

Hopton C of E Primary Academy

Geography Subject Overviews

UKS2

Title	<u>Physical Geography</u> We are learning to describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
Overview of Unit	In this unit, children will develop their understanding of physical geography by exploring the world's major climate zones, biomes and vegetation belts. They will learn how different environments are shaped by factors such as latitude, proximity to the Equator and poles, and distance from oceans. Pupils will begin to explain how climate influences vegetation and ecosystems, and how these vary across the world. Through map work, data interpretation and comparison, children will deepen their understanding of global physical patterns and how they are interconnected.
Key Vocabulary	climate, climate zone, Equator, Tropics, Tropic of Cancer, Tropic of Capricorn, latitude, longitude, Northern Hemisphere, Southern Hemisphere, polar, tropical, desert, temperate, biome, vegetation belt, rainforest, savannah, tundra, taiga, ocean, precipitation, temperature, ecosystem, environment, latitude, globe, atlas
Key Learning Objectives	- I am learning to describe the world's main climate zones using geographical vocabulary. - I am learning to locate climate zones in relation to the Equator and the poles. - I am learning to describe and compare different biomes around the world. - I am learning to explain how latitude affects climate and vegetation. - I am learning to describe how climate influences plants, animals and environments. - I am learning to use maps and atlases to identify global climate patterns.
Key Knowledge	1. The Earth is divided into different climate zones including polar, temperate and tropical regions. 2. The Equator receives the most direct sunlight, making it the hottest region of the Earth. 3. Polar regions near the North and South Poles are very cold. 4. Biomes are large ecosystems with distinct climates, plants and animals. 5. Vegetation belts are linked to climate and change with latitude. 6. Climate is influenced by factors such as latitude and distance from oceans.
Skills to be Covered	• Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions. • Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.



Suggested Learning Experiences	- Use world maps to locate and label climate zones and biomes. - Create annotated maps showing vegetation belts across the globe. - Compare rainforest, desert, tundra and savannah environments. - Analyse climate graphs showing temperature and rainfall in different regions. - Match animals and plants to their correct biomes. - Investigate how climate affects human settlement and land use. - Create biome fact files or posters. - Use atlases and digital maps to explore global patterns. - Role-play travelling between different climate zones. - Debate how climate affects lifestyle and environment.
End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a climate zone? 2. What is the Equator? 3. Which climate zones are found at the poles? 4. What is a biome? 5. What does latitude help us understand? 6. How does climate affect vegetation?

Title	Physical Geography We are learning to describe and understand key aspects of physical geography including rivers, mountains, volcanoes and earthquakes.
Overview of Unit	In this unit, children will develop their understanding of key physical geography processes and landforms, including rivers, mountains, volcanoes and earthquakes. They will explore how these features are formed and how they can change over time, including the impact of natural disasters. Pupils will compare different physical environments and begin to understand cause and effect in geographical processes, such as how tectonic activity leads to earthquakes and volcanic eruptions, and how rivers and mountains shape landscapes and human activity.
Key Vocabulary	physical geography, landform, mountain, range, peak, summit, plateau, volcano, magma, lava, tectonic plates, earthquake, fault line, river, source, mouth, tributary, erosion, deposition, weathering, disaster, environment, landscape, cause, effect, hazard, natural disaster
Key Learning Objectives	- I am learning to describe the key features of mountains, volcanoes and earthquakes. - I am learning to explain how mountains are formed and describe their main features. - I am learning to describe how volcanoes and earthquakes are caused. - I am learning to describe how rivers shape the landscape through erosion and deposition. - I am learning to compare different physical features and explain their effects. - I am learning to begin to explain cause and effect in natural disasters.
Key Knowledge	1. Mountains are large landforms that often form in ranges and have peaks and summits.



	- Volcanoes are formed when magma rises through the Earth's crust and erupts as lava. - Earthquakes occur when tectonic plates move suddenly along fault lines. - Rivers change landscapes through erosion, transportation and deposition. - Physical features are shaped by natural processes over time. - Natural disasters can have significant effects on people and the environment.
Skills to be Covered	- Describe key features of mountains (eg. range, peak, summit). - Describe key features of a wide range of physical features. - Explain the causes and effects of natural hazards such as earthquakes and volcanic eruptions.
Suggested Learning Experiences	- Use atlases and diagrams to locate major mountain ranges around the world. - Create labelled diagrams of volcanoes and earthquake zones. - Investigate case studies of natural disasters (e.g. volcanic eruptions, earthquakes). - Compare photographs of different landforms and describe their features. - Use physical models or clay to demonstrate mountain and volcano formation. - Explore how rivers change landscapes using sequencing activities. - Watch and analyse video clips of natural disasters and discuss impact. - Create fact files on famous volcanoes or earthquakes. - Use map work to locate tectonic plate boundaries. - Debate how humans can prepare for or respond to natural hazards.
End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> - What is a mountain range? - What is magma? - What causes an earthquake? - Name one way rivers change the land. - What is a summit? - What is a natural disaster?

