Walkwood
Church of England Middle School

KS2 Geography

	Wk	Year 5 — Topic	Learning Aims (X2 lessons per fortnight)	Assessment	Year 6 — Topic	Learning Aims (X2 lessons per fortnight)	Assessment
Autumn	1	Skills, skills, skills	Higher order thinking (HOTs) questions activities to encourage open ended thinking about the world.		Location, location, location (Developing British locational knowledge and Land use)	Recapping and retrieval of skills: What is geography? Types of maps and the mapping of continents/grid references/equators and basic geographical knowledge.	Baseline Skills assessment
	2		Basic locational skills and map skills. Studying different mapping skills and what they are used for.				
	3		Compass points, basic sketch maps, grid referencing.	Baseline Assessment		Gain a deep understanding of the British landscape. Mapping of the UK.	
	4		Mapping world location through longitude and latitude directions.			Use geographical terms to describe different places and landscapes.	
	5		Developing a confident understanding of map symbols and why they are used.			Understand that Britain is made up of many different landscapes – natural and human.	
	6		Create own maps. Differences between Human and Physical Geography. Careers in Geography			Identify the constituent parts of Great Britain and the UK. Trade and Economics Fair Trade in the UK. UK and sustainability: What more can we do to become even more sustainable? Natural resources? Weather and Climate Population	
			Key vocabulary: contour, key, political map, scale, compass, physical, location, axis, distance, relief, direction			*Case Study: sustainability and Trade HIC. How does the UK trade?*	
	7	Eastern Europe	Locational knowledge *(knowledge and understanding of places).*	Retake Baseline Assessment			
	8		Describing and comparing countries in Eastern Europe to the UK.			*Key vocabulary:* human, physical, United Kingdom, British Isles, natural resources, HIC and LIC	
	9		Use of geographical language and skills.				
	10		Make comparisons of landscapes and physical/human features. *Processes and patterns*				
	11		Begin to use simple data to collect and gain information. *(Skills, enquiry and use of sources)*				
	12		*Comparison of weather and population between countries.*				
	13		Sustainability and trade				Retake Baseline Assessment
	14		*Case study: what is the weather like in Moscow compared to London? How can you find out?* *Key vocabulary: sustainability, human, physical, agriculture, primary trades.*	Presentation/Planning a trip through research.			
Spring	1	Lake District & London	Use of geographical language and skills. Make comparisons of landscapes and physical/human features. *Processes and patterns*		Our changing world *(Physical study: Rivers and Coasts)*	Location and purpose of Rivers. *(Environmental change and sustainability).*	
	2		Begin to use simple data to collect and gain information. *(Skills, enquiry and use of sources)*			Weathering and erosion and how coastlines form and change.	
	3		*Population mapping in two location and the impact of tourism.*			How both rivers and coasts are formed (processes and patterns).	
	4		*Case study: tourist brochure on either Lake District or London, focus research.*			Use of sources to analyse the importance of rivers. *(Skills, enquiry and use of sources).* Know and identify the features of as river.	
	5						
	6		*Key vocabulary:* national park, tourism, settlements, region, city, landscape			*Case Study: River Arrow (Redditch) and River Ganges (India) study the features and purpose of each river.*	
	7						
	8					*Keywords:* source (key features of rivers), coastal regions, landscape, vegetation belts, erosion, weathering, deposition.	
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	10			ICT: Make a tourist guide to Lake District or London.			
	11						Teacher Assessment & Extended piece of writing.
	12						
Summer	1	Extreme Earth & Focus on Africa	Studying major weather events and their locations: *processes and patterns.*		South America: Focus study Brazil	Locational knowledge *(knowledge and understanding of places).*	
	2		Use of sources to analyse and predict weather: *Skills, enquiry and use of sources.* Water Cycle and Flooding in the UK			Weather and climate compared to the UK. Landscape variations: *environmental change & sustainability.*	
	3					Human geography: *processes and patterns.*	
	4		*Case Study: Haiti Earthquake. Impact and affect. Look at sources and data.*			Trade and Industry. Project on a chosen area: *Locational knowledge.* *Case Study: Fair Trade and Economics/Amazon Rainforest.*	
	5		*Key vocabulary:* patterns, processes, disaster, volcanoes, analysis				Extended Writing: The importance of the Amazon.
	6		Mapping skills: Where is Africa? Perceptions of Africa			*Key vocabulary:* South America, rainforest, deforestation, tropical climate, biomes	
	7		Climate and population of places within Africa Assessing the biomes and physical/human features of Africa. Focus study of Kenya. Animals of Africa The Ivory Trade Debate		Trade and Economics	Describe and understand key aspects of human geography including: types of settlement, land use and economic activity.	
	8			Teacher assessment: Formal assessment from start of the year.		Locate world counties using maps (UK and South America)	Retake baseline assessment from beginning of the year.
	9		*Case study: sustainable projects and trade within Kenya.*			Explain key physical and human characteristics or a country in the context of UK imports and exports. Understand more about fair trade and globalisation. *Case study: examine trade links between the UK and El Salvador*	
	10		*Key vocabulary:* Sustainability, perceptions, biomes, Maasai mara			*Key Vocabulary:* economics, HIC, LIC, imports, exports	