The background of the slide is a colorful world map, showing various continents and countries in different colors. The map is slightly blurred and serves as a decorative backdrop for the text boxes.

Geography  
Development Program

2019-2020

## Lower Key Stage 2 Ideas Portfolio

A collection of engagement ideas and links for teaching geography; designed and created for use in lower Key Stage 2 (Years 3 and 4).

# Geography Subject Knowledge Progression Matrix

	Year 0	Year 1	Year 2
<b>Location Knowledge</b>	Name England as the country they live in Name their local area (Road name, town etc)	Name Europe Name England and the United Kingdom	Name and locate the world's seven continents Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
<b>Place Knowledge</b>	begin to identify the similarities and differences between human and physical geography	understand geographical similarities and differences through studying human and physical geography in the local area	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
<b>Human and Physical</b>	Identify daily weather patterns		
	use basic geographical vocabulary to refer to: key physical features, including: beach, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Name and locate the world's seven continents	Name and locate the world's seven continents and five oceans
<b>Geography Skills and fieldwork</b>	Recognise maps and globes	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	Identify simple compass directions (North and South)	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
	Understand aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	Identify seasonal and daily weather patterns in the United Kingdom	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<b>EYFSP Goals</b>	Comments and aspects of their local area as the place where they live Can talk about some of the features observed such as buildings, trees and other objects Shows care and concern for the environment	use basic geographical vocabulary to refer to: key physical features, including: beach, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, farm, house and shop	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	use world maps and globes to identify the United Kingdom and its countries, as well as the countries and continents	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
	use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map	
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
	use simple fieldwork and observational skills to study the geography of their school and its grounds.	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

The Geography Subject Knowledge Progression Matrix uses the targets from the Geography KS1 and KS2 National Curriculum to map out and identify what a child at each age group should be working towards acquiring. The following planning ideas have been created with these targets in mind.

# Planning layout

## Enquiry:

Forming the learning objective as a question.

## Practical Activities:

Possible ideas for Year 1 and Year 2.

## Debate Topics:

Questions or topics designed to encourage reasoning skills.

Area: Continents and Oceans

Enquiry Question: What can we learn from the globe?

LO: *To identify continents on a globe*

Yr 1 Practical Activity/Field study:

**Globe tossing - Toss the globe to one of your pupils and ask another to call out a continent. They find continent and pass it back. Repeat.**

Yr 2 Practical Activity/Field study:

**Globe tossing - Toss the globe to one of your pupils and ask another to call out a continent or an ocean. They find the continent or ocean and pass it back. Repeat.**

Entry Points:

*3D Globe  
Google Earth  
Personal Geography - Where have you been in the world?*

Games:

*Mix and match - Shapes to continents*

Links:

*Science - Earth and Space, animals, habitat  
Weather - Climate  
Computing - Google*

Debate topics:

*True or false?  
England is a continent*

## Entry Points:

Hooks and activities to inspire learning.

**Games:** Fun games to engage the children.

**Links:** Possible links to other subjects.

The following planning ideas will use this lay out. They are just ideas and can be adapted to suit your school and children.

# Progression of recorded activities

## Recall

Can you match the shapes to the correct continent. The first one has been done for you.

## Understanding

Answer the following questions.

- 1) What are continents?
- 2) How many continents are there?
- 3) What continent do we live in?

### Further Support:

- Access to globe at tables.
- Labelled continent map.
- Key information highlighted in text.

## Create

### Independent Research

Only animals with thick fur live in Antarctica

Agree or disagree?

Read the text on Antarctica and to backup your answer. Can you then list three other facts about Antarctica?

## Reasoning

Answer these true or false statements.

- 1) England is a continent.
- 2) Asia is the biggest continent.
- 3) Antarctica is a warm place.

**Explain your answers.**

Each topic also has some suggestions for written/recorded activities. The progression is based on Bloom's taxonomy and designed to push the children forward.

The further support section identifies possible resources a teacher could use to enable children who are working behind age related expectations to access the same task.

# Lower Key Stage 2 Ideas Topics

UK regions	Slide 6
UK cities and counties	Slide 8
Celebrating the world	Slide 10
The shape of the land	Slide 12
Mountain ranges	Slide 14
The water cycle	Slide 16
Earthquakes and tsunamis	Slide 18
Volcanoes	Slide 20
Map Policy	Slide 22

## Area: UK regions

Enquiry Question: What is a region?

