

UKS2 Geography Curriculum - Autumn

Theme: Place Knowledge

Key Question: Are all European countries the same?

What do we already know?

- The countries which make up the UK and their capital cities
- The counties and regions of the countries within the UK
- The continents of the world and their location, some of the countries located within those continents and information such as climate, some human and physical characteristics of some countries located within continents.
- What and where the equator is and differences between the northern and southern hemispheres.
- Location of oceans of the world
- Physical structure of the planet and how physical features such as mountains are formed.
- The relationship between tectonic plates and physical features of our world.

Curriculum objectives	Vocabulary				Curriculum Links
<ol style="list-style-type: none"> 1. Use mapping skills to identify Europe, it's countries and borders. 2. Use geographical sources to identify Russia, it's borders and which continent it is located within. 3. Use geographical sources to research how and why the borders of European countries have changed over time and present findings. 4. Research the human and physical characteristics of Poland. 5. Compare and contrast the capital of Poland with a self-chosen UK capital city. 6. Use a range of geographical resources to investigate the impact migration between Poland and the UK has affected both countries. 	Key Places				
	Europe	<i>Continent comprising many countries</i>	Russia	<i>A country stretching across the continents of Europe and Asia</i>	
	UK	<i>An island nation made up of 4 countries</i>	Poland	<i>A country in Europe</i>	
			Warsaw	<i>The capital city of Poland</i>	
	Key Figures				
	Key Vocabulary				Potential Misconceptions
	Continent	<i>A continuous expanse of land</i>	War	<i>Armed conflict between different countries or groups within a country</i>	<p>That Russia is not part of the continent of Europe</p> <p>Understanding of the definition of an inter-continental country</p> <p>Difference between continents and countries</p>
	Asia	<i>Largest continent in the world comprising many countries</i>	Conflict	<i>A serious disagreement or argument, typically over a long period of time.</i>	
	Europe	<i>Continent of the world comprising many countries</i>	Migration	<i>The movement of people or animals from one place of residence to another</i>	
	Polish	<i>An inhabitant of or a person who is from Poland</i>	Host country	<i>The country which migrants move to</i>	
	Russian	<i>An inhabitant of, or a person who is from Russia</i>	Source country	<i>The country which migrants come from</i>	
	Border	<i>A line separating two countries demarked on a map</i>			
Lesson Sequence	Key Knowledge & Skills				
<ol style="list-style-type: none"> 1. Where is the continent of Europe and which countries are located within it? 	<ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and the wider world including some globally and topically significant features and events. • Use a range of maps, including OS maps and other sources of geographical information and select the most appropriate for a given task or to achieve a particular outcome. • Demonstrate the understanding of the differences between OS and other maps and when it is most appropriate to use each one. 				
<ol style="list-style-type: none"> 2. Which continent is Russia in and which countries does it share a border with? 	<ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Use 8-point compass directions to describe location and relative position of human and physical features and also countries studied • Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps. • Use maps, atlases and digital / computer mapping to locate countries and describe in detail human and physical features. 				

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	<ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location.
3. What factors have influenced the movement of borders within the continent of Europe?	<ul style="list-style-type: none"> Identify and describe links and interactions between people, place and environment. Demonstrate an understanding of how and why some features or places are similar or different and how and why they change. Explain the links and interactions between people and place and the impact on the environment. Analyse and give views on the effectiveness of different geographical representations of a location. Use maps, atlases and digital / computer mapping to locate countries and describe in detail human and physical features. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
4. What are the key human and physical features of Poland?	<ul style="list-style-type: none"> Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Use geographical language to identify and explain key aspects of human and physical features and patterns. Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps Use a range of geographical resources confidently in order to give detailed descriptions and opinions of the characteristic features of a location.
5. What are the similarities and differences between human and physical features of Warsaw and your chosen UK capital city?	<ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features and patterns. Demonstrate an understanding of how and why some features or places are similar or different and how and why they change. Use a range of maps, including OS maps and other sources of geographical information and select the most appropriate for a given task or to achieve a particular outcome. Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps Use maps, atlases and digital / computer mapping to locate countries and describe in detail human and physical features.
6. As Above	<ul style="list-style-type: none"> Use a range of geographical resources confidently in order to give detailed descriptions and opinions of the characteristic features of a location. Begin to draw a range of thematic maps based on data collected during studies.
7. What impact has migration between the UK and Poland had on people and place?	<ul style="list-style-type: none"> Identify and describe links and interactions between people, place and environment. Explain the links and interactions between people and place and the impact on the environment.

Themes and links

Geographical themes	Where these are covered:	Links across the Geography curriculum	
Diversity	<ul style="list-style-type: none"> When looking at the impact migration has on host and source countries. When comparing population statistics of both countries. 	EYFS	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
Settlement	<ul style="list-style-type: none"> When discussing and investigating the reasons why people migrate to a new country. Comparing and contrasting the geographical similarities and differences of each country 	Year 1	KS1 – Continent or Country, how do we know? Children explore the continents of the world and the countries that are located within each one. They compare the UK with a self-chosen non-European country.
Environmental Impact	<ul style="list-style-type: none"> 	Year 2	
Global Citizenship	<ul style="list-style-type: none"> 	Year 3	LKS2 – How are Counties and Regions related? Children explore the make-up of Leicestershire and the East Midlands and where Hose, and the use of land in the local area and Leicestershire.
Hinterland Knowledge		Year 4	
Cultural differences, including food / clothing / beliefs / politics What happened to Polish Jewish people during WW2 Location of German concentration camps in Poland during WW2 – Auschwitz 1, Auschwitz 2 - Birkenhau, Auschwitz 3 - Monowitz		Year 5	UKS2 – Where are all the people? Children explore the distribution of the worlds population and the factors influencing changes. Migration is explored in more detail and differences between economic migration and refugees are discussed. The challenges faced by a growing population are considered.
		Year 6	