

Geography

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.

Autumn 1	
Autumn 2	
Spring 1 & 2	<u>Why do so many people in the world live in megacities?</u> <ul style="list-style-type: none">• What are megacities and where are they located?• Why did Baghdad become the first city in the world with 1 million people?• Why is Milton Keynes the UK fastest – growing city?• Why is Brasilia the fastest – growing city in Brazil?• How do the advantages of living in cities compare with the disadvantages?
Summer 1	<u>How can we live more sustainably?</u> <ul style="list-style-type: none">• What does being sustainable actually mean?

	<ul style="list-style-type: none">• How can we help to make our school more sustainable?• Why are we seeing more wind and solar farms in the countryside?• How is sustainable development helping the lapwing out of the red?• How are solar cookers helping Sunita and her family to live more sustainably?
Summer 2	