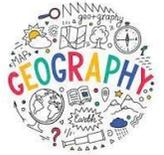




# Brockton C.E. Primary School

## 2 Year Rolling Program - Geography



	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>North America United Kingdom Latitude and longitude Northern and Southern Hemisphere A region of the United Kingdom Mountains Types of settlement and land use Economic activity Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p>North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources Maps, atlases, globes and digital/computer mapping Map symbols and keys</p>	<p>Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere A region of the United Kingdom Rivers and the water cycle Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present</p>
Year A	Topic	<p><b>World War II</b> <b>Who are Britain's National Parks for?</b> National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Pupils identify the location and distribution of the 15 National Parks in the United Kingdom and understand the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them.</p>	<p><b>The Greeks</b> <b>How is climate change affecting the world?</b> This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people. They are also able to appreciate that, generally speaking, the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. From these specific case studies the pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry culminates in pupils understanding the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy.</p>	<p><b>Rivers</b> <b>What is a river?</b> To help pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.</p>
	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Economic activity and trade Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p>Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones A region in a European country Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys</p>	<p>Europe including Russia North America/South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Mountains Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>
Year B	Topic	<p><b>The Tudors</b> <b>Why is fair trade fair?</b> This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The <i>Silk Road</i>, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.</p>	<p><b>Anglo Saxons and the Vikings</b> <b>How do volcanoes affect the lives of people on Hiemaey?</b> This enquiry encourages pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. As the enquiry evolves, pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.</p>	<p><b>The British Empire</b> <b>Why are mountains so important?</b> This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. The enquiry begins with introducing the concept of 'mountain' through an investigation of three discrete examples. It then moves on to focus on the location and formation of the world's most significant ranges of fold mountains – and in particular why they are referred to as 'fold' mountains. The legend of Mallory and Irvine and the mystery that still surrounds whether they reached the summit of Mount Everest in 1924, together with the achievements of Edmund Hillary and Tenzing Norgay in 1953, is a stimulating route into investigating why fossils of 400-million-year-old sea animals are regularly found on the summit of the world's tallest mountain.</p>