

Geography Key Stage 2

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 Geography is formed of 15 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Mountains, Volcanoes and Earthquakes	Year 3	7
2 Building Locational Knowledge: Europe	Year 3	3
3 Water, Weather and Climate	Year 3	6
4 Building Locational Knowledge: North America	Year 3	3
5 Rivers	Year 3	6
6 Building Locational Knowledge: United Kingdom	Year 3	4
7 Migration	Year 4	7
8 Building Locational Knowledge: Hemispheres and Tropics	Year 4	3
9 Natural Resources	Year 4	6

10 Building Locational Knowledge: South America

Year 4

4

11 Local Fieldwork

Year 5

10

12 Biomes

Year 5

10

13 Energy and Sustainability

Year 5

10

14 Population

Year 6

10

15 Globalisation

Year 6

10





3. Lessons

Unit 1 Mountains, Volcanoes and Earthquakes

7 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is the earth made of?	<ul style="list-style-type: none">• Examine the structure of the earth and what the earth is made of• Explore where volcanoes and earthquakes occur and why
2.	What are fold mountains?	<ul style="list-style-type: none">• Articulate what mountain ranges are• Explain what fold mountains are• Describe how fold mountains form
3.	How are volcanoes made?	<ul style="list-style-type: none">• Understand what volcanoes are• Examine how volcanoes vary• Explain what stratovolcanoes are



4. How does an earthquake occur?

- Grasp how tectonic plates move
 - Explain what an earthquake is
 - Investigate how an earthquake occurs
-

5. What happens when a volcano erupts?

- Investigate a volcanic eruption case study: Fuego Volcano, Guatemala 2018: effects and responses
 - Explore why some people choose to live near a volcano
-

6. What happens when an earthquake occurs?

- Investigate an earthquake case study: Tohoku, Japan 2011: effects and responses
 - Explore what a tsunami is
-

7. How can we protect against earthquakes?

- Examine the measures that cities across the world have taken to protect people and buildings from earthquakes.
-

Unit 2 Building Locational Knowledge: Europe

3 Lessons



Lesson
number

Lesson question

Pupils will learn

1.	What are the countries of Europe?	<ul style="list-style-type: none">• Identify Europe on a world map• Identify the location of the United Kingdom• Explore other countries in Europe
2.	What are the physical features of Europe?	<ul style="list-style-type: none">• Identify the environmental regions of Europe• Explore the physical features of two contrasting European regions
3.	What are some of Europe's most important human characteristics?	<ul style="list-style-type: none">• Identify Europe's major cities• Explore where people in Europe live• Identify where Europe's natural resources are located



Lesson
number

Lesson question

Pupils will learn

1. Where is Earth's water?

- Review where Earth's water is found
- Articulate how water moves
- Explain what the water cycle is

2. What makes up the weather?

- Set out what the weather is made of
- Differentiate between weather and climate
- Read a weather forecast

3. Why does it rain?

- Explain what causes rain to form
- Review how mountains help cause rain
- Explore what a rain shadow is

4. Why does the UK have wild weather?

- Understand why the UK's weather can change daily
 - Articulate what an air mass is
 - Examine how the characteristics of the air mass affect the weather
-

5. What are the reasons for seasons?

- Explain how the Sun sustains life on Earth
- Review how the tilt of the Earth creates the seasons
- Explore how the seasons are different in the different hemispheres



6. Why is the world's weather changing?

- Examine how climate differs in different parts of the world
 - Explain the ways in which the weather differs
 - Explore why the climate is changing
 - Examine How climate change is affecting the Earth
-



Lesson number	Lesson question	Pupils will learn
1.	What are North America's countries and physical features?	<ul style="list-style-type: none">• Identify North America on a world map• Identify the different countries of North America• Identify the environmental regions of North America• Explore the physical features of two contrasting North American regions
2.	What are some of North America's most important human characteristics?	<ul style="list-style-type: none">• Identify North America's major cities• Explore economic activity on the continent• Identify where North America's natural resources are located
3.	What is the climate like in parts of North America?	<ul style="list-style-type: none">• Explore the climate in two regions of North America• Identify the physical and human impact of their climate



