






LKS2		
Knowledge and Skill	Building on prior knowledge generated in KS1 by the end of LKS2 we will....	Concept Lens
<p><b>Locational Knowledge</b></p> 	<ul style="list-style-type: none"> <li>Name and locate (using a map/globe) countries around the world including Russia.</li> <li>Name and locate countries of significance from each of the continents.</li> <li>Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>Locate counties and cities around the UK on large scale UK maps as well as smaller localised maps.</li> <li>Use maps to study counties and cities from the UK from an aerial perspective.</li> <li>Locate local rivers and major rivers around the UK on large scale UK maps as well as smaller localised maps.</li> <li>Name and locate major rivers around the world, including the longest and largest rivers.</li> <li>Name and locate a variety of European countries.</li> </ul>	<p>Place Space</p>
<p><b>Place Knowledge</b></p> 	<ul style="list-style-type: none"> <li>Identify similarities and differences between the place being studied (Mediterranean unit, North America unit) and where we live without support.</li> <li>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm) and be able to make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. Compare these photographs to areas in the UK.</li> <li>Identify the human and physical features of the counties and cities (UK) being studied. Explain why they are human or physical.</li> <li>Describe the key topographical features of an area being studied such as hills, mountains, coasts, valleys and rivers (UK land unit) and compare to local area. Consider how this has shaped life for local people.</li> <li>Discuss and compare the climate zones of the UK/world and relate this knowledge to the weather in the local area. (Refer back to weather topic in KS1).</li> <li>Understand how our locality has changed over time and how it has been developed.</li> </ul>	<p>Space Place</p>
<p><b>Human &amp; Physical Geography</b></p> 	<p>Physical:</p> <ul style="list-style-type: none"> <li>Describe how a volcano is formed and explain the different parts to a volcano.</li> <li>Understand and explain, using the correct vocabulary, each stage of the process of a volcanic eruption.</li> <li>Understand the structure of the Earth and give reasons as to why this is related to volcanoes.</li> <li>Consider and form opinions on whether events like this are getting more extreme and if we can do anything about it.</li> </ul> <p>Human:</p> <ul style="list-style-type: none"> <li>Make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g. Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</li> <li>Consider the importance of trade and tourism for local people. Compare to where we live. Explain some advantages and disadvantages of tourism.</li> <li>Identify main trade of specific locations. Compare this to the UK.</li> </ul>	<p>Space Environment Interconnections Physical and human processes</p>

	<ul style="list-style-type: none"> <li>• Understand and explain how a river forms and takes its course and describe how it changes along its course.</li> <li>• Study one river and compare how this river has changed over time and consider the impact of this.</li> <li>• Understand why humans settled in this area being studied (UK land unit) and why humans choose to settle there today. Compare this to local area.</li> <li>• Consider the positive and negative impact of land use on the local area e.g. on the environment and the people (human and physical). Form opinions and justify responses about this.</li> <li>• Understand how land use has changed over time across the UK. E.g. growth of cities, new cities (Milton Keynes), change in farming etc. Discuss the advantages and disadvantages of this.</li> <li>• Understand and describe what makes a city desirable or not desirable. Use this to inform discussions about the best place to build a city.</li> <li>• Identify main food produce in area being studied (North America). Compare to local area.</li> <li>• Discuss and debate the advantages and disadvantages of importing and exporting food. Link both the advantages and disadvantages to human and physical geography e.g. impact on local area, impact for people etc.</li> <li>• Understand the impact that a volcano eruption can have. Consider the impact on 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. Consider the impact on physical geography including: climate zones, plants, rivers.</li> <li>• Consider the importance of a river to local people. Think about trade links.</li> </ul>	
<p><b>Mapping skills</b></p>  <p><b>Direction / Location</b> <b>Drawing Maps</b> <b>Representation</b> <b>Using Maps</b> <b>Scale / Distance</b> <b>Perspective</b> <b>Map Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Create maps of area being studied. Label with a key. Know what a key is needed.</li> <li>• Use maps to study how people can travel to the region being studied. (flight, cruise, car etc.)</li> <li>• Use maps to study how trade routes are used between UK and area being studied.</li> <li>• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> <li>• Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</li> <li>• Use maps to study counties and cities from an aerial perspective. Observe and notice contour lines and begin to learn about their meaning.</li> <li>• Identify hilliest areas and flattest areas on maps as well as locating rivers.</li> <li>• Begin to use a wider range of maps including map sites on internet, aerial/oblique photographs. Use larger scales maps when looking at region being studied as well as smaller, localised maps.</li> <li>• Create and label own maps independently.</li> <li>• Begin to navigate atlas without support.</li> <li>• Refer back to directional knowledge from KS1 (up, down, left, right or north, south, east and west) and begin to use NE, NW, SE, SW when talking about different continents and oceans.</li> </ul>	<p>Scale Place</p>

	<ul style="list-style-type: none"> <li>• Use and understand grid referencing and locate key points on a map using this. Use letter/no. co-ordinates to locate features on a map.</li> </ul>	
<p><b>Fieldwork</b></p>  <p><b>Gathering Information</b> <b>Sketching / Drawing</b> <b>Collecting audio / visual information</b> <b>Measuring</b> <b>Representing information</b></p>	<ul style="list-style-type: none"> <li>• Ask and initiate geographical questions and respond to others questions about the area being studied.</li> <li>• Undertake surveys around the school grounds. Record and observe data using different methods e.g. tally chart, photographs, drawings etc. Compare findings with region being studied (North America). Summarise and explain findings.</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</li> <li>• Design questions and studies to conduct in the local area related to rivers. Suggest questions for an investigation.</li> <li>• Observe and record the features of a river being studied e.g. different types of plants, the animals on, in and around the river. Compare this to further inland e.g. around the school.</li> <li>• Collect and record evidence with some aid. Use different instruments to measure.</li> <li>• Analyse evidence and draw conclusions.</li> <li>• Use mathematical knowledge to represent data using appropriate methods.</li> </ul>	<p>Scale Space Place</p>