

Geography LKS2 Year 4/5

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to build on skills from KS1, compare and contrast, sequence, reason and interpret, synthesis and justify, develop conclusions and understanding through explanations about the interaction of people with their environments.

Children will:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Spring 1

Why do so many people in the world live in megacities?

Through this enquiry the children will learn:

- What the terms 'rural', 'urban' and 'urbanisation' mean.
- What a megacity is and their distribution globally.
- The top ten megacities in the world.
- Why the number of people living in megacities is increasing globally.
- Why Baghdad became the first city in the world with one million inhabitants.
- The location of the ten largest cities in the United Kingdom.
- Why Milton Keynes is the fastest growing city in the United Kingdom.
- Name and locate the countries, largest cities and physical features of the continent of South America.
- Why the government of Brazil decided to construct a new capital city in 1960.
- The physical and human features of the city of Brasilia.
- The main attractions and disadvantages of living in megacities.

<p>Spring 2</p>	<p><u>What are National Parks For?</u> Through this enquiry the children will learn:</p> <ul style="list-style-type: none"> • The names and locations of the fifteen National Parks of Great Britain • How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain • Why areas of Great Britain are chosen as National Parks • The main distinctive physical features of National Parks • What the term 'cultural heritage' means • Why cultural features are also important elements of National Parks • The distinctive physical and cultural features of their closest National Park • The three aims or purposes of National Parks • That sometimes these three purposes of National Parks conflict with each other • That because of this potential conflict National Parks have to be carefully managed • How National Parks are managed • The main land use of National Parks • Why farming and farmers are important in helping to achieve the aims of the National Parks • How and why National Parks in the USA are similar to and different from National Parks in Great Britain
<p>Summer 1</p>	<p><u>Sustainability -Why does Silvia have ducks?</u> Through this enquiry the children will learn:</p> <ul style="list-style-type: none"> • The names, location and distribution of the world's largest seas • The significance of a container carrying plastic bath toys being lost at sea in 1992 • What an oceanographer studies • What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 • Where these plastic bath toys have been washing up in the years since then • What an ocean current called a gyre is • Why ocean gyres are so important • Why huge quantities of plastic waste accumulates at the centre of ocean gyres • The makeup of ocean garbage patches • What microplastic is, how it forms and why it has such a serious environmental impact • The many benefits and advantages of using plastic in everyday life • The main uses of single-use plastic and some alternatives • How to carry out a survey of a beach strandline to estimate the number of microplastics present • How to record and present their observations graphically • How to critique their findings and the difference between validity and trustworthiness