

KEY STAGE 2 Geography - PROGRAMME OF STUDY	
Prior learning (KS1)	<p>Y1</p> <ul style="list-style-type: none"> • Local area: where do we go to school? • Local area: where do we live? • Continents and oceans: what can we find out about the world? • Seasons: how does the weather change through the year? • Local area: how do we read maps and plan routes? • Local to global: how can we identify special places? <p>Y2</p> <ul style="list-style-type: none"> • The UK: what kind of place is it? • Life in a capital city: London/Cardiff • Cold places: what is it like at the North and South Poles? • Hot places: where are they and what are they like? • Local area: why is (our place) special? • What is it like to live in Tanzania/Jamaica?
KS2 Purpose and Aims	<p>The curriculum develops pupils’ geographical knowledge through thematic units, such as those focusing on population and rivers, and place-based studies (also known as regional studies), such as those focusing on Northern Italy and India. Thematic units allow geographical processes to be carefully broken down and explained in manageable chunks whilst place-based units allow pupils’ to develop a deep knowledge of places and understand the diversity that exists within and between them. Where geographical models are introduced, such as those related to development, pupils are asked to consider their validity in the modern world</p>

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Year 3						
Curriculum Area of study	Land use: how diverse are local and UK landscapes?	The water cycle: why is it important?	Rivers: what's special about them?	Climate zones: what are they and why do they matter?	Settlements: where do people live and why?	Local area: how is it changing?
Key concepts	<ul style="list-style-type: none"> • Economic activity • Human processes • Land use and settlement • Local area • Natural resources • Physical processes 	<ul style="list-style-type: none"> • Climate and weather • Natural resources • Physical processes • Water and rivers 	<ul style="list-style-type: none"> • Land use and settlement • Physical processes • Water and rivers 	<ul style="list-style-type: none"> • Climate and weather • Earth geometry • Physical processes • Sustainability and climate change 	<ul style="list-style-type: none"> • Human processes • Land use and settlement • Local area • Physical processes 	<ul style="list-style-type: none"> • Human processes • Land use and settlement • Local area • Physical processes
Year 3	This unit builds on 'Local area: Why is (our place) special?' and other previous locality studies to develop pupils' ideas of features and the patterns of land use in the local area, and more widely in the UK,	Links to 'Cold places: What is it like at the North and South Poles?' and 'Hot places: What is it like near the Equator?', and to work on weather and distribution of rainfall and temperature.	This unit builds on 'The water cycle: why is it important?' and develops this understanding further to investigate where water goes to and to look at where and why the major rivers are located and how	This unit builds on learning about the water cycle to develop understanding of the spatial patterns of water and energy. It also builds on 'Cold places: What is it like at the North and South Poles?' and 'Hot places:	This builds on 'Land use: how diverse are local and UK landscapes?', which focuses on land use locally and in the UK as a key aspect of human geography, extending and deepening pupils'	This unit directly builds on work in 'Settlements: Where do people live and why?' to examine change in your local area through a large scale investigation, using mapwork and other evidence,

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	consolidating and developing what was learnt about the UK in 'The UK: What kind of place is is?'		local rivers are affected by weather variations.	What is it like near the Equator?'. It develops on 'Contrasting locality: What is it like to live in (named location) in Jamaica?') by introducing the major lines of latitude.	understanding of human geography processes by investigating the characteristics of different types of settlement and the reasons why settlements are initially established and then change over time.	including fieldwork.
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Year 4						
Curriculum Area of study	The UK: who are we?	Mountains and volcanoes: what, where and why?	UK region: why is the Lake District a national park?	Europe: how diverse are its landscapes and places?	Europe: what is it like to live in northern Italy?	Local area: what needs changing?
Key concepts	<ul style="list-style-type: none"> Diversity Interconnection Land use and settlement The UK and regions 	<ul style="list-style-type: none"> Mountains, volcanoes and earthquakes Natural resources Physical processes 	<ul style="list-style-type: none"> Diversity Economic activity Land use and settlement Mountains, volcanoes and earthquakes 	<ul style="list-style-type: none"> Diversity Earth geometry Europe and regions Land use and settlement 	<ul style="list-style-type: none"> Diversity Europe and regions 	<ul style="list-style-type: none"> Local area Sustainability and climate change

			<ul style="list-style-type: none"> • Natural resources • Sustainability and climate change • The UK and regions • Water and rivers 			
Year 4	<p>This builds on pupils' knowledge of the UK in 'Land use: How diverse are local and UK landscapes?' and settlements in 'Settlements: Where do people live and why?' to look outwards and make connections with the diversity of the people of the UK and the wider world.</p>	<p>This unit builds on 'Rivers: what's special about them?', which focuses on rivers as a key aspect of physical geography. This unit extends and deepens pupils' understanding of physical geography processes by investigating the basic structure of Planet Earth, the location and key features of major mountain ranges and volcanoes, how they change,</p>	<p>This unit builds on 'The UK: Who are we?' and 'Mountains and volcanoes: What, where and why?' to give pupils the contextual understanding to engage with this regional study of the Lake District, its landscape and its identity as a National Park.</p>	<p>This Unit extends and deepens pupils' understanding of physical and human geography and processes through a study of the diverse landscapes and places of Europe.</p>	<p>This builds directly on 'Europe: How diverse are its landscapes and places?', which focuses on the key geographical features of the continent of Europe, extending and deepening pupils' place knowledge and understanding through the study of Northern Italy as a distinctive European region.</p>	<p>This unit builds on 'UK region: Why is the Lake District a National Park?' in which pupils learnt about issues at a regional scale in the Lake District, and it develops 'Local area: How is it changing?' in which local area change was identified and recorded. This unit is about evaluating change with a futures' perspective.</p>