Lesson number	Lesson question	Pupils will learn
1.	Where are the world's rivers?	<ul style="list-style-type: none">• What a river is• Where the world's rivers are• Examples of famous rivers and why they are important
2.	How do rivers shape the land?	<ul style="list-style-type: none">• What the four types of erosion are• What the four types of transportation are• What deposition is
3.	What landforms do rivers create? (Part 1)	<ul style="list-style-type: none">• What a landform is• What V-shaped valleys and interlocking spurs are• How V-shaped valleys and interlocking spurs form
4.	What landforms do rivers create? (Part 2)	<ul style="list-style-type: none">• What a meander is• How a meander forms• How an oxbow lake forms

5. Why are rivers important to people?

- Why people like living near rivers
 - Why the Volga River is important for people
 - Why the Amazon River is important for people
-



6. What happens when a river floods?

- What a flood is
 - Why rivers flood
 - How a flood can bring positive and negative impact
-



Lesson
number

Lesson question

Pupils will learn

-
- | | | |
|-----------|---|--|
| 1. | What is the geography of Scotland? | <ul style="list-style-type: none">• Locate Scotland on a map of the United Kingdom and identify cities and regions• Identify important physical characteristics of the country• Describe land use in Scotland |
| 2. | What is the geography of Wales? | <ul style="list-style-type: none">• Locate Wales on a map of the United Kingdom and identify cities and regions• Identify important physical characteristics of the country• Explore how land use and physical features are different to Scotland. |
| 3. | What is the geography of Northern Ireland? | <ul style="list-style-type: none">• Locate Northern Ireland on a map of the United Kingdom and identify cities and regions• Identify important physical characteristics of the country• Explore how land use and physical features are different to Wales. |
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4.

What is the geography of England?

- Locate England on a map of the United Kingdom and identify cities and regions.
 - Identify important physical characteristics of the country.
 - Explore how land use and physical features are different to Northern Ireland.
-





**Lesson
number**

Lesson question

Pupils will learn

1.

What is migration?

- Explain what migration is
- Set out where migrants go to and from
- Describe how migration affects us

2.

How do migrants vary?

- Articulate the different types of migration
- Explore the reasons why people migrate
- Describe what push and pull factors are

3.

How does migration affect people and places?

- Explore the positive impacts of migration for the source and host countries.
- Explore the negative impacts of migration for the source and host countries.
- Examine how the UK has been affected by migration.



4. What is economic migration?

- Articulate economic reasons for migration
 - Explore how migration from Europe to the UK has mainly been for economic reasons
 - Examine the impact of this type of migration
-

5. What is a refugee?

- Understand what a refugee is
 - Explore why some people are refugees
 - Investigate why many people have left their home in Syria
-

6. How will climate change affect migration?

- Explain what climate change is and how the climate is changing
 - Examine how climate change is creating climate refugees
-

7. "All migrants are forced to leave their home": to what extent do you agree?

- Draft an extended essay reviewing the unit and answering the question
-



Lesson
number

Lesson question

Pupils will learn

1.	What are the hemispheres?	<ul style="list-style-type: none">• Locate the Northern and Southern hemispheres on a globe & explore countries in each one• Describe the significance and importance of the equator & explore countries that the equator goes through• Identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK
2.	What time is it in different countries?	<ul style="list-style-type: none">• Review why the time is different in different countries• Explain the significance of the Greenwich Meridian and the date-line• Review time zones around the world and the implications of this for human activity
3.	What is the geography of the Arctic and Antarctic?	<ul style="list-style-type: none">• Explore the differences and similarities between the Arctic and Antarctic• Review the natural resources and human activity on each one



Lesson
number

Lesson question

Pupils will learn

1.	What are the world's natural resources?	<ul style="list-style-type: none">• Explain what natural resources are• Review what the world's most important natural resources are• Examine which countries have the most natural resources
2.	How has the use of natural resources changed?	<ul style="list-style-type: none">• Set out how the world's population has changed over time• Explore how the use of natural resources has increased• Examine why the use of natural resources has increased
3.	What resources does Chile have?	<ul style="list-style-type: none">• Review where Chile is located• Investigate which natural resources Chile has• Explore why Chile mines copper



