

# Baydon Key Stage 2 Geography Rolling B for Academic Year 2023-2024

	Autumn	Spring	Summer
Area of Study	<b>Physical Geography: Our Changing World</b>	<b>Location</b>	<b>South America : Human and physical geography</b>
Key Questions	<b>What makes the earth angry?</b>	<b>Why did the ‘space race’ countries feel they had to compete?</b>	<b>Why should rainforests be important for us all?</b>
<b>NATIONAL CURRICULUM LINKS</b>	<p><u>Locational Knowledge</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones ( including day and night)</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America (California and Alaska).</p> <p><u>Human and physical geography</u> Describe and understand the key aspects of: physical geography, including earthquakes human geography, including types of settlement and land use, and the distribution of natural resources including energy.</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use eight point of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Locational Knowledge</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America (The Amazon Basin)</p> <p><u>Human and physical geography</u> Describe and understand the key aspects of: Physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. 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> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p>	<p><u>Locational Knowledge</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America (The Amazon Basin)</p> <p><u>Human and physical geography</u> Describe and understand the key aspects of: Physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. 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> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use eight point of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.</p>
<b>SUBSTNATIVE CONCEPT(S) EXPLORED</b>	<b>physical geography, resources, settlements</b>	<b>boundaries, cartography, interdependence</b>	<b>resources, climate change</b>
<b>Lower Key Stage 2 Disciplinary Knowledge (skills) ‘Knowing how we know’</b>	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions using evidence to support answers.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p><b>Analysing and Communicating</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, ageappropriate graphs and through writing at length, using appropriate geographical vocabulary.</p>	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions using evidence to support answers.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p><b>Analysing and Communicating</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, ageappropriate graphs and through writing at length, using appropriate geographical vocabulary.</p>	<p><b>Asking and Answering Questions</b> Ask and respond to geographical questions using evidence to support answers.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p><b>Evaluating and Debating</b> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</p>

<p><b>Upper Key Stage 2 Disciplinary Knowledge (skills) ‘Knowing how we know’</b></p>	<p><b>Asking and Answering Questions</b> Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p><b>Analysing and Communicating</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</p>	<p><b>Asking and Answering Questions</b> Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p><b>Analysing and Communicating</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</p>	<p><b>Asking and Answering Questions</b> Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p><b>Collecting and Interpreting</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p><b>Evaluating and Debating</b> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<p><b>Skylarks (Yr3/4) Sticky Knowledge, vocabulary and timeline (developed throughout 2023/24)</b></p>	<ul style="list-style-type: none"> <li>Describe the properties of the Earth's layers</li> <li>Explain how a volcano is formed</li> <li>Categorise volcanoes as extinct, dormant or active</li> <li>Describe what happens when a volcano erupts</li> <li>Explain the impact of volcanoes on people and the environment</li> <li>Explain why earthquakes occur</li> <li>Compare the strength of earthquakes</li> <li>Explain how tsunamis occur</li> <li>Explain how to keep safe in a tsunami</li> </ul> <p><b>VOCABULARY:</b> crust, igneous, metamorphic, molten, sedimentary, tectonic plate, volcano, fertile active, ash, crater, dormant, earthquake, eruption, fault, flank, iron, lava, magma, mantle, structure, tsunami, upper mantle, vent, volcano</p>	<ul style="list-style-type: none"> <li>Locate Russia and the European and Asian continents</li> <li>Locate North America and the North American continent</li> <li>Find and compare key geographical features of Russia and North America</li> <li>Explore Russian and American culture differences</li> <li>Describe and understand economic activity inc. trade links of these two countries after World War 2 – present</li> <li>Plot events leading up to the cold war</li> <li>Locate Germany and explain why the Berlin wall was built</li> <li>Explain the impact of the wall on people living in Germany</li> <li>Plot key events of the space race</li> </ul> <p><b>Key Vocabulary:</b> Space Race: an intense competition between the United States and the Soviet Union to achieve advancements in space exploration. Satellite: an object that orbits a planet, such as Earth, and serves various purposes, like communication or weather monitoring. Cosmonaut: a Russian astronaut who travels in space. Astronaut: a person trained to travel in a spacecraft. Orbit: the curved path that an object takes around a planet or a star.</p> <p><b>Timeline of Important Events/Concepts:</b> 1957: Launch of Sputnik 1 by the Soviet Union, the first artificial satellite in space. 1961: Yuri Gagarin becomes the first human in space, orbiting Earth in Vostok 1. 1969: Neil Armstrong and Buzz Aldrin land on the moon as part of Apollo 11. 1971: The first space station, Salyut 1, launched by the Soviet Union. 1981: The first launch of the Space Shuttle by NASA.</p>	<p><b>Key Vocabulary</b> Rainforest: A dense forest characterised by a high amount of rainfall and abundant biodiversity. Canopy: The uppermost layer of the rainforest formed by the interconnected branches and leaves of tall trees. Biodiversity: The variety of plant and animal species within a particular ecosystem. Deforestation: The process of cutting down or clearing forests, often for agricultural purposes or timber. Ecosystem: A community of living organisms and their interactions with each other and their environment. Indigenous: Native or originating in a specific region or country. Sustainability: The ability to continue or maintain a balanced ecosystem without causing harm to the environment or depleting resources. Carbon dioxide: A greenhouse gas emitted through the burning of fossil fuels and other human activities. Oxygen: A gas produced by plants through the process of photosynthesis, essential for human and animal survival. Evaporation: The process in which liquid water turns into water vapour due to heat.</p> <p><b>Timeline of Events or Concepts</b> Rainforests have been existing for millions of years and are important ecosystems for the planet. Human settlement in South America dates back thousands of years, with indigenous communities living in harmony with rainforests. European colonisation of South America in the 15th century resulted in the exploitation of rainforest resources. Industrialisation and the demand for resources during the 19th and 20th centuries led to increased deforestation rates. Conservation efforts and the recognition of the importance of rainforests have gained momentum in recent decades.</p>

