



Hartford Junior School UKS2 Geography Opening Worlds Scheme of Work

In studying In studying geography as a discipline, pupils will: engage in geographical reasoning about change (including past, present and future change), diversity across space, and interaction between places, phenomena and processes in the world; collect, analyse, record and interpret geographical data, gaining skills of geographical enquiry, including fieldwork; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies; communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Why is California so thirsty? Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. Geographical skills: Interpreting a range of thematic maps Disciplinary focus: change</p> <p>How have the actions of people affected the drought in California?</p>	<p>Oceans - Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps Disciplinary focus: change</p> <p>How can oceans affect human behaviour and settlements?</p>	<p>Migration - Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees. How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. Geographical skills: Asking questions, eight-point compass. Disciplinary focus: change</p> <p>Why do people migrate?</p>	<p>North and South America Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. Geographical skills: 4-figure references, thematic maps Disciplinary focus: diversity</p> <p>What are the pros and cons of living in a megacity?</p>	<p>The Amazon - A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. Geographical skills: Flow diagrams, interpreting satellite photos. Disciplinary focus: interaction and change</p> <p>In what ways does the geography of South America affect life in the Amazon?</p>	<p>Interconnected Amazon Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire Disciplinary focus: interaction and change</p> <p>How does agriculture in the Amazon interact with other parts of the world?</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Year 6	<p>Energy and climate change How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction</p> <p>How do local actions in the UK affect global climate?</p>	<p>Ethiopia - An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude and time zones Disciplinary focus: Interaction</p> <p>How do global changes affect local places in Ethiopia?</p>	<p>Changing Birmingham This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures Geographical skills: Interpretation and presentation of data Disciplinary focus: change</p> <p>How much did Birmingham change between 1750 and the present day?</p>	<p>Jamaica - An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc Disciplinary focus: change</p> <p>What is a preferable future for Jamaica's tourist industry?</p>	<p>Local area enquiry – a double, school-designed unit How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together</p>