LO: *To identify different land uses in UK regions*

Yr 3 Practical Activity/Field study:

**Map how we use different parts of school.**

**EG: Classroom - learning**

**Hall - Exercise or assemblies**

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Yr 4 Practical Activity/Field study:

**Walk around the local area then map the different uses of land.  
Compare with other regions in the UK.**

Entry Points:

*Educational Visit to county park.  
Walk around the local area.*

Games:

*Where can I...*

*Call out different "Where can I..." statements. Children have to find the correct location on a map. EG: Where can I go for a swim?*

Links:

*Historical land use. How the land has changed?*

Debate topics:

**Should we build new homes in green spaces?**

# Recall

**Label the different UK regions on a map.**

# Understanding

**To define and label land uses in the local area using aerial photographs and/or OS maps.**

# Create

**Create a map of your ideal town or school.**

**What would you include and why?**

# Reasoning

**Correct mistakes**

Give children an incorrectly labelled map. They need to spot the mistake, explain why it is a mistake and give the correct label.

## Further Support:

- Use google maps to explore local area.
- Glossary of different land uses.
- Definitions and examples of human and physical geography.

## Area: UK cities and counties

Enquiry Question: What can we learn from a map of the UK

LO: *To locate and name counties and cities of the UK*

Yr 3 Practical Activity/Field study:

**Cut out different counties from an enlarged map and distribute amongst the class. Invite the children to look at map and place them in the right place.**

Yr 4 Practical Activity/Field study:

**Cut out different cities from an enlarged map and distribute amongst the class. Invite the children to look at map and place them in the right place.**

Entry Points:  
**Where have you been in the UK? Look at some key places on Google Earth.**

Games:  
*Picture Reveal*  
Look at different landmarks across the UK. Create a picture reveal and children have to guess where it is.

Links:  
*History - Roman, Viking and Anglo-Saxon towns and names.*  
*Maths - Distance and scale between places*

Debate topics:  
Yorkshire, Kent, Liverpool  
**Which is the odd one out and why?**

# Recall

**Label a map of the UK with key cities and counties.**

# Understanding

**Mix and match different cities to the correct counties.**

## Further Support:

- Annotated maps
- Word bank of county and city names

# Create

## Route Planner

You need to travel from London to Glasgow. Which cities or places would you visit on the way and why? How would you get there? How much would it cost?

# Reasoning

There are more counties than cities.

**True or false?**

*Show evidence.*

## Area: Celebrating the world

Enquiry Question: What makes a place special?

LO: *To identify different features and characteristics of an island*

Yr 3 Practical Activity/Field study:

**Locate and identify human and physical features of an island using simple symbols maps and/or oblique view maps.**

Yr 4 Practical Activity/Field study:

**Locate and identify human and physical features of an island using OS maps (1:1250, 1:2500 or 1:10 000).**

Entry Points:

*Personal Geography: Travel stories - Where have you been?*  
*Google Earth - Travel to different islands*

Games:

*Word Association Game*  
Teacher starts by saying one word associated with a particular place - children have to think of something linked to that one word.

Links:

*Science - Why is the land that way?*  
*EG: Volcanoes, mountains, tectonic plates*

Debate topics:

**True or False**  
Australia is too big to be an island

# Recall

**Label and identify the features of an island.**

# Understanding

Answer the following questions.

- 1) **What is an island?**
- 2) **What is the name of the island we live on?**
- 3) **Can you name 3 other islands?**

# Create

**Congratulations! You've just bought an island.**

Create a tourist leaflet to promote your island and what makes it special.

# Reasoning

True or false

It is always hot on an island

**Justify your answer**

## Further Support:

- Word bank with key language and definitions
- A list of some of the world's major islands

## Area: The shape of the land

Enquiry Question: How are landscapes different?

LO: *To investigate why some landscapes differ*

Yr 3 Practical Activity/Field study:

**Look at the different types of landscapes in the local area.**

Yr 4 Practical Activity/Field study:

**Children plan a route/walk round the local area to see as many different types of landscape as possible.**

Entry Points:

*Fictional Character: Diary entry of an explorer in different landscapes.  
Where are they today?*

Games:

*Where am I?*  
Children look at different clues and guess what sort of landscape is being described.

Links:

*Science- Living thing and their habitats  
Maths - Scale and contour lines*

Debate topics:

**Would you rather live on a mountain or a gorge?**

# Recall

**Label and identify different pictures of gorges, slopes, mountains and waterfalls etc**

# Understanding

Answer the following questions.

- 1) **Why do gorges form?**
- 2) **How do landscapes differ?**
- 3) **How have different landscapes affected land use?**

# Create

## **Educational Poster**

Create a information poster about a particular type of landscape or area. Include as much geographical information as possible. This can be on paper or digitally.

# Reasoning

Agree or disagree?

London is all flat.

