Newton Hill Community School: Prior Learning

Subject/Area: Geography

Year Group: Upper Key Stage 2

Prior Learning	Upper Key Stage 2 Year 5 are beginning to/ some/ most Year 6 can do/all	Future Learning	Vocabulary - Subject Specific
In LKS2 children have learnt: **Cycle A** Autumn- Anglo Saxons and Vikings • Human Geography – types of settlement and land use • Locational knowledge – counties and cities of UK. • Use of maps and atlases – geographical skills and fieldwork • Digital technology – Google Earth Spring- Volcanoes • Human and Physical Geography • How volcanoes are formed (Mount Vesuvius – link to History) • Locational Knowledge – world countries and using maps to focus on Europe (Italy) Summer- Romans • Physical Geography – the water cycle. **Cycle B** Autumn- Ancient Egypt • Human Geography – types of settlement and land use (linked to Egypt) • Climate and vegetation • Rivers – River Nile Spring- Rainforests • Climate and vegetation. • Rivers – River Nile • Rainforests - Amazon Summer- Stone Age • OS Maps	**In UKS2 children will:** **Cycle A** Autumn- Africa • Locate Africa on a map and name countries • Explore physical/humane features of Africa • (North Africa) • Western Africa- Name physical and human • features (Nigeria) • Eastern Africa Look at photograph • Central Africa- Look at equatorial climates, natural resources • South Africa- different biomes and diversity Spring- Victorian Britain and it's impact on Wakefield • Look at urbanisation and industrialisation. Locate natural resources • Describe how Wakefield changed during the industrial revolution • Fieldwork study of Victorian architecture in Wakefield Summer- The UK- Past, Present and Future • Revision of the four countries of the UK • What are the main sectors in the UK? • What are the key geographical features of the UK? • What are the key geographical features of Yorkshire? • How is coastal erosion effecting Yorkshire?	In Key Stage 3 children will: **Locational knowledge** • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **Place Knowledge** • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia **Human and physical geography** • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	Climate/weather, flood plain, deposition, climate zones, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, water cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, excursion, scale (maps), contours. Migrate, disperse, sustainability, natural disaster, natural resources, canopy (trees), Ordnance Survey, distance, scale, grid reference, symbols, urban, rural, land use, congestion, pollution, tectonic plates, naturalised, indigenous, immigrant, survey, questionnaire, latitude, longitude, Greenwich/Prime Meridian, time zone, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, Equator, deforestation, Arctic, Antarctic, renewable, population, biomes, vegetation belts, climate zones, conservation, pollution, export, import, tropical, equatorial, subterranean, location, minutes (location), magma.

• Geographical skills – Reading 4 figure reference	• What is the water cycle? • How are rivers formed? Name the rivers of • UK • How are hills and valleys represented on an • OS map. Look at contours • What are mountains? How are they formed? • What is the future for energy in the UK? What is the future for water, agriculture and waste?	• understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems **Geographical skills and fieldwork** • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	

Working historically – key concepts:

Geographical enquiry	Location knowledge	Place knowledge	Human and physical geography	Geographical and fieldwork
• Can they research and collect information about a place and present it? E.g., a report, a poster, a brochure. • Can they find possible answers to their own geographical questions?	Can they, link with history, compare land using maps of the UK from past and present?	• Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? • Can they work out a correct itinerary detailing a journey to another part of the world?	• Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? • Can they work out a correct itinerary detailing a journey to another part of the world?	• Can the present their research? E.g., reports, brochures, drama, art?