Kellington Primary School

The STAR MULTI ACADEMY TRUST

UKS2	CYCLE A			CYCLE B		
	AUTUMN	**SPRING**	**SUMMER**	**AUTUMN**	**SPRING**	**SUMMER**
Focus	New York & London Comparison	Brazil	Slums of the World	Energy & Sustainability	Population	The Seven Modern Wonders of the World
Key Enquiry	How are New York and London different?	Where in the world is Brazil?	To what extent do you agree with the statement 'the state should shut down all the slums around the world'?	To what extent do you agree with the statement 'humans are not capable of living sustainably'?	To what extent do you agree with the statement 'a lack of food is the biggest population challenge of our time'?	To what extent do you agree with the statement 'people should not visit the wonders to preserve their integrity'?
Geographical skills & fieldwork	Applying previous knowledge with increasing independence					
'procedural knowledge'	Eight-point compass six-figure grid references, key, map symbols					
Locational Knowledge *'knowing where's where'*	Building on locational knowledge of the UK and continents (KS1) and extend to a specific focus on New York	Build on locational knowledge of South America (KS1), the Andes (LKS2) and extend to a specific focus on Brazil	Revisit knowledge of the world learnt in KS1: continents Locations of case study slums: Nairobi, Karachi, Rio de Janeiro, Mumbai and Mexico City.	Apply and consolidate previous knowledge Locations of case study cities of Curitiba and Freiburg	Apply and consolidate previous knowledge	Apply and consolidate previous knowledge
Place Knowledge *'knowing what's there'*	Contrasting localities: London and New York	Contrasting localities: UK and Brazil	Case Studies Kibera Slum (Nairobi, Kenya) Orangi Town Slum(Karachi, Pakistan) Rocinha Slum (Rio de Janeiro) Dharavi Slum (Mumbai, India) Santa Marta Favela (Rio de Janeiro) Neza slum (Mexico City)	Case Studies Curitiba in Brazil Freiburg in Germany	Case studies + population pyramids: The UK, the Congo, Japan, Nairobi and New Delhi	Case studies - Great Wall of China - Chichen Itza - Petra - Machu Picchu - Christ the Redeemer - The Colosseum - The Taj Mahal
Physical Geography	Compare and contrast the physical geography of the two cities. Hills, mountains, coasts, rivers, climate zones, biomes	Extend the comparisons made in Autumn term to include Brazil. Hills, mountains, coasts, rivers, climate zones, biomes and vegetation belts (rainforests)		Recap on mining and fossil fuels (LKS2 Science)	Apply previous learning to case studies (human focus)	
Human Geography	Change and development of human geography over time within the two key cities (how the urban areas have grown and changed).	Extend knowledge of human impact on the natural world (China, LKS2) and explore how human and physical can be interdependent e.g. climate zones, rainforests.	Where do slums form and why? Inequality, population density, push and pull factors UN indicators: unsafe/unhealthy; overcrowded; limited or no access to basic sanitation, unstable; lack of security	Abode, biodegradable, development, controversial, economic, economy, energy, environment, fossil fuels, hydroelectric, non-renewable, renewable, plastic bags, solar panels, wind turbines	Birth rate, death rate, infant mortality rate, natural increase, natural decrease, life expectancy, inequality, population migration, population density, population distribution, rural area, urban area, sparsely populated, densely populated, rapidly growing, ageing population	Has human interaction with the seven wonders had an impact on the community?
Environmental Geography	Effects of urbanisation on the surrounding environment	Effects of an increase in the population of Brazil on the development of favelas and the subsequent impact on the environment.	Extend the knowledge of the impact of slums on the environment.	What is sustainability? What non-renewable fuels are; why fossil fuels are controversial How is this new technology improving sustainability?	How do we feed the planet?	
Geographical Experiences	London trip?			Goole Fields wind farm		