**Kites (Yr4/5)  
Sticky Knowledge,  
Vocabulary and  
Timeline**

- Describe the properties of the Earth's layers
- Explain how a volcano is formed
- Categorise volcanoes as extinct, dormant or active
- Describe what happens when a volcano erupts
- Explain the impact of volcanoes on people and the environment
- Explain why earthquakes occur
- Compare the strength of earthquakes
- Explain how tsunamis occur
- Explain how to keep safe in a tsunami

**VOCABULARY:** crust, igneous, metamorphic, molten, sedimentary, tectonic plate, volcano, fertile active, ash, crater, dormant, earthquake, eruption, fault, flank, iron, lava, magma, mantle, structure, tsunami, upper mantle, vent, volcano

**Identify key events in the Space Race timeline, including significant missions and achievements.**  
**Define essential vocabulary related to space exploration, such as satellite, astronaut, and rocket.**  
**Explain the importance of the Space Race in advancing space exploration capabilities.**  
**Recognise the contributions of key individuals and countries involved in the Space Race.**  
**Demonstrate an understanding of the impact of space exploration on technology and society.**

**Key Vocabulary**

Space Race: The competition between the United States and the Soviet Union to explore space and achieve significant milestones in space exploration.  
Satellite: An object that orbits a larger object, such as a moon orbiting a planet or an artificial satellite orbiting Earth.  
Astronaut: A person trained to travel in space and explore unknown places beyond Earth.  
Cosmonaut: A Russian term for astronaut, used to describe individuals who travel in space from the Soviet Union.  
Rocket: A spacecraft powered by engines that burn fuel and generate thrust to propel it into space.  
Space Shuttle: Reusable spacecraft designed to transport astronauts and cargo to and from space.  
Space Station: A large spacecraft in orbit around Earth used as a base for astronauts to live and work in space for extended periods.  
Moon Landing: The act of landing a spacecraft with humans on the moon and returning them safely to Earth.  
Space Exploration: The investigation of outer space beyond Earth's atmosphere using spacecraft and technology.

**Timeline of Important Events or Concepts**

1957: The Soviet Union launches the first artificial satellite, Sputnik 1, into space.  
1961: Yuri Gagarin becomes the first human to travel into space and orbit Earth aboard Vostok 1.  
1969: Apollo 11 mission lands the first humans, Neil Armstrong and Buzz Aldrin, on the moon.  
1981: NASA launches the first space shuttle, Columbia, marking the beginning of the Space Shuttle Program.  
1998: The International Space Station (ISS) assembly begins, leading to a permanent human presence in space.