Title	<u>Human Geography</u> We are learning to 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
Overview of Unit	In this unit, children will develop their understanding of key aspects of human geography, including settlements, land use, economic activity and trade. They will explore how and why natural resources such as energy, food, minerals and water are distributed unevenly around the world, and how this affects people's lives. Pupils will study global trade links and begin to understand how countries are interconnected through the movement of goods and resources. Through case studies and map work, children will develop a clearer understanding of how human activity shapes and is shaped by the availability of resources.
Key Vocabulary	human geography, settlement, urban, rural, land use, economic activity, trade, trade links, import, export, resource, natural resource, energy, food, minerals, water, agriculture, industry, manufacturing, distribution, economy, wealth, population, transport



Key Learning Objectives	- I am learning to describe different types of settlements and land use. - I am learning to explain what trade links are and how countries are connected. - I am learning to describe the distribution of natural resources around the world. - I am learning to describe how natural resources affect people's lives and jobs. - I am learning to describe how human geography is shaped by physical geography. - I am learning to use case studies to explore economic activity in different countries.
Key Knowledge	1. Settlements vary in size and function, including villages, towns and cities. 2. Land use differs depending on factors such as resources, climate and population. 3. Countries are connected through trade by importing and exporting goods and services. 4. Natural resources such as water, food, energy and minerals are unevenly distributed around the world. 5. Natural resources such as water, food, energy and minerals are unevenly distributed around the world. 6. People's lives are affected by the resources available in their country.
Skills to be Covered	• Describe the key aspects of economic activity and trade links (as part of a country study). • Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives.
Suggested Learning Experiences	- Use world maps to locate major trade routes and resource-rich regions. - Investigate case studies of countries with different levels of resources. - Create diagrams showing import and export flows between countries. - Compare settlements of different sizes and functions (village, town, city). - Explore how access to water, energy and food varies globally. - Role-play global trade (buying, selling, exporting and importing goods). - Use atlases and digital maps to identify resource distribution patterns. - Analyse how geography affects economic development in different regions. - Discuss how differences in resources affect people's daily lives.
End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a settlement? 2. What is trade? 3. What does import mean? 4. What does export mean? 5. Name one natural resource. 6. How can resources affect people's lives?

Title	<u>Place Knowledge</u> We are learning to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Overview of Unit	In this unit, children will develop their understanding of geographical similarities and differences through the study of regions in the United Kingdom, a European country, and a country in North or South America. They will compare physical and human characteristics such as climate, landforms, settlements and population. Pupils will deepen their understanding of how physical and human geography are interconnected and how they can



	change over time. Through map work, data analysis and case studies, children will build a more sophisticated understanding of global places and begin to evaluate how human activity can impact environments over time.
Key Vocabulary	place knowledge, region, comparison, climate zone, physical geography, human geography, continent, country, city, population, settlement, landscape, river, mountain, coastline, biome, land use, economy, trade, environment, sustainability, impact, change, atlas, globe, OS map, latitude, longitude
Key Learning Objectives	- I am learning to locate and describe regions in the UK, Europe and the Americas. - I am learning to compare physical and human features of different regions. - I am learning to describe how climate and geography affect places. - I am learning to explain how physical and human geography are connected. - I am learning to describe how human activity can change environments over time. - I am learning to use maps, atlases and globes to compare places around the world.
Key Knowledge	- Places can be compared using their physical and human geographical features. - Climate, landscape and location influence how people live in different regions. - Regions in the UK, Europe and the Americas can have similar and different characteristics. - Physical and human geography are closely linked and influence each other. - Human activity can change environments over time, sometimes with long-term effects. - Maps, atlases and globes help us locate and compare different regions of the world.
Skills to be Covered	• Compare and contrast and locate climate zones, key physical and human characteristics, countries, and major cities of regions in Europe, North/South America and the UK. • Understand the way that physical and human geography are related and change over time. • Develop a deeper understanding of interactions between physical and human geography (eg. describe how human activity can change environments over time or). • Confidently use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries. • Confidently use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place.
Suggested Learning Experiences	- Use maps and atlases to locate regions in the UK, Europe and the Americas. - Create comparison tables of climate, population and land use across regions. - Analyse climate graphs for different global regions. - Compare photographs of different cities, landscapes and environments. - Use case studies to explore how human activity affects environments. - Create "region fact files" for UK, European and American locations. - Use digital maps to explore physical features such as rivers and mountains. - Debate how human actions may positively or negatively impact environments. - Match climate zones to their typical vegetation and land use. - Produce comparative presentations or posters of three global regions.

