



Brockton C.E. Primary School

2 Year Rolling Program - Geography



		Autumn	Spring	Summer
LKS2		United Kingdom Natural Resources Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present	Europe including: Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere. Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping	Africa, United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Biomes and vegetation belts Maps, atlases, globes and digital/computer mapping Eight points of a compass Map symbols and keys
Year A	Topic	<p style="text-align: center;">Victorians</p> <p style="text-align: center;">How can we live more sustainably?</p> <p>The concepts of sustainability and sustainable development lie at the heart of a geographical world view that sees the subject as the study of the interrelationship of people with the environments in which they live and upon which they depend. The greatest global challenge during their lifetimes will be how to marry economic and personal development with the principles of sustainability. That is, ensuring that everyone can enjoy a comfortable and fulfilling life without undermining the integrity of the lives of others or the environment that sustains them.</p> 	<p style="text-align: center;">Egypt</p> <p style="text-align: center;">Why do so many people live in megacities?</p> <p>This investigation develops the children's understanding of the important geographical concepts of <i>settlement and urbanisation</i> through the study of the world's <i>megacities</i> (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent.</p> <p>During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.</p>	<p style="text-align: center;">Africa</p> <p style="text-align: center;">Why are jungles so wet and deserts so dry?</p> <p>This enquiry builds on and extends the pupils' understanding of the concept of weather. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth – they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry the pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.</p>
	UKS2		United Kingdom Settlement and land use Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols, keys and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Europe including Russia North America/South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones Climate zones Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys
Year B	Topic	<p style="text-align: center;">Stone Age to the Iron Age</p> <p style="text-align: center;">How and why is my local environment changing?</p> <p>The concept of change can be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life.</p> <p>Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales.</p> <p>This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.</p>	<p style="text-align: center;">Chocolate</p> <p style="text-align: center;">Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>The pupils gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the <i>Magic Kingdom</i>. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.</p> <p>Pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents.</p>	<p style="text-align: center;">Romans</p> <p style="text-align: center;">Why do some earthquakes cause more damage than others?</p> <p><small>Earthquakes M3 6 Jan 2022</small></p> <p>This enquiry introduces pupils to one of the major outcomes of tectonic activity in the world – earthquakes. As they progress pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns.</p> <p>The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. Here, the centrality of the human condition in terms of quality of life in particular and also technological development is an important area for the pupils to begin to understand.</p>