

Geography

Knowledge and Concepts

Key Concepts

- Place and scale
- Interconnection and interdependence
- Environmental impact (Sustainability)
- Change
- Mapping
- Comparisons
- Human Geography (the geography of people)
- Physical Geography (the geography of a place)

Key Skills

- Use (world) maps, atlases and globes
- Use compass directions
- Use locational and directional language
- Use fieldwork and observational skills
- Measure, record and present human physical features using a range of methods, including sketch maps, plans and graphs, digital technologies

KS1

Geography Block Where I live (Marlborough/Wiltshire/The UK)	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To use and learn the compass directions (North, South, East and West). • To record and follow directions/instructions as a route using symbols. • To investigate and answer questions about land use and specific geographical features of our school (physical and human). • To describe where I live using locational language to describe location of features and routes on map. • To devise a simple map; and use and construct basic symbols in a simple key. • To know the seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> • Place and scale • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)
Geography Block Contrasting Locality within the UK – rural / urban – Bristol	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know the 4 countries in the United Kingdom. • To use ariel images and plan perspectives to recognise and name key landmarks and physical features in the capital cities of the United Kingdom. • To ask and answer geographical questions about Bristol (What is this place like? What do people do in this place?). 	<ul style="list-style-type: none"> • Place and scale • Change • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

<ul style="list-style-type: none"> • To know that we live in the United Kingdom and that Bristol and Marlborough are in the United Kingdom. • To locate Bristol and Marlborough on a map and know that one is a city and one is a town. • To understand geographical similarities and differences through studying the human and physical geography of Bristol and Marlborough (i.e. rivers, high streets, harbour and landmarks). • To begin to use basic geographical vocabulary to refer to key physical features and key human features. 	
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Geography Block Forests (Amazon Rainforest and Savernake Forest)

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To use world maps, atlases and globes to identify where rainforests are found. • To ask and answer geographical questions about forests (What is this place like? What do people do in this place?). • To know key differences between the Amazon Rainforest and Savernake Forest. • To locate hot and cold areas of the world in relation to the Equator and the North and South poles. • To compare the climate and scale of the rainforest and the climate of Savernake Forest. • To understand how important trees and forests are to the health of the planet. • To name the layers of the rain forest. • To know use basic geographical vocabulary to refer to life in the rain forest. • To understand what steps can be taken to protect the rainforests. 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Environmental impact (Sustainability) • Change • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

Geography Block Frozen Planet

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To use world maps, atlases and globes to identify the continents of the world. • To begin to name and locate the world's oceans. • To understand that there are hot and cold climates of the world (Equator and North and South Poles, Arctic and Antarctica) • To ask and answer geographical questions about Antarctica and polar icecaps (What is this place like? What do people do in this place?). • To know that Antarctica and the Arctic have key difference and some similarities. 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Environmental impact (Sustainability) • Change • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

<ul style="list-style-type: none"> • To know that both poles are largely uninhabited and the challenges involved in living there. • To know who Ernest Shackleton was where he explored, and difficulties he encountered on his expedition. • To use locational language to describe the journey of Shackleton from the United Kingdom and to Antarctica. • To describe Antarctica using geographical vocabulary (ocean, iceberg, weather). 	
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Lower KS2

Geography Block Natural Disasters	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To understand what is meant by the term 'Natural Disaster' and to be able to name some examples of them: volcano, earthquake, flood, typhoon, hurricane... and to know that natural disaster affect all parts of the globe. • Locate on a world map some of the volcanoes in North and South America, UK and Europe and make links between the location of volcanoes and the existence of tectonic plates. • To understand the terms Active, Dormant and Extinct • To know that the earth (below the crust) is divided into distinct layers. • To know how a volcano is made and the link between a volcanic eruption and the layers of the earth (below the surface). <i>Understand that volcanoes are caused by plates converging – moving towards each other.</i> • To explain what happens when a volcano erupts. • To know what causes an earthquake and the relationship between earthquakes and volcanic activity and the areas of the world where earthquakes occur. • To develop an understanding of how humans have learnt to live with earthquakes in different areas of the world and the adaptations that they have made help them do this. • To know that the impact of natural disasters varies significantly between wealthy and less wealthy countries. 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Environmental impact (Sustainability) • Change • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

Geography Block Contrasting Locality in Europe – France

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know where France is on a map, to understand that it is a European Country and its relationship to other European countries (continent of Europe). • To identify key physical features of both the UK and France. Identify similarities and differences and to identify key physical features (seas, mountains, rivers, capital cities). • To compare weather patterns of parts of France and parts of the UK identifying similarities and difference, using atlases and other sources. • To know that Paris is the capital city of France, identify key landmarks and Geographical features. Begin to understand the relevance of natural landmarks to the location of Paris (Seine) as a large city. • To know that London is the capital city of England, identify key landmarks and Geographical features. Begin to understand the relevance of natural landmarks to the location of London (Thames) as a large city. • To begin to know what distinguishes Paris and London as cultural capitals. What are some of the similarities and differences (over 2 lessons). 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