End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a region? 2. Name one country in Europe. 3. Name one country in North or South America. 4. What is the difference between human and physical geography? 5. How can climate affect a place? 6. How can humans change the environment over time?
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Title	<u>Locational Knowledge</u> We are learning to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Overview of Unit	In this unit, children will develop their understanding of global positioning systems used in geography, including latitude and longitude. They will learn about major lines of latitude such as the Equator, Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles, as well as lines of longitude including the Prime (Greenwich) Meridian. Pupils will explore how these imaginary lines help us locate places accurately and understand global time zones, including how day and night occur across the world. Through map work and globe-based activities, children will deepen their understanding of how the Earth is structured and how geographers describe location precisely.
Key Vocabulary	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Tropics of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, Greenwich, time zone, hemisphere, globe, atlas, map, rotation, day, night
Key Learning Objectives	- I am learning to identify lines of latitude and longitude on a map or globe. - I am learning to describe the location of the Equator and hemispheres. - I am learning to locate the Tropics of Cancer and Capricorn and the Polar Circles. - I am learning to explain the importance of the Prime (Greenwich) Meridian. - I am learning to describe how time zones are linked to the Earth's rotation. - I am learning to use latitude and longitude to describe the position of places accurately.
Key Knowledge	1. Lines of latitude measure distance north or south of the Equator. 2. Lines of longitude measure distance east or west of the Prime (Greenwich) Meridian. 3. The Equator divides the Earth into Northern and Southern Hemispheres. 4. The Prime Meridian passes through Greenwich and divides the Earth into Eastern and Western Hemispheres. 5. The Tropics and Polar Circles mark different global climate and daylight zones. 6. Time zones are based on the Earth's rotation.



Skills to be Covered	- Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place. - Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Northern Hemisphere, Southern Hemisphere and the Prime/Greenwich Meridian and time zones. - Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.
Suggested Learning Experiences	- Use globes to locate and trace lines of latitude and longitude. - Label world maps showing hemispheres, Tropics and Polar Circles. - Investigate how time zones differ across the world using real examples. - Use role-play to demonstrate day and night caused by Earth's rotation. - Create "journeys around the world" describing positions using coordinates. - Compare daylight times in different countries using maps and clocks. - Match countries to hemispheres using latitude and longitude clues. - Use atlases to locate countries using hemispheres and coordinates. - Build a physical model of Earth showing latitude and longitude lines. - Complete map-based quizzes identifying key global lines.
End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is latitude used to measure? 2. What is longitude used to measure? 3. What is the Equator? 4. What is the Prime Meridian? 5. What causes day and night? 6. Why are time zones different around the world?

Title	<u>Fieldwork</u> We will go to visit Redgrave and Lopham Fen to 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.
Overview of Unit	In this unit, children will undertake fieldwork at Redgrave and Lopham Fen to investigate and analyse both human and physical features of the local environment. They will develop their ability to collect, record and present geographical data using a range of methods including maps, sketches, graphs, photographs and digital tools. Pupils will plan and carry out fieldwork to answer geographical questions, deepening their understanding of how geographers gather and interpret evidence in real-world contexts. The focus is on developing independent enquiry skills and presenting findings clearly and effectively.
Key Vocabulary	fieldwork, enquiry, hypothesis, observation, data, evidence, record, measure, analyse, conclusion, human geography, physical geography, wetland, fen, habitat, environment, land use, biodiversity, sketch map, graph, table, survey, digital mapping, interpretation
Key Learning Objectives	- I am learning to plan and carry out a geographical enquiry using fieldwork. - I am learning to observe and record human and physical features in the environment. - I am learning to collect and present geographical data in different ways. - I am learning to use maps, sketches and digital tools to record fieldwork evidence. - I am learning to analyse fieldwork data and draw simple conclusions.



	- I am learning to explain what my fieldwork shows about a local environment.
Key Knowledge	1. Fieldwork is used to collect real-world geographical evidence. 2. Geographers use a range of methods to record observations, including maps, sketches, graphs and digital tools. 3. Human and physical features can be identified and studied in local environments. 4. Data can be presented in different ways to help explain geographical findings. 5. Geographical enquiries are based on questions that can be investigated in the real world. 6. Environments such as Redgrave and Lopham Fen have both human and physical features that can be studied and measured.
Skills to be Covered	• Plan and carry out fieldwork to answer a given question. • Record geographical data using a range of methods. • Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations. • Collect primary data and draw conclusions from evidence.
Suggested Learning Experiences	- Visit Redgrave and Lopham Fen to conduct structured fieldwork investigations. - Create sketch maps of different areas of the fen. - Use tally charts and surveys to record environmental data. - Take photographs and annotate them with geographical observations. - Measure and compare different features of the environment. - Create graphs to represent fieldwork data (e.g. land use, biodiversity counts). - Work in groups to plan a simple geographical enquiry question. - Present findings using posters, presentations or written reports. - Compare human impact in different areas of the fen. - Use digital mapping tools to plot observations.
End of Unit Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is fieldwork? 2. Name one way geographers record data. 3. What is an enquiry question? 4. What is the difference between human and physical features? 5. Why do geographers use graphs and maps? 6. What is one thing you could study at Redgrave and Lopham Fen?