4. What resources does the UK have?

- Review which natural resources the UK has
 - Understand how coal, oil and gas form
 - Explain how to access fossil fuels
-

5. How does resource exploitation cause problems?

- Examine how using fossil fuels causes problems for the environment.
 - Explore why mining is very dangerous.
 - Review examples of dangerous mines.
-

6. What is the circular economy?

- Describe how humans throw away a lot of materials
 - Explain the difference between a linear economy and a circular economy
 - Examine how the circular economy will benefit people and the place
-



Lesson
number

Lesson question

Pupils will learn

1.

**Which countries are in South America?
What physical features can we find in
South America?**

- Identify South America on a world map
- Identify the different countries of South America
- Identify the environmental regions of South America
- Explore the physical features of two contrasting South American regions

2.

**What are some of South America's
most important human features?**

- Identify South America's major cities
- Explore economic activity on the continent
- Identify where North America's natural resources are located

3.

What is the geography of Chile?

- What are the physical features of Chile
- What are the human features of Chile
- How does Chile's access to natural resources have an impact on its people

4.

How are Chile and the UK similar and different?

- What are the differences and similarities in physical features between the two countries
 - How does economic activities and land use vary within and across the two countries
-





Lesson
number

Lesson question

Pupils will learn

1.	Why do geographers do fieldwork?	<ul style="list-style-type: none">• Explore what fieldwork is• Examine why geographers do fieldwork• Describe what sort of fieldwork geographers do
2.	What enquiries are geographers currently doing?	<ul style="list-style-type: none">• Interview a professional geographer and interview them about their research• Explore how they are using fieldwork and which tools they use
3.	Tools of fieldwork: maps	<ul style="list-style-type: none">• Why maps are important• How maps are used• How to use four and six figure grid references



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- 4. Fieldwork: can I create a sketch map of roads in my community?**
- Model the process for creating a sketch map of the local community
 - Option to go for a walk or use a satellite image
 - Invite pupils to add annotations and symbols to their maps
-
- 5. Tools of fieldwork: surveys and questionnaires**
- What a field sketch is
 - Why geographers do surveys and questionnaires
 - How these tools help geographers
-
- 6. Fieldwork: can I create a field sketch of my community?**
- Model creating a sketch
 - Create a field sketch from home or in the local area
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- 7. How do geographers develop an enquiry question?**
- Understand the process for identifying a question you want to answer
 - Model the process for identifying a question - around car and public transport use in your community
-
- 8. Fieldwork: Can I collect data about road use in my community?**
- Review how to safely collect fieldwork data
 - Collect data about road use from home or locally
-

9. How do geographers present their data?

- Explore why data presentation is important
 - Reflect on how data can be presented
 - Present your data
-

10. What do geographers do with their data?

- Draft the analysis and conclusion of the fieldwork
 - Answer the enquiry question
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Lesson
number

Lesson question

Pupils will learn

1.	What are the Earth's biomes?	<ul style="list-style-type: none">• Explore the world's many different biomes• Understand that biomes are large ecosystems• Explore how biomes have distinct climatic conditions, flora and fauna
2.	Where are the Earth's biomes?	<ul style="list-style-type: none">• Review the location of different biomes• Examine which biomes occur at different latitudes• Explore which continents are most diverse in terms of biomes• Examine countries with particularly diverse biomes in them
3.	What affects an ecosystem?	<ul style="list-style-type: none">• Examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight• Explore how human activity affects an ecosystem



4. What is the tundra?

- Identify the characteristics of the tundra
 - Review where the tundra is found
 - Explore the flora and fauna that inhabit this biome
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5. What is the taiga?