- Define key vocabulary terms related to rainforests and their importance.
- Explain the concept of biodiversity and its significance in rainforest ecosystems.
- Understand the causes and consequences of deforestation in rainforest regions.
- Recognise the importance of sustainable practices in preserving rainforests.
- Identify different layers of a rainforest, such as the canopy layer and forest floor.
- Discuss the impacts of rainforest destruction on indigenous people and their way of life.
- Explain the role of rainforests in regulating the Earth's climate.
- Identify different resources and products that originate from rainforests.
- Recognise the need for global cooperation and responsibility in preserving rainforests.

**Key Vocabulary:**

Rainforest: A dense forest with a high amount of rainfall, typically located near the equator.  
Canopy: The uppermost layer of a rainforest formed by the branches and foliage of tall trees.  
Biodiversity: The variety of life in a particular habitat or ecosystem.  
Deforestation: The clearing, removal, or destruction of a forest for various purposes such as agriculture or logging.  
Indigenous People: The original inhabitants of a region or country.  
Sustainable: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.  
Ecosystem: A community of plants, animals, and their environment, functioning together as a unit.  
Endangered: A species that is at serious risk of extinction in the near future.  
Canopy Layer: The layer of the rainforest that forms a roof-like covering.  
Medicinal Plants: Plants that have properties that can be used for medicinal purposes.  
**Detailed Timeline:**  
Rainforests have existed for around 70 million years.  
In 1500, the estimated size of the Amazon rainforest was approximately 6 million square kilometres.  
In the early 20th century, deforestation of the Amazon rainforest began due to logging and agriculture.  
In 1995, the world's largest environmental organisation, the Amazon Environmental Research Institute, was founded.  
In 2016, the Brazilian government announced new measures to protect the Amazon rainforest, including strict laws against deforestation.

## Hawks (Yr6) Sticky Knowledge, Vocabulary and Timeline

- Define and explain earthquakes, volcanoes, tsunamis, tectonic plates, fault lines, crust, magma, lava, epicentre.
- Describe the formation of the Earth and the development of the theory of plate tectonics.
- Identify and explain significant earthquakes, volcanoes, and tsunamis from history.
- Understand the causes and consequences of earthquakes, volcanoes, and tsunamis.
- Recognise and interpret information from maps, diagrams, and photographs related to the topic.
- Understand how humans can prepare for and respond to natural disasters caused by the Earth's angry activities.

### Key Vocabulary

**Earthquake:** A sudden and violent shaking of the ground, caused by the movement of tectonic plates beneath the Earth's surface.

**Volcano:** A mountain or hill with a vent through which molten rock, ash, and gases are ejected during an eruption.

**Tsunami:** A long, high sea wave caused by an earthquake, submarine landslide, or other disturbance.

**Tectonic Plates:** Large sections of the Earth's crust that float on the semi-fluid layer below.

**Fault Line:** A break or crack in the Earth's crust where tectonic plates meet.

**Crust:** The outer layer of the Earth, consisting of solid rocks.

**Magma:** Molten rock beneath the Earth's surface.

**Lava:** Magma that has reached the Earth's surface.

**Epicentre:** The point on the Earth's surface directly above the focus of an earthquake.

### Timeline of Important Events or Concepts

Formation of the Earth:

4.6 billion years ago: Formation of the Earth through the accretion of dust and gas.

2.5 billion years ago: Formation of the Earth's first continents.

Plate Tectonics:

1912: Alfred Wegener proposes the theory of continental drift.

1960s: Confirmation and development of the theory of plate tectonics.

Earthquakes:

1906: San Francisco earthquake in California, United States.

1964: Great Alaska earthquake, the most powerful recorded in North America.

Volcanoes:

79 AD: Eruption of Mount Vesuvius, burying the ancient Roman cities of Pompeii and Herculaneum.

1815: Eruption of Mount Tambora, resulting in the "Year Without a Summer."