**Justify your answer**

## Further Support:

- Visual examples of different types of landscape
- Contour maps
- Atlases

## Area: Mountain Ranges

Enquiry Question: Are all mountains the same?

LO: *To understand similarities and differences*

Yr 3 Practical Activity/Field study:

**Lake District vs Tatra Mountains - Where is the best place for a holiday? Split the class in half and conduct a class debate.**

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Yr 4 Practical Activity/Field study:

**Tatra Mountains vs Saint Elias Range - Where is the best place for a holiday? Split the class in half and conduct a class debate.**

Entry Points:

*Planning a holiday - Use holiday brochures to look at different mountain ranges.*

Games:

*Fastest Finger First*  
Quick quiz on continents and their mountain ranges.

Links:

*English - Creating a tourist brochure*  
*Science - Water cycle*

Debate topics:

**Are all mountains in cold areas?**

# Recall

**Recall different continents and their well known mountain ranges.**

# Understanding

Answer the following questions.

- 1) **What are mountain ranges?**
- 2) **What mountain ranges are there in the UK?**
- 3) **What is the nearest mountain range to London?**

# Create

Create a review of the Lake District for TripAdvisor. Look at example reviews and include some places to visit when you are there.

# Reasoning

**True or false?**

All continents have mountain ranges.

**Justify your answer**

## Further Support:

- Actual holiday brochures
- Word bank with key language and definitions
- Pictures matched to definitions of different features.

## Area: Water Cycle

Enquiry Question: Where does water come from?

LO: *To understand and describe the water cycle*

Yr 3 Practical Activity/Field study:

**Find out about the water company that supplies your school and homes in the local area. Ask for a member of their education team to visit the school or see if you can visit the site.**

Yr 4 Practical Activity/Field study:

**Find out about the water company that supplies your school and homes in the local area. Ask for a member of their education team to visit the school or see if you can visit the site. Look at patterns of rainfall and environmental problems before you visit and prepare questions.**

Entry Points:

**Puddle investigation. Use a jug of water (on a reasonably warm day) to create a puddle in the playground. Draw a chalk outline around the puddle. Revisit later in the day to see what has happened to the water.**

Games:

*Mix and match*

Mix and match pictures and language to definitions that are linked to the water cycle.

Links:

*English - Water poems*

*Science - Discuss evaporation and condensation.*

Debate topics:

What would happen if the world ran out of water?

**Discuss**

# Recall

**Label a diagram of the water cycle.**

# Understanding

**Define and describe the different stages of the water cycle.**

# Create

## Science Experiment

Hypothesis: Water evaporates quicker inside.

*Set up an experiment to test this hypothesis.*

# Reasoning

Dave says all rivers end in the ocean.

*He is not completely correct.*

**Why not?**

## Further Support:

- Word bank with key language and definitions
- Picture diagrams

## Area: Earthquakes and tsunamis

Enquiry Question: How are people affected by Earthquakes and tsunamis?

LO: *To identify the human impact of an earthquake or tsunami*

Yr 3 Practical Activity/Field study:

**Use the outdoors to assess where the best place would be in your school if there was an Earthquake. Is that the same for a tsunami? Why?**

Yr 4 Practical Activity/Field study:

**Use the outdoors to assess where the best place would be in your school if there was an Earthquake. Is that the same for a tsunami? Why? Link to places around the world where they are regularly hit by Earthquakes and tsunamis.**

Entry Points:

*RE-visit the story the three little pigs. Talk about materials used. Relate to earthquakes and tsunamis. Build your own earthquake simulator.*

Games:

*Earthquake or tsunami?*

Take a look at different pictures of damage done by earthquakes and tsunamis. Children have to work out which is which.

Links:

*English - Factfiles*

*Science - Looking at shock waves and seismometer readings*

*History - Timeline of some of the most significant earthquakes*

Debate topics:

Countries with frequent earthquakes and tsunamis should be given more money

**Agree or disagree?**

# Recall

**Sequence how earthquakes/tsunamis happen.**

# Understanding

Answer the following questions.

- 1) **What are the names of the different layers in the earth?**
- 2) **What countries are frequently hit by earthquakes and why?**
- 3) **How do tsunamis cause damage?**

# Create

**Independent research**

“Only places with volcanoes have earthquakes”

**Agree or disagree?**

# Reasoning

**True or false?**

All tsunamis and earthquakes cause damage.

**Justify your answer**

## Further Support:

- Globes
- Atlases
- Labelled continent map

## Area: Volcanoes

Enquiry Question: What is it like to live near Mount Etna?