		and their significance for people's lives.				
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Year 5						
Curriculum Area of study	Local and global: why are trees and forests important?	Natural resources: what are they, where are they found, why are they important?	North and South America: how diverse are their places and landscapes?	South America: why does the Amazon matter?	Energy: how do we power the world?	Sustainable world: does it matter how we live?
Key concepts	<ul style="list-style-type: none"> Local area Natural resources Physical processes Sustainability and climate change 	<ul style="list-style-type: none"> Interconnection Natural resources Sustainability and climate change 	<ul style="list-style-type: none"> Americas and regions Climate and weather Diversity Earth geometry Land use and settlement 	<ul style="list-style-type: none"> Americas and regions Climate and weather Diversity Economic activity Interconnection Natural resources Sustainability and climate change Water and rivers 	<ul style="list-style-type: none"> Climate and weather Economic activity Interconnection Natural resources Sustainability and climate change 	<ul style="list-style-type: none"> Economic activity Sustainability and climate change

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<p>Year 5</p>	<p>This unit develops local area investigation 'Local area: What needs changing?' and builds on what has been learnt through a focus on trees and green spaces.</p>	<p>This builds on 'Local area: Why are trees and forests important?', learning about the value of trees as a natural resource in the local area to learn about different types of natural resources globally, their unequal distribution, and some of the threats they face or pose.</p>	<p>This unit builds directly on 'Europe: How diverse are its landscapes and places?', which focuses on the diverse people and landscapes of Europe, as well as earlier work in 'Contrasting locality: What is it like to live in (named location) in Jamaica?', which extends and deepens pupils' understanding of physical and human geography and processes.</p>	<p>This unit builds directly on from 'The Americas: How diverse are its places and landscapes?', which focuses on the diverse people and landscapes of the Americas. This unit extends and deepens pupils' understanding of physical and human geography and processes through a case study of the Amazon as a region of Brazil.</p>	<p>This unit builds on 'Natural resources: What are they, where are they and why are they important?'. It extends and deepens pupils' understanding of energy as a resource that is essential for life, but that also contributes to climate change through the continued use of non-renewable energy sources, and investigates some solutions to this conundrum.</p>	<p>This builds on what has been learnt in 'Natural resources: What are they, where are they and why are they important?' and 'Energy: How do we power the world?' and encourages pupils to apply their learning in thinking how energy use impacts in different parts of life and is distributed unequally.</p>
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Year 6						
Curriculum Area of study	Time zones: can we time travel on planet Earth?	Earthquakes: how do they change the world?	Farms and factories: where does our food come from?	Coasts: what happens where the land meets the sea?	Global trade: how do we get our stuff?	Around the world in 80 days: what have we learnt about our world?
Key concepts	<ul style="list-style-type: none"> Earth geometry 	<ul style="list-style-type: none"> Mountains, volcanoes and earthquakes Physical processes 	<ul style="list-style-type: none"> Climate and weather Economic activity Human processes Land use and settlement Natural resources Physical processes Sustainability and climate change 	<ul style="list-style-type: none"> Physical processes Sustainability and climate change The UK and regions 	<ul style="list-style-type: none"> Economic activity Human processes Physical processes Water and rivers 	<ul style="list-style-type: none"> Diversity
Year 6	This unit builds on 'Climate zones: What are they and why do they matter?', and also on 'Europe: How diverse are its landscapes and places' and 'The Americas: How	This builds on 'Mountains and volcanoes: What, where and why?', extending and deepening pupils' understanding of Earth processes, focusing on tectonic plates,	It builds on 'South America: Why does the Amazon matter?', 'Land use: How diverse are local and UK landscapes?', 'UK region: Why is the Lake District a National Park?' and	This unit develops the idea of land use in 'Farms and factories: where does our food come from?' and revisits briefly 'Settlements: Where do people live and why?' in	This unit builds directly on 'Natural resources: What are they, where are they and why are they important?', extending and deepening pupils' understanding of global	This unit builds on all previous units, inviting pupils to consider the value of geography to them and the world.

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	<p>diverse are its places and landscapes?', which sequentially build pupils' knowledge of the importance and location of significant lines of longitude and latitude on planet Earth, and deepens their understanding of time zones.</p>	<p>earthquakes and their impact on people and the environment.</p>	<p>'Europe: How diverse are its landscapes and places?', extending and deepening pupils' understanding of economic activities through investigating food production, processing, distribution and consumption at a range of scales.</p>	<p>considering coastal settlements, and also builds on the idea of sustainable travel explored in 'Sustainable world: Does it matter how we live?'</p>	<p>interconnectedness by investigating how their everyday lives are linked to distant people and places through trade, technology and culture.</p>	
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<p>Subsequent learning (KS3)</p>	<ul style="list-style-type: none"> • Sustainability and climate change • Risk and resilience • Inequality • Globalisation and interconnection • Human systems and processes • Representation and identity • Physical systems and processes <p>The secondary threads are concepts that link units across the curriculum developing pupils' knowledge and skills in geography over time. The 'inequality' thread, for example, helps pupils understand patterns of development, population, settlement and trade as well as helping pupils understand a range of regional studies. Our threads are informed by the broader, more abstract key concepts of environment, space, place and earth systems, as outlined in the Geographical Association's 'A framework for the school geography curriculum'</p>
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