- Identify the characteristics of the taiga
 - Examine where the taiga is found
 - Explore the flora and fauna that inhabit this biome
-

6. What are the grasslands?

- Identify the characteristics of the savannah
 - Examine where the savanna is found
 - Explore the flora and fauna that inhabit this biome
-

7. How are biomes being damaged?

- Explore how biomes are threatened by climate change
 - Examine how biomes are threatened by human activity
 - Predict what the future might hold for Earth's biomes
-



8. How are biomes being protected and preserved?

- Explore different ways that biomes are being protected and preserved
 - Review the local, national and international solutions that are most successful
 - Examine how more sophisticated understanding of land use is promoting conservation
-

9. Are biomes all equally fragile? (Part 1)

- Review what has been learnt about different biomes and review their relative fragility
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10. Are biomes all equally fragile? (Part 2)

- Draft an extended response that effectively answers these questions
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Lesson
number

Lesson question

Pupils will learn

1.	What is sustainability?	<ul style="list-style-type: none">• Explore what sustainability is• Review examples of sustainable and unsustainable practice• Examine how Tesla's new technology is promoting sustainability
2.	How do we produce energy? (Part 1)	<ul style="list-style-type: none">• How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power our world.• Non-renewable and renewable energy and consider the pros and cons of fossil fuels.
3.	How do we produce energy?(Part 2)	<ul style="list-style-type: none">• Interpreting data about energy production in different countries.• Using this data to plot information on a bar graph.• How renewable energy is produced.



4. What is special about Curitiba?

- Understand why Curitiba introduced new city plans
 - Investigate how Curitiba has become more sustainable
 - Analyse what is unusual about Curitiba
-

5. How did Freiburg become more sustainable?

- Understand where Freiburg is
 - Articulate how Freiburg is sustainable
 - Review what is special about Freiburg
-

6. How will we produce and use energy differently in the future?

- Energy security and the need to shift to renewable, sustainable forms of energy.
 - Energy security strategies and innovative approaches to energy production.
-

7. How sustainable is my community?

- Explore how well UK communities measure up to the example of Curitiba and Freiburg
 - Review the access to public transport, access to green space and commitment to recycling of a UK community
-

8. Fieldwork: How sustainable is my community?

- Examine pupils' own community in terms of access to public transport: time to walk to the nearest public transport and time to access schools / shops & other amenities; green space & recycling
-

9. Plan a letter with recommendations for greater sustainability to my local MP

- Use the findings from the fieldwork and the examples of Curitiba and Freiburg to plan a letter to the local council making suggestions for how the community could be more sustainable.



10. Write a letter with recommendations for greater sustainability to my local council

- Identify the right authority figure to write to
 - Draft a letter or email incorporating research and the case studies recommending actions to be taken to improve sustainability of the community
-



Lesson
number

Lesson question

Pupils will learn

1.	Where are all the people?	<ul style="list-style-type: none">• Understand how many people live on the planet• Explore where people are distributed globally• Examine how the global population has changed in size and distribution
2.	Why does population change?	<ul style="list-style-type: none">• Review why populations grow• Identify reasons why death rates and birth rates change• Reflect on how the UK's population has changed
3.	What is a population pyramid?	<ul style="list-style-type: none">• Explain what a population pyramid is• Examine why population pyramids are useful• Create a population pyramid



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- 4. What challenges can a growing population present?**
- Describe how increased population density creates challenges
 - Examine why slums develop around rapidly growing cities
 - Reflect on how pollution can become a serious challenge
-
- 5. What challenges do people face living in slums?**
- Explore what challenges slum communities face
 - Examine why life can be difficult in Rocinha, Kibera and Dharavi
-
- 6. What challenges can an ageing population present?**
- Articulate what an ageing population is
 - Explore why an ageing population can present challenges
 - Review examples of challenges
-
- 7. How can we make sure there is enough food for everyone on Earth?**
- Articulate the global inequality in access to food
 - Review the challenges of food production
 - Review the challenges of food distribution
 - Explore possible solutions to the problem
-



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- 8.** **How is the population distributed in the UK?**
- Examine population density in the UK
 - Analyse maps, satellite images and photographs to explore population density
 - Sort examples in order of population density
-
- 9.** **"A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 1)**
- Recap the key points from each of the lessons that they have studied, and consider how to organise them to respond to this statement
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- 10.** **"A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 2)**
- Write an extended piece incorporating learning from the unit to provide a balanced argument about the key population challenges we are faced with.
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Lesson
number