Geography Block Healthy Seas and Oceans

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To name and locate the equator, northern and southern hemispheres, tropics of Cancer and Capricorn, the Antarctic and the arctic circle on a world map. • To know the eight points of the compass. • To know the location of the oceans and seas on planet earth and name them. • To know and name the layers of the ocean. • To understand the impact that humans have had on the oceans of the planet, to name some of these and understand the different impact of these i.e <i>plastic pollution, overfishing, sea level rises and warming.</i> 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Environmental impact (Sustainability) • Change • Mapping • Comparisons • Human Geography (the geography of people) • Physical Geography (the geography of a place)

Geography Block Rivers and the Water Cycle

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know the process of the water cycle and to understand the relationship to rivers and seas. 	<ul style="list-style-type: none"> • Place and scale • Interconnection and interdependence • Environmental impact (Sustainability) • Change

- To know the main rivers of the UK and locate these on a map of the UK.
- To know the journey of a river from source to sea, the changes that the river undergoes along its journey and the key features of a river at different points.
- To know that the River Kennet is a river that is local to our school. To locate the River Kennet on a map and relate our knowledge of the River Kennet to our understanding of river journeys.
- To identify the river Kennet on local ordnance survey maps, observing key mapping features (contour lines).
- To know that rivers shape our landscape.
- To understand the terms erosion/erode and deposition/deposit (*river study/field work – Oxenwood or ARK*)
- To know the many different ways that rivers are important to humans and the environment ie: transport, leisure, farming, flood etc...

- Mapping
- Comparisons
- Physical Geography (the geography of a place)

Upper KS2

Geography Block Mountains	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> To be able to locate mountains and mountain ranges on a world map (The Andes, Alps, Rockies, Himalayas, Appalachians, Vesuvius, Ben Nevis) To describe the key common physical features of mountains – summit, plateau, snow line, tree line, outcrop, foot, face, ridge, slope To know how mountains form through tectonic activity – fold mountains, fault block mountains, volcanic mountains & dome mountains. To know that mountains are constantly changing through erosion and other geographical processes. To know that communities call mountains home and describe some of the challenges of living on a mountain. To describe some of the challenges facing mountain climbers. To know how elevation and altitude are represented on maps (contours and colour keys). To know that mountains are major tourist attractions and that this can have an adverse impact on them. To know that mountains are changing due to climate change. 	<ul style="list-style-type: none"> Place and scale Environmental impact (Sustainability) Change Mapping Comparisons Human Geography (the geography of people) Physical Geography (the geography of a place)
Geography Block Contrasting Locality in the World (Africa) The Gambia	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> To know the seven continents. To be able to locate the UK and Gambia on a world map. To know the Banjul is the capital of Gambia To be able to locate the Gunjur within a map of Gambia. To know that Marlborough is twinned with the Gunjur. To know and use longitude, latitude, equator, and the tropics to describe location. To identify and use sources to research distant localities. To understand and use the vocabulary of human geography – population, life expectancy, literacy rates ... To know the difference between climate and weather. To use climate data to describe a location. 	<ul style="list-style-type: none"> Place and scale Interconnection and interdependence Environmental impact (Sustainability) Change Mapping Comparisons Human Geography (the geography of people) Physical Geography (the geography of a place)

<ul style="list-style-type: none"> To know that climate change is having an impact everywhere and that this is often more pronounced in poorer areas. 	
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Geography Block Climate Change

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> To locate and name the continents. To locate the main climate zones around the world. To know how to use an atlas to identify the climate of a country or region. To know the difference between weather and climate. To use arid, temperate, tropical, artic, desert, tundra to talk about climate zones. To use temperature and rainfall data to describe climate. To know that climate change is causing significant changes to habitats and species in every part of the world. To use secondary sources to identify key features of distant places. To know how to sample an area for species of plants, animals, insects (fieldwork in local setting). To understand the importance of biodiversity. To know some of the ways humans are attempting to tackle climate change. To distinguish between what we can do as individuals and what needs to be done on a larger scale to tackle climate change. To know that climate change is having an impact everywhere and that this is often more pronounced in poorer areas. 	<ul style="list-style-type: none"> Place and scale Interconnection and interdependence Environmental impact (Sustainability) Change Mapping Comparisons Human Geography (the geography of people) Physical Geography (the geography of a place)

Geography Block Coasts

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> Know that coast refers to the meeting of land and sea and that this can take many forms. To use maps and atlases to identify coastal areas around the world and the UK. To use OS maps to explore and identify key features of a coastal area (Lulworth Cove & Durdle Dor). To use 6 figure grid references to find a precise location on an OS map. To use the 8 points of the compass to describe locations (in relation to each other). To recognise common OS map symbols and what they represent. Know that coasts are constantly changing through erosion. 	<ul style="list-style-type: none"> Place and scale Interconnection and interdependence Environmental impact (Sustainability) Change Mapping Comparisons Human Geography (the geography of people) Physical Geography (the geography of a place)

<ul style="list-style-type: none">• To know that Lulworth Cove and Durdle Door are unique and are a World Heritage site.• To know that the Jurassic coast is made layers of sedimentary rock which were formed over millions of years.• To know what is meant by the 'Lulworth Crumple' and how this has led to the unique landscape.• To know that humans are having an impact on the coastline and causing erosion (ie footpath erosion).• To know that climate change is having an impact on coast lines around the world.	
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