Newfield Primary School
Geography
KS2 Curriculum

Rivers	Mountain	Settlements & cities	Agriculture	Volcanoes	Climate & Biomes
Depth focus: The River Indus -its source, course, uses, and some of its environmental challenges. How rivers get their water -the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. Geographical skills: Using photographs. Disciplinary focus: interaction How do rivers, people and land affect each other?	Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people. Geographical skills: Describing location using 4-point compass. Disciplinary focus: interaction How do mountains and people affect each other?	Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Geographical skills: Describing location using 4-point compass. Disciplinary focus: diversity How are settlements similar and different?	Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex. Geographical theme: links between food consumption patterns and farming; issues arising, e.g. local sourcing. Geographical skill – Fieldwork, visiting a working farm Disciplinary focus: interaction How are we connected to farmers?	Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes. Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science). Geographical skills: Using diagrams, describing distribution. Disciplinary focus: interaction How do volcanoes affect a place?	Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate. Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison. Geographical skills: World map and key lines of latitude. Disciplinary focus: interaction How does the climate affect the way people live?

Locational knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Locate and name the countries making up the UK with their capital cities Use world maps, atlases and globes to name and locate countries and identify their main physical and human characteristics Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Ask and answer geographical questions about the human and physical characteristics of a location Know that geographical features created by nature are called physical features and that these include beaches, cliffs and mountains Know that geographical features created by humans are called human features and that these include houses, factories and train stations Explain views about locations giving reasons, using key vocabulary and similarities and differences	Describe and identify the effect of weather and seasons Confidently describe the physical features of a locality and biome Confidently describe the human features of a locality and explain why the locality has human features Describe similarities and differences between UK climate and that of the chosen region Know that different types of settlements include rural, town, village, city and suburban areas Know different types of land use: agricultural, recreational, housing	Confidently use the four compass points- accurately plot NSEW on a map Recognise the eight points of the compass Use maps, atlases and a globe to compare key features Use ground and aerial photos Use and make diagrams Make maps or sketches Use thematic maps Use simple directional language Use symbols and a key Using lines of attitude / longitude Use / make graphs Use digital maps Find the same place on a map, on a globe and in an atlas. Visit a river to study how it is being used by humans. Visit a working farm to observe how the animals are cared for and what type of farming the farm is used for.

Rhine and Mediterranean	Population Characteristics of population including	Coastal processes and landforms	Tourism	Earthquakes	Deserts
Cologne and cities on the Rhine. Rotterdam and the mouth of the Rhine. How the course of the river has been changed by human activity including canals. Mediterranean Sea. Suez Canal. This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Geographical skills: Extending use of maps and photographs. Disciplinary focus: diversity. How are different parts of the Rhine and the Mediterranean used by people?	distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity Disciplinary focus: diversity. How and why does population distribution vary across Great Britain?	Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean. Depth focus: West Wales coast Disciplinary focus: interaction How does the location of west Wales affect its coast?	Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Disciplinary focus: interaction How do tourists interact with a place?	Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps. Disciplinary focus: interaction. How do earthquakes affect people and environments?	Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert. Disciplinary focus: diversity Why are deserts located where they are?

Locational knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Name, locate and map the geographical/ environmental regions of the UK Describe and identify a location's key physical and human features and understand how some of these aspects have changed over time Locate and name the world's countries, identifying human and physical features using maps Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand the term GMT and explain how time zones work Give succinct reasons why some features are as they are and use knowledge and understanding to suggest what a place may be like in the future considering issues impacting on human features	Find possible answers to their own geographical questions generated through understanding of the human and physical features of locations Know that the seven continents vary in size, shape, location, population and climate Know that weather patterns and climates cause droughts and that these create challenges for developing countries Describe and geographical similarities and differences between the UK, European and North and South American regions Compare and contrast where people live, giving reasons for differences	Describe and understand key aspects of: the water cycle, including transpiration, climate zones, biomes and vegetation belts Summarise a physical, human or environmental issue, it's possible causes, and solutions Summarise the impact that people have on their environment and how they are trying to manage it Identify physical features- water cycle, cloud formation etc.- explaining the processes acting on them and how humans manage them Report on ways in which humans have both improved and damaged the environment	Interpret climate data Using ground/aerial photos Using/making diagrams Making maps or sketches Using thematic maps Using 4-point compass Using symbols and key Using key lines of latitude / longtitude Using tables of figures Using/making graphs Digital mapping Interpret census data

Why is California so thirsty?	Oceans	Migration	North and South America	The Amazon	Interconnected Amazon
Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. *Disciplinary focus: change* *How have the actions of people affected the drought in California?*	Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. *Disciplinary focus: change* *How can oceans affect human behaviour and settlements?*	Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. *Disciplinary focus: change* *Why do people migrate?*	Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. *Disciplinary focus: diversity* *What are the pros and cons of living in a megacity?*	An in-depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. *Disciplinary focus: interaction and change* *In what ways does the geography of South America affect life in the Amazon?*	Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. *Disciplinary focus: interaction and change* *How does agriculture in the Amazon interact with other parts of the world?*

Locational knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Describe and identify a location's key physical and human features and understand how some of these aspects have changed over time Locate and name the world's countries, identifying human and physical features using maps Name and locate the five oceans on the world	Find possible answers to their own geographical questions generated through understanding of the human and physical features of locations Describe and geographical similarities and differences between the UK, European and North and South American regions Compare and contrast where people live, giving reasons for differences	Describe and understand key aspects of: the water cycle, including transpiration, climate zones, biomes and vegetation belts Summarise a physical, human or environmental issue, it's possible causes, and solutions Summarise the impact that people have on their environment and how they are trying to manage it e.g. human impact on the ocean	Interpreting world and thematic maps Use flow diagrams and interpret satellite photos. Interpret rainfall data Use more complicated keys to understand maps Know that a four-figure grid reference contains four numbers; the first two are called the easting and are found along the top and bottom of a map; the second two are called the northing and are found up both sides of a map – use this knowledge to locate places on a map Interpret line graphs and bar charts Using 8-point compass Asking questions

Moving on 2025-2026

Energy and climate change	Ethiopia	Changing Birmingham	Jamaica	Local area enquiry - TBC	
How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources. The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global	An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude and time zones	This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures	An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward		
Disciplinary focus: Interaction	Disciplinary focus: Interaction	Disciplinary focus: change	Disciplinary focus: change		
How do local actions in the UK affect global climate?	How do global changes affect local places in Ethiopia?	How much did Birmingham change between 1750 and the present day?	What is a preferable future for Jamaica's tourist industry?		

Locational knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
			Interpreting line graphs
			Interpretation and presentation of data
			Using 8-point compass
			Using 6-figure grid reference
			Asking questions