Lesson question

Pupils will learn

1.	What is globalisation?	<ul style="list-style-type: none">• Articulate what globalisation is• Examine when globalisation began• Explore why the development of transport has been important for globalisation
2.	How has globalisation changed the way we communicate?	<ul style="list-style-type: none">• Reflect on how communication has changed• Note that internet usage is not globally equal• Summarise the advantages and disadvantages of changing communication
3.	How does globalisation affect trade?	<ul style="list-style-type: none">• Understand what trade is• Explore how trade has changed• Examine how trade can bring advantages and disadvantages to different people



4. What does globalisation have to do with fashion?

- Examine what 'fast fashion' is
 - Investigate how the clothing industry has changed
 - Review the positive and negative impacts of the globalised clothing industry
-

5. Where were your clothes made?

- Go through their clothes and create a list of where their clothes were made.
 - Create a map setting out where clothes were made and how far they have travelled.
 - Reflect on the impact of clothes travelling so far for the environment and people making them.
-

6. What does globalisation have to do with food?

- Explore which are the most powerful global food companies
 - Define a TNC
 - Examine the positive and negative impacts of the globalised food industry
-

7. Where does our food come from?

- Go through the fridge and cupboard and create a list of where the food was produced (country) and by whom (country)
 - Calculate the distance food has travelled and research whether that food is grown / produced in the UK
-



8. Where will globalisation lead us?

- Examine the trends in inequality between countries
 - Explore the ways in which globalisation has made the world better and worse
 - Predict how these are likely to continue in the coming years
-

9. How globalised is your life?

- Keep a diary of activities which globalisation has impacted, including food eaten, people interacted with, shops visited, TV and music consumed
-

10. What impact has globalisation had on your life

- Create a video post chronicling the impact of globalisation on their life incorporating what they have learnt through this unit.
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4. Learn More



Contents

Section number	Section title
1.	Coherence and flexibility
2.	Knowledge organisation
3.	Knowledge selection
4.	Inclusivity and ambition
5.	Pupil motivation and engagement
6.	How will pupils make progress?

1. Coherence and flexibility

At key stage 2, geography will be offered as a discrete subject, organised into units that are normally ten lessons long. The number of units per year group will vary between 2 and 3, allowing for other foundation subjects in alternating half terms. This means that schools will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent,

with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?).



Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map (for example, a year 4 teacher would be advised to select only units at year 3 or year 5 suggested level). This is due to the fact that the difficulty of the tasks is pitched at the suggested year group.

2. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. natural processes, place, scale, interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage students to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result. This curriculum contains a broad and varied selection of places although teachers can provide students with alternative examples within their own curriculum offer. For example, you may wish to provide your students with opportunities to engage with local place studies.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues- or enquiry- based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle. Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.

Within certain units, a more place-focused approach to curriculum design has been taken where the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

3. Knowledge selection

Decisions about knowledge selection have been guided by:

1. powerful knowledge which underpins the subject, allowing pupils to gain a better understanding of both the discipline and the world.



2. commonly delivered units within the subject
3. the National Curriculum at Key Stages 1 and 2, alongside DfE guidance
4. high quality resources already available to us
5. consultation with secondary specialists to help backwards plan

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct students into the discipline of geography so that they can think and question like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the Key Stages so that as students move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith.

4. Inclusivity and ambition

We want Oak's Geography lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each. Our tasks are short and varied and embedded within the lesson videos. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good geographical writing.

5. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.



Through careful knowledge selection and crafting engaging narratives our teachers will reveal the intrinsic value in learning about the ever changing world without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

6. How will pupils make progress?

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a Key Stage is a building block of the curriculum and it's sequence is therefore flexible by design. Lessons within a unit follow the broad format of:

1. exposure to new concepts and ideas
2. consolidation of the concepts and ideas
3. exploring geographical issues related to the theme
4. application of the concepts and ideas (to a place or places).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all students, regardless of background or ability, will succeed in geography. The curriculum ensures that students acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows students to apply their knowledge and understanding and ask questions like geographers. From this base, students will be able to challenge and engage with future/alternative geographies beyond the curriculum.