</p> <p>Maths: Understanding measures (Richter scale) observe and analyse data.</p> <p>Computing: digital mapping</p> <p>Science: Rocks and Soils</p> <p>D&T: make a model volcano</p>

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<p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>Key Subject Vocabulary</p> <p>Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense;</p>	<p>North America: Compare and contrast the constituent states of The United States of America. Understand the physical and human features of a region in North America (Florida)</p> <p>Compare and contrast with a region in the United Kingdom (West Midlands).</p>	<p>Florida The Magic Kingdom Mesoamerica The Kennedy Space Centre</p> <p>Locate, describe and explain why The Everglades are a national park.</p>	<p>Human; understand different types of settlement and land use in Florida: leisure and tourism (The magic Kingdom Theme park), aerospace technology (The Kennedy Space Centre)</p> <p>Recognise and describe the key geographical features of a peninsula and compare with different peninsulas around the world.</p> <p>Climate: Identify and explain how hurricanes form and why they present a threat to the people of Florida.</p> <p>Compare and contrast the climate of the United Kingdom and Florida and identify the main differences in relation to temperature and sunshine hours.</p> <p>Describe and explain why sea turtles are endangered and reach a judgement about how they could be protected for the future.</p>	<p>Maps, atlases, globes and digital/computer mapping</p> <p>Eight points of compass</p> <p>Map symbols and key</p>	<p>Literacy: read and interpret maps in order to plan a visit to The Magic Kingdom. Present a powerpoint about a chosen state in the USA. Create posters, an advertisement and persuasive texts about the conservation of sea turtles.</p> <p>Maths: analyse and create graphs to represent data.</p>

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<p>Why do so many people live in megacities? (Megacities are cities with a population over 10 million)</p> <p>Key Subject Vocabulary Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.</p>	<p>Observe and describe the key features for cities.</p> <p>Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country.</p> <p>Recognise and locate the largest cities in South America;</p> <p>Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant;</p>	<p>Baghdad: Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants;</p> <p>Milton Keynes: explain why this is the fastest growing city in the United Kingdom.</p> <p>Brasilia: Describe and offer reasons for the features of the city of Brasilia, capital of Brazil;</p>	<p>Settlement and land Use (urbanisation)</p> <p>Understand the economic and social reasons why the population of cities increase.</p>	<p>Describe and begin to explain the distribution of megacities across the continents of the world.</p> <p>Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.</p> <p>Create a location map with key.</p>	<p>Literacy: categorise sets of photographs. Present a powerpoint. Write a news report.</p> <p>Numeracy and Mathematics: complete a data table and record observations. Create a histogram.</p> <p>Computing: create a powerpoint. Research one of the top 30 megacities in the world.</p>
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And vocabulary	Knowledge		Physical	Fieldwork	Links
<p>How and why is my local environment changing?</p> <p>Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>	<p>United Kingdom Identify, describe and give reasons for why environments change;</p> <p>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;</p>	<p>Shropshire Church Preen School</p> <p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment;</p> <p>Describe and explain the impact of environmental change in one threatened region of the world. (e.g. Amazon rainforest/Great Barrier Reef/ Arctic Ice in Alaska/Sahel area of west Africa)</p>	<p>Settlement and land Use Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual;</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present in the school grounds and surrounding locality. Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations;</p> <p>Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale</p>	<p>Language and literacy Numeracy Computing Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use search technologies effectively; appreciate how results are selected and ranked; and be discerning in evaluating digital content.</p> <p>: Science: Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>History: A depth study linked to one of the British areas of study. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
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<p>How can we live more sustainably?</p> <p>Key Subject Vocabulary</p> <p>Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.</p>	<p>United Kingdom</p> <p>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; Nepal</p>	<p>Church Preen Primary School</p> <p>Exminster Marsh/ River Exe</p> <p>Home</p> <p>Recognise and explain ways in which the children's lives at home could be more environmentally sustainable.</p>	<p>Natural Resources</p> <p>Describe and explain using examples what living sustainably means</p> <p>Identify, describe and explain the differences between renewable and non-renewable resources;</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity;</p> <p>Explain how electricity is generated in hydroelectric power stations;</p>	<p>Maps, atlases, globes and digital/computer mapping</p> <p>Fieldwork – observe, measure, record and present</p> <p>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable;</p> <p>Understand why creating new habitats for birds are good examples of sustainable development;</p>	<p>Literacy: Speaking and listening, annotate and label diagrams, A3 explanatory poster, create a report and an action plan.</p> <p>Numeracy: Scatter graphs and Pie charts</p> <p>Science: light and dark, electricity, animals and humans / habitats</p> <p>Design and Technology: Food and nutrition/ healthy diets.</p>
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<p>Why are jungles so</p>	<p>South America</p>	<p>Amazon Rainforest/</p>	<p>Climate zones</p>	<p>Maps, atlases, globes</p>	<p>Language and</p>

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<p>wet and deserts so dry?</p> <p>Key Subject Vocabulary Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>	<p>United Kingdom</p> <p>Latitude and longitude Northern and Southern Hemisphere</p>	<p>Atacama Desert /Arica (Chile)</p>	<p>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world;</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world;</p> <p>Biomes and vegetation Belts: Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;</p> <p>Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</p>	<p>and digital/computer mapping Eight points of compass Map symbols and key</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world;</p>	<p>Literacy: Flow diagrams , reports and explanatory writing. Discussion and debate.</p> <p>Numeracy: Complete tables and analyse graphs and data</p> <p>Computing: research, internet safety</p> <p>Science: Living things and their habitats</p>
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