Tsunamis:

2004: Indian Ocean earthquake and tsunami, causing widespread devastation and loss of life.

2011: Great East Japan earthquake and tsunami, leading to the

- The reasons behind the competition between the USA and USSR during the space race.
- The key technological milestones achieved by both countries during the space race.
- The Geographical reasons behind the placement of the Kennedy Space centre for the launching of the Apollo rocket with acknowledgement of pros and cons of the site.
- The significance of events like the launch of Sputnik, Vostok, and Apollo missions.
- The impact of the space race on scientific advancements and space exploration.

### Key Vocabulary

Space race: A competition between the United States and the Soviet Union to explore and achieve milestones in space travel.

USSR: Acronym for the Union of Soviet Socialist Republics, the communist state that existed in Eurasia from 1922 to 1991. Also referred to as the Soviet Union.

USA: Abbreviation for the United States of America, a country in North America.

Cold War: A period of political and military tension between the USA and USSR without direct conflict, from 1947 to 1991.

Superpowers: Countries with great political and economic influence on a global scale, especially the United States and the Soviet Union during the Cold War.

Ideological rivalry: Competing beliefs, principles, or ideas between nations, often related to political systems.

Sputnik: The first artificial satellite launched into space by the USSR on October 4, 1957.

Vostok: The Soviet spacecraft that carried the first human, Yuri Gagarin, into space in 1961.

Apollo program: A series of manned spaceflight missions undertaken by the United States, with the goal of landing humans on the Moon. from 1969 to 1972.

Neil Armstrong: The US astronaut who became the first person to set foot on the Moon during the Apollo 11 mission in 1969.

Technological advancements: Advances or improvements in technology that allow for new and more efficient methods or devices.

### Timeline of Important Events/Concepts

- 1947: The Cold War begins between the USA and USSR.
- 1957: (USSR) Soviet Union launches the first artificial satellite, Sputnik 1, sparking the space race.
- 1961: USSR launches Vostok 1 with Yuri Gagarin, the first human in space
- 1962: The Kennedy Space Center was built in Florida because it is relatively close to the equator compared to other locations in the United States. The NASA Kennedy Space Center opened on 1 July 1962.
- 1969: USA successfully lands Apollo 11 on the Moon with Neil Armstrong's first step.
- 1975: United States and Soviet Union jointly conduct the Apollo-Soyuz Test Project, symbolising a period of détente during the Cold War.
- 1981: NASA launches the first space shuttle, Columbia, providing a reusable spacecraft to reduce costs.
- 1998: Russia launches the International Space Station (ISS) in cooperation with NASA and other nations.

- The definition and key features of a rainforest.
- The importance of rainforests in terms of biodiversity.
- The impact of deforestation on rainforests and its consequences.
- The role of rainforests in climate regulation.
- The significance of rainforests for indigenous communities.
- Conservation efforts and sustainable practices to protect rainforests.

### Key Vocabulary

Rainforest: A dense forest with high amounts of rainfall, typically located in tropical regions.

Biodiversity: The variety of plant and animal species in a particular habitat or ecosystem.

Deforestation: The clearing or destruction of forests, often for the purpose of agriculture or logging.

Ecosystem: A community of living organisms and their physical environment, interacting as a system.

Canopy: The upper layer of a rainforest formed by the overlapping branches and leaves of trees.

Indigenous: Native or originating from a particular place or region.

Sustainable: Using resources in a way that preserves the environment and meets the needs of future generations.

Climate: The long-term weather patterns of a region, including temperature, rainfall, and wind patterns.

Tributary: A smaller river or stream that flows into a larger river.

Conservation: The protection, preservation, and careful management of natural resources and ecosystems.

### Timeline of Important Events/Concepts

Prehistoric times: Rainforests in South America were already rich in biodiversity, with indigenous people living harmoniously with the environment.

15th century: European exploration of South America begins, leading to colonization and exploitation of resources, including rainforests.

19th century: Large-scale deforestation starts for agriculture, logging, and resource extraction.

Mid-20th century: Growing concerns about the environmental impact of deforestation and the importance of rainforests for global climate regulation.

Late 20th century: Conservation efforts increase, and sustainable practices are advocated to protect rainforests and their biodiversity.

