

Topic Summary: KS2 United Kingdom

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ❖ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ I can locate the four countries of the UK. ❖ I can compare and contrast the four countries of the UK. ❖ I can identify where I live in the UK. ❖ I can locate the UK's counties and cities. ❖ I can identify the physical characteristics of the UK: major rivers, coastline, mountainous regions. ❖ I can explain how human activities have affected the UK's landscape: farming, wind farms, quarries. ❖ I can describe the sort of industries in which people in the UK work: manufacturing, farming, retail, finance, tourism. ❖ I can identify the different types of energy sources used in the UK: coal, nuclear, gas, oil, wind, solar ❖ I can evaluate the advantages and disadvantages of wind energy. 	<p><u>Vocabulary LKS2</u></p> <p>London, climate, human feature, physical feature, industry, landscape, mountain range, region, county, Southwest</p>	
<p><u>Weekly challenge "Thinking like a Geographer"</u></p> <p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p>	<p><u>Disciplinary knowledge</u></p> <p>How are maps made? Who owns and maintains the UK's roads?</p> <p><i>Map skills & fieldwork detailed on Topic Map.</i></p>	<p><u>Key People</u></p> <p>Cartographer George Coupland Thomas</p> <p>Nick Harris (CEO) Highways England</p>	<p><u>Extended writing</u></p> <p>Create a report for a South Korean company wanting to set up business in the UK.</p>
<p><u>Map skills</u></p> <ul style="list-style-type: none"> ❖ Make a model of part of a local area. ❖ Use atlases to plan a road trip. ❖ Use map symbols. ❖ Explore a range of maps of different scales of our locality and other places in the UK. 	<p><u>Deeper thinking. What if...</u></p> <ul style="list-style-type: none"> ❖ What if wind farms were the UK's only source of energy? ❖ What if there were no National Parks? ❖ What if London wasn't the capital of England? 	<p><u>Fieldwork</u></p> <ul style="list-style-type: none"> ❖ Investigate local buildings, land use, and local facilities. ❖ Design and conduct fieldwork interviews – Co Op land development of DA green land. ❖ Use a simplified Likert Scale to record their judgements of environmental quality. ❖ Collect, analyse and present quantitative data in charts and graphs: Changing land use. 	

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<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Democracy: We take the views and opinions of others into account. ❖ Tolerance of those with different Faiths and Beliefs: We know that the UK is made up of many cultures and faiths. 	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Spirituality: An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. We learn the importance of taking care of something by looking at reduce, reuse and recycle. ❖ Everyone Achieving: We need to understand that all life is linked together and create the processes that make Earth the only known inhabited planet. ❖ Everyone Believing: We explore issues of poverty; disasters; the development of various settlements and the moral dilemma of recycling and trade, focusing on the consequences of it on global warming. ❖ Everyone Caring: We aim to understand different cultures and recognise this is an important part of Geography. We look at how different cultures and beliefs can be affected by weather and climate and how communities work together in times of need. 	
<p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Manufacturing ❖ Renewable ❖ Physical ❖ Nuclear 	<p><u>Case studies / examples</u></p> <ul style="list-style-type: none"> ❖ Orkney islands ❖ Down Ampney green space ❖ Tourism videos of capital cities: London, Edinburgh, Belfast, Cardiff ❖ Three Peaks Challenge ❖ UK Industries 	
<p><u>Prior learning KS1</u></p> <p>The United Kingdom is part of the continent of Europe. It is made up of four countries, which all have their own capital city. Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. The United Kingdom is an island: it is surrounded by water. The UK has human and physical features. Human features are made by people and physical features are made by nature.</p>	<p><u>Guided Reading opportunities</u></p> <ul style="list-style-type: none"> ❖ United Kingdom LKS2 ❖ Settlements LKS2 ❖ UK Energy UKS2 ❖ How are our neighbourhoods changing?? UKS2 <p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What are the main human and physical features of each of the UK's countries? ❖ Where do most people live in the UK? ❖ Where are the highest mountains and the longest rivers in the UK? ❖ How have humans changed the UK landscape in the past? ❖ What sort of industries might you find outside a city? 	<p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Word ban game ❖ Pictorial based weekly challenges ❖ Vocabulary mats ❖ Videos and photographic examples ❖ Writing frames <p><u>Future learning KS3</u></p> <ul style="list-style-type: none"> ❖ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. ❖ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.