Geography at Kimbolton St James’ Primary School

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| **LKS2 Knowledge Cycle B** | | |
| **Topic** | **Vocabulary** | **Locational, Human and Physical Knowledge** |
| **Where does my food come from?** | (global)trade, goods, import, export, , (global) supply chain, Fair Trade. | **2. Human and physical geography**   * I know that trade is the buying and selling of goods. * I know that the scale of trade has increased through time, from local to global. * I know that improved technology, transport, and communications have meant that trade can be carried out on a global scale. * I know that import means bring goods into a country from abroad. * I know that export means to send goods to another country. * I know that global trade enables us to have access to many foods that cannot be obtained within the UK. * I know that a global supply chain is the journey travelled by food items and other products before ending up as the product we buy in shops. * I know that fair trade helps less developed countries to make a fair amount of money from their goods and improve their communities and working conditions. * I know that the natural resources available, relief of the land and climate of a country influence what types of food countries export and import. |
| **Knowledge Cycle B** | | |
| **Topic** | **Vocabulary** | **Locational, Human and Physical Knowledge** |
| **Natural Wonders of the World** | natural resources**,** minerals, food, water, air, energy, renewable, non-renewable, consume and produce. | **1 Place knowledge**   * I know which countries and continents are rich in some key natural resources e.g. oil, diamonds, gold, coal, coffee, cotton and wheat.   **2 Human and physical geography**   * I know that natural resources are substances that occur in nature that humans want or need, e.g. minerals such as coal or food such as coffee. * I know that air, forests and oceans are also natural resources. * I know that natural resources are not spread equally around the world. * I know that natural resources can be renewable or non-renewable. * I know that some key natural resources such as oil can change in value over time depending on how much humans rely on them or want them. * I know how oil is formed, where it can be found and how it has become very important in our daily lives * I know how energy can be produced using renewable natural resources e.g. wind. * I know that some countries consume more natural resources than others and that some countries such as Africa rely heavily on exporting their natural resources. |

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| **Knowledge Cycle B** | | |
| **Topic** | **Vocabulary** | **Locational, Human and Physical Knowledge** |
| **Investigating an earthwork** |  | **1 Geographical skills and fieldwork**   * I know how to use sketches, plans and graphs to help me to observe the human and physical features of an earthwork.   **3 Geographical skills and fieldwork**   * I know that maps use specific symbols to show where features are. The meaning of the symbols is communicated in a key. * I know how to use a four figure grid reference to record the location of the hill fort. * I know how to describe direction in relation to North, using the eight points of the compass. * I can use a compass to find a compass bearing for the earth work. * I know how to use Ordinance Survey maps, oblique maps, aerial photographs and tourist maps to locate the Iron Age settlement. |
| **Knowledge Cycle B** | | |
| **Topic** | **Vocabulary** | **Locational, Human and Physical Knowledge** |
| **Investigating settlements** | settlement, farm/hamlet, village, small town, large town and (historic) city, population, land use, climate, mountains, earthquakes, rivers, rural, urban, agriculture, residential, goods, services, transport, industry, retail and leisure. | **2 Locational knowledge**   * I know that the city of Hereford is the principal city in the county of Herefordshire, UK.   **1 Locational knowledge**   * I know that Bologna is the *capoluogo* of the Emilia Romagna region of northern Italy.   **1 Place knowledge**   * I know why settlements grew in Hereford and Bologna and why they are known as historic cities. * I know some similarities and differences between the Hereford and Bologna settlements such as their land use and trading and how this has changed over time. * I know some similarities and differences between the Hereford and Bologna such as the climate, mountains, rivers and earthquakes.   **2 Human and physical geography**   * I know that a settlement is a place where groups of people live and work. * I know the main types of settlements are farm/hamlet, village, small town, large town and city. * I know that populations are different in different settlements. * I know that early settlements needed key factors to ensure growth, such as water, protections, accessible building materials, flatland and a bridging point. * I know that some settlements have adapted and grown despite negative features in their environment such as steep land. * I know that settlements can change over time, e.g. from agricultural to residential and that services may change, e.g. town shops closing and supermarkets locating out of town. * I know how the different types of land use in Hereford are shared between transport, industry, housing, retail and leisure and how this may have changed over time. |

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| **Skills** |

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| **Locational Knowledge** | **Geographical Skills and Fieldwork** | | | **Place Knowledge** | **Human and Physical Geography** |
| I can locate the world’s **countries**, using maps to focus on **Europe** (Inc. Russia) and begin concentrating on their **environmental** **regions**, key **physical** and **human** characteristics, **countries**, and **major** **cities**. *E.g. Where does our food come from? Autumn B*  I can name and locate **counties** and **cities** of the **United** **Kingdom**, geographical regions and their identifying human and physical characteristics, and **land**-**use** **patterns**; and understand how some of these aspects have changed over time *E.g. Investigating Settlements Summer B*  I can identify the position and significance of the **Equator**, **Northern** and **Southern** **Hemisphere**, The **Tropics** of **Cancer** and **Capricorn**.  *E.g. Where does our food come from? Autumn B* | I can use fieldwork to observe and measure the human and physical features using a range of methods, including **sketch** **maps**, **plans** and **graphs** *E.g. Mapping an Earthwork Spring B* | I can use maps, atlases and globes to locate countries and describe features studied. *E.g. Our Neighbours in Europe Autumn A; The UK: Counties, Cities, Regions Summer A; Mapping an Earthwork.*  *Spring B* | I can begin to use the **eight points** of a compass, up to 4-**figure** grid references, **symbols** and **key** (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *E.g. Mapping an Earthwork Spring B* | I can understand geographical similarities and differences through the study of human and physical geography, a region in the UK and a European country *E.g. Investigating Settlements Summer B* | I can describe and understand key aspects of: physical geography, including:   * Climate zones * Biomes * Vegetation belts   I can describe and understand key aspects of: human geography, including:  a. Types of settlement  and land use  b. Economic activity  c. Trade links  d. The distribution of natural resources including energy, food, minerals and water |