



Meadowhead Juniors

Knowledge Overview



KS2	Disciplinary knowledge	Substantive knowledge
<p>UK Geography</p> <p><u>Enquiry question:</u> <i>How can we compare Blackburn to Manchester?</i></p>	<p><u>Locational knowledge</u> -Use locational/directional language, the 4 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time.</p> <p><u>Place knowledge</u> -Find similarities and differences between Blackburn and Manchester</p> <p><u>Human and physical geography</u> -Create detailed maps and label physical features.</p> <p><u>Geographical skills and fieldwork</u> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> - Locate counties and cities of the United Kingdom -Describe and explain how some areas in the UK have developed and changed over time, and why certain locations are more favourable than others. - Understand what economy is and what impact it has. - Compare land use between Manchester and Blackburn - Discuss population changes of local areas, including Manchester and Blackburn.
<p>Rivers</p> <p><u>Enquiry question:</u> <i>Where is the River Nile and how does it impact local people and communities?</i></p>	<p><u>Locational knowledge</u> -Use maps, atlases, globes and digital/computer mapping to locate rivers.</p> <p><u>Place knowledge</u> -Use digital mapping to locate countries, major cities and rivers</p> <p><u>Human and physical geography</u> -Use geographical language relating to the physical and human processes detailed in the PoS e.g., tributary and source when learning about rivers.</p> <p><u>Geographical skills and fieldwork</u> -Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating rivers. -Show increasing empathy and describe how the Nile impacts communities who rely on it.</p>	<ul style="list-style-type: none"> -Describe the water cycle, explain what a river is and locate the river Nile on a map. -Describe how the Nile plays a critical role in Africa. -Identify the stages and features of a river, and the way that land use changes from the source to the mouth (tributary and source). -Recognise how human activity affects rivers and how humans utilise the Nile for farming, tourism, transport and trade. -Recognise and explain how flooding affects communities

<p>Local Geography Study</p> <p><u>Enquiry question:</u> <i>Why do people visit the Lake District?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Use maps and atlases to locate mountains that can be found in the Lake District. -Compare the landscape to Blackburn. - Use OS mapping to locate mountains on maps. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Express their own views about why people visit the Lake District. - To make comparisons between Blackburn and the Lake District. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Use geographical language relating to the physical and human processes in the Lake District. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> -To know what a mountain is. - To know where the Lake District is and can locate it on a map - To be able to know why tourist visit the Lake District? -To know the features of a mountain. - How mountains are formed. - What the climate is like on mountains. -The UK and world's highest mountains.
<p>Natural Disasters</p> <p><u>Enquiry question:</u> <i>Why do people live near volcanoes?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. -Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes (in relation to tectonic plates). <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Understand where volcanoes are located around the world - Find similarities and differences between areas with a volcano and areas without <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Describe and understand the physical geography of an area with a volcano <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> -Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical 	<ul style="list-style-type: none"> -To consider the structure of the Earth and how this can create a volcano. -Identify the features of a volcano. -To know some of the famous volcanoes and the effects of these. -Learn about living near a volcano, including the dangers and how people stay safe - To locate different volcanoes on a map

	<p>knowledge is open to debate, challenge and discussion.</p>	
<p>Comparison of UK to a European country</p> <p><u>Enquiry question:</u> <i>Why do people travel to Greece?</i></p>	<p><u>Locational knowledge</u> -To use maps to find locations of Europe, places in Europe and places outside of Europe and possible routes to arrive at southern Europe I.e. Greece. -Use mapping/ atlases/ digital mapping to identify similarities and differences between the UK and Greece</p> <p><u>Place knowledge</u> - Understand geographical similarities and differences through the study of human and physical geography</p> <p><u>Human and physical geography</u> -understand the human and physical geographical features that can be found in Greece -Identify the types of settlement and land use</p> <p><u>Geographical skills and fieldwork</u> - Study the land usage in both countries</p>	<ul style="list-style-type: none"> - To learn about different countries of Europe, the E.U. and why people from other countries outside of Europe leave their homes to move to Europe E.g. economic migrant, refugee. - To understand the landscape of Greece. - To know what attracts visitors to Europe - To make comparisons based on what the land is used for in the UK and in Greece
<p>Local Geography Study (Ribchester focus)</p> <p><u>Enquiry question:</u> <i>How has our local area developed over time?</i></p>	<p><u>Locational knowledge</u> -Use maps at more than one scale. -Use simple route maps for Ribchester to follow on a local walk. -Link features on maps to photos and aerial views. -Use four compass points. -Use DigiMaps/ Scottish Library to compare maps of Ribchester</p> <p><u>Place knowledge</u> -Make links between features observed in the environment to those on maps and aerial photos.</p> <p><u>Human and physical geography</u> -Observe, record the human and physical features in Ribchester.</p> <p><u>Geographical skills and fieldwork</u> -Identify and describe geographical features, processes (changes) and patterns. -Communicate geographical information through a range of methods e.g. photos and maps.</p>	<ul style="list-style-type: none"> -Locating Europe, England, Lancashire and Ribchester on an aerial map. -Human (rivers, mountains, climate zones) and physical features (types of settlement, land use) in England/Lancashire and Ribchester. -Exploring how the local area has changed. -Explore how the local area could change in the future and the impact of this. - Compare how Ribchester has developed over time - Explore the types of settlement in Ribchester