LO: *To understand how volcanoes impact on a person's life*

Yr 3 Practical Activity/Field study:

**Use paper mache to build and eventually paint volcanoes in class. Base them on real volcanoes. When they are finished place them on or locate them on a map.**

Yr 4 Practical Activity/Field study:

**Use paper mache to build and eventually paint volcanoes in class. Base them on real volcanoes. Create a cross section and paint and label the inside workings of a volcano.**

Entry Points:

**Create your own volcano explosion using mentos and coke.**

Games:

*What happens next?*

Have pictures showing the eruption sequence of a volcano. Remove some pictures and ask children to identify what is part is missing.

Links:

*English - Factfiles*

*Science - Link the workings of the volcano to condensation and evaporation*

Debate topics:

All volcanoes are dangerous

**Agree or disagree?**

# Recall

**Label the different parts of a volcano.**

# Understanding

Answer the following questions.

- 1) **Where is Mount Etna?**
- 2) **What is the area like?**
- 3) **How have people in the local area adapted to living near Mount Etna?**

# Create

## Safety Video

Create and record your own safety video about what to do if you are near a volcano when it erupts.

# Reasoning

True or false?

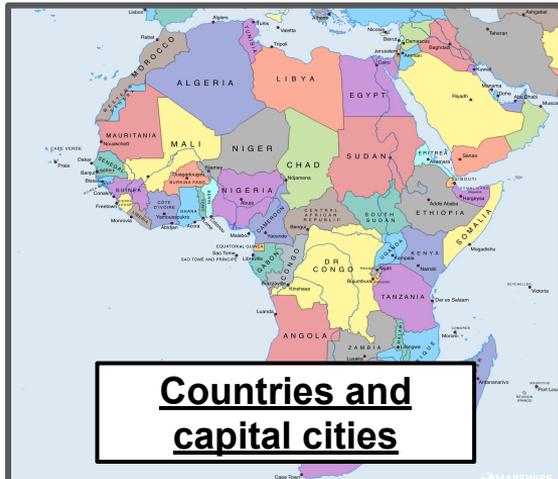
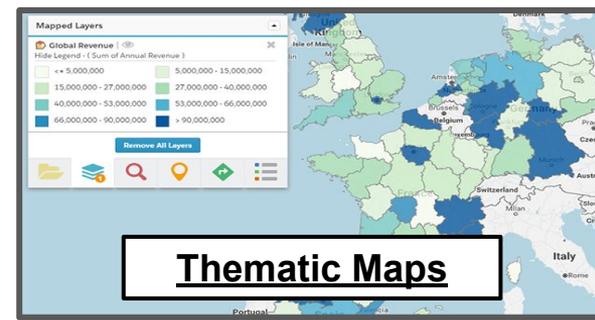
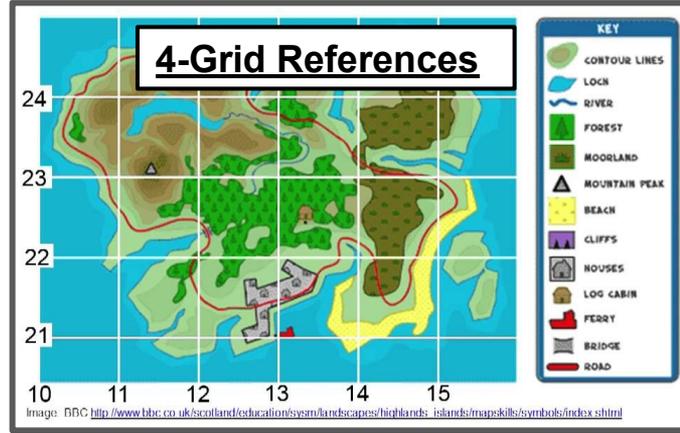
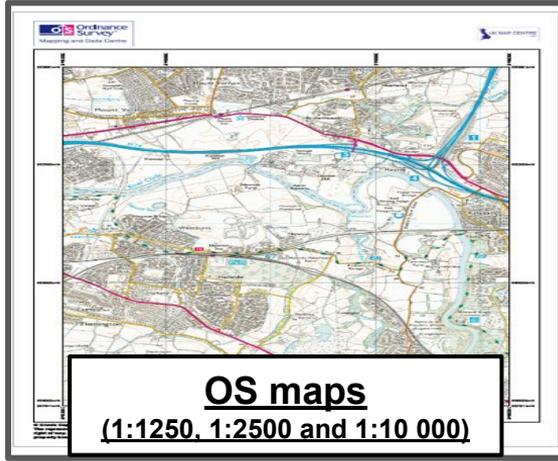
Volcanoes must erupt to make the land fertile.

**Justify your answer**

## Further Support:

- Word bank with key language and definitions
- Diagram of labelled volcano

# Map Policy - Year 3/4



Variations:

- A range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases.