	<ul style="list-style-type: none"> -Express opinions and personal views about what they like and don't like about specific geographical features and situations. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
<p>The Environment</p> <p><u>Enquiry question:</u> <i>How are different areas of the UK used for industry?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Use digital mapping to locate the main industrial sites across the UK <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Find similarities and differences between the trade links across the UK <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Identify the Human and Physical features near where industry takes place <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use a range of methods to identify the type of industry - Discuss the effects of industry on the environment 	<ul style="list-style-type: none"> -To understand the economic activity that occurs across the UK - To identify trade links with other countries - To describe how land is used across the UK in terms of industry - Describe how trading from the UK has changed over time
<p>South America- The Rainforest</p> <p><u>Enquiry question:</u> <i>What is significant about the Amazon Rainforest?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Use locational/directional language, the 8 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time. -Use atlases to locate the world's rainforests <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Understand similarities and differences between the rainforest and other cities/places in South America - <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Identify human and physical features in South America, with a focus on The Amazon <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> -To use geography in the news - online reports and websites -To recognise patterns on maps and begin to explain what they show -To make comparisons with their own lives and their own situation 	<ul style="list-style-type: none"> - To locate South America and identify human and physical features and major cities, concentrating on environmental regions, key physical and human characteristics, countries and major cities -To understand what a rainforest is and where they can be found -To know the four different layers of a rainforest -To know features of a rainforest -To understand the characteristics of the Congo -To understand the impact of deforestation -Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn

<p>Coasts within the UK</p> <p><u>Enquiry question:</u> <i>How and why do our coasts vary within the UK?</i></p>	<p><u>Locational knowledge</u> - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p><u>Place knowledge</u> - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p><u>Human and physical geography</u> - Describe and understand the features of the coast linking to physical and human geography - Describe how the physical geography of a coastal area is affected by climate change</p> <p><u>Geographical skills and fieldwork</u> - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>	<ul style="list-style-type: none"> - Identify what is meant by coastal area - Describe how coasts are formed - Understand how coasts change over time - Identify where coasts can be found on a map of the UK - Describe the initiatives that are being conducted to help protect the coastal habitats across the UK - Understand about coastal erosion and use comparisons linking this to climate change
<p>Locational knowledge</p> <p><u>Enquiry question:</u> <i>Does the location of a biome affect its climate?</i></p>	<p><u>Locational knowledge</u> - Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time. - Use mapping to locate the biomes - Create detailed maps to show where the biomes are located and what vegetation can be found there - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones</p> <p><u>Place knowledge</u> - Understand the differences within the different biomes - Describe where the biomes can be found across the world, confidently using the names of continents and countries</p> <p><u>Human and physical geography</u> - Identify the geographical features of a biome</p>	<ul style="list-style-type: none"> - To understand what a biome is - To locate the biomes using a world map - To describe the climate zones around the world and link this to the location of biomes - To explain how the location of a vegetation belt affects what is grown there - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones - Describe the types of settlements that can be found in the biomes.

	<ul style="list-style-type: none"> - Explain how the climate is changing the vegetation belts -Understand the key aspects that can be found in each of the biomes <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Observe and record the weather from the different biomes to understand whether there is a direct link to location 	
<p>World Trade</p> <p><u>Enquiry question:</u> <i>What issues are involved in global chain supply?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major industries, imports and exports. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Understand how human geography contributes to industry <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Explore the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Identify types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> -To explore some reasons for trade in various parts of the world. -To investigate global trade processes and trade routes, understanding what imports and exports are. - To describe the distribution of natural resources including energy, food, minerals and water
<p>The Future of Our Planet</p> <p><u>Enquiry question:</u> <i>What impact has Greta Thunberg had on the world?</i></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. -Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. <p><u>Human and physical geography</u></p>	<ul style="list-style-type: none"> -Investigate the sustainability of the planet and the distribution of natural resources around the world -Examine the distribution of natural resources including energy, food, minerals, and water around the planet and give their opinions and suggestions on sustainability in the future -To critique information provided by a range of sources and organise all the information they collect by relevance and reliability in order to support their ideas about the future sustainability of the planet -Describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future -To investigate the effects of climate change in more depth and breadth

- 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.

Geographical skills and fieldwork

- Interpret data collected and present the information in a variety of ways including charts and graphs.
- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Make predictions and test simple hypotheses about people and places.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
- Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.