



Marlborough St Mary's subject 'at a glance' overview

Subject: Geography Subject Leader: Sharon Pawlaczek

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>R</u>	<p><u>Where do I live?</u></p> <p>Children will be able to talk about their home and places they go in the immediate environment.</p> <p>Children will be able to create different play environments with small world play and name the features; tree, river, mountain.</p>		<p><u>Special places.</u></p> <p>Children will understand that some places are special.</p> <p>Children will know landmark buildings in the local environment (visit to the local shop and church).</p> <p>Children will know the country we live in is England.</p>	<p><u>The Natural World.</u></p> <p>Children will be able to create imaginary maps using a basic key: tree, sea etc.</p> <p>Children will be able to compare rural and urban environments.</p> <p>Children will understand the effects of changing seasons on the natural world around them.</p>	<p><u>Different Countries.</u></p> <p>Children will be able to talk about things they have seen; plants, animals, natural objects (Cotswold wildlife park).</p> <p>Children will be able to recognise some similarities and differences between life in this country and other countries.</p> <p>Children will know there are many different countries.</p>	<p><u>Taking care of the Earth.</u></p> <p>Children will know that rubbish damages the Earth.</p> <p>Children will know about reduce, reuse and recycle.</p> <p>Children will know how to look after our Earth..</p>
<u>Key Vocab</u>	Environment, place, town, park, river, school, Marlborough, village, road and shop.		Place, home, church, land, den and bedroom.	Environment, nature, recycle, seasons, changes and school grounds.	Map, globe, photo, visit, holiday, travel, journey, transport and country.	Environment, nature, recycle, seasons and changes.



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<p><u>1</u></p>		<p><u>Our School.</u></p> <p>To locate our school on a map and discuss the surrounding area.</p> <p>To devise a simple map of Marlborough St Marys and use basic symbols in a key.</p> <p>To describe the location of the school and features and routes on a map of the school.</p> <p>To look at aerial photographs of Marlborough St Mary's.</p> <p>To understand where I live in the local area.</p>		<p><u>Our local area.</u></p> <p>To understand what a physical and human feature is.</p> <p>To recognise human & physical features in the context of Marlborough.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of Marlborough.</p> <p>To observe what my local area is like.</p> <p>To describe where things are on a map of Marlborough.</p>		<p><u>Wiltshire.</u></p> <p>To locate Wiltshire on a map.</p> <p>To identify the human and physical features of Wiltshire.</p> <p>To recall facts and compare two famous landmarks from Wiltshire. (e.g. Avebury & White Horse - Devizes).</p> <p>To learn about famous landmarks in Wiltshire.</p>
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<u>Key Vocab</u>		Marlborough, map, key, aerial photograph and symbol.		Human, physical, Marlborough, river, road, bridge, house, shop, hills, map and observe.		Wiltshire, Avebury, landmark, human, physical, compare and locate.
<u>2</u>		<p><u>The Incredible UK.</u></p> <p>To identify the four countries and the relevant capital cities of the United Kingdom.</p> <p>To identify and research landmarks in the UK . -Fieldwork: local river Stoney Bridge.</p> <p>To identify seas and bodies of water surrounding the UK.</p> <p>To make comparisons between countries</p>		<p><u>Continents and Oceans.</u></p> <p>To identify and label the 7 continents on a world map .</p> <p>To identify the five oceans on a world map.</p> <p>To research and collect facts about the continents and oceans.</p> <p>To identify hot and cold places in relation to the equator</p>	<p><u>Fantastic Tails.</u></p> <p>Studying a contrasting country to the UK (Kenya).</p> <p>To locate Kenya in an Atlas and on a globe.</p> <p>To explore the weather and climate. (geographical similarities and differences).</p> <p>To explore the animals of Kenya.</p> <p>To use compass points to navigate around a map.</p>	



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		<p>in the UK eg mountains, rivers, (geographical similarities and differences).</p> <p>To name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and human and physical features – Local river Kennet leads to London.</p>		<p>To present my findings to my peers.</p>	<p>To explore the physical and human features of Kenya .</p> <p>To find out about the people and culture of Kenya.</p> <p>To identify similarities and differences between the UK and Kenya.</p>	
<u>Key Vocab</u>		<p>United Kingdom, England, Northern Ireland, Scotland, Wales, capital cities, North Sea, Irish Sea, English</p>		<p>Globe, atlas, North, South, East, West, Continent, 7 continent names, 5 ocean names and equator .</p>	<p>Kenya, climate, nature reserves, Masaai Mara, tribes, villages, rainy season, migration and capital city.</p>	

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		Channel, borders, river and mountain.				
<u>3</u>		<u>Weather and climate.</u> 1: To understand the difference between weather and climate. 2: Identify the factors that influence the weather. 3: Identify major climate zone: tropical, temperate, arid, polar. 4: Compare and contrast weather in different parts of the world. 5: To know how weather impacts human activities eg farming,	<u>Mountains.</u> 1: To know what human geography is. 2: To know what physical geography is. 3: To describe and understand these key aspects: peak/summit, base and ridge, of a mountain range. 4: To know the Equator, Northern and Southern hemisphere. 5. To know and label four features of a volcano – crater, ash cloud, magma and lava.		<u>Countries and Cities..</u> 1: To be able to name and locate countries and cities of the United Kingdom. 2 To be able to use the eight points of a compass to locate cities. 3: To be able to name and locate main rivers and seas around the UK. 4: To be able to build their knowledge of major cities the United Kingdom using atlases and digital maps.	



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		transportation and leisure. 6: To observe and record precipitation and temperature.	(Link to History Pompeii).		5: To be able to name and locate areas of high ground using maps and atlases. 6: To be able to describe how the UK has changed over time due to human and physical geography.	
<u>Key Vocab</u>		Climate, weather, temperature, tropical, arid, polar, temperate and precipitation.	Peak, summit, base, ridge, range, hemisphere, equator, crater, ash, magma and lava.		North, East, South, West, countries and cities.	
<u>4</u>	<u>Window on the world.</u> To locate a 4 figure grid references on an OS map. To create a 4-figure grid reference on an OS map.	<u>Let there be light.</u> To describe how land use has changed. To investigate natural resources used to generate energy. *Linked to History.		<u>Above and Beyond.</u> To identify features in aerial photographs. To transfer features from an aerial photograph to a map.		<u>Messing about on the river.</u> To locate UK rivers on a map. To understand the key features of a river (field work in Braeside – visit to a spring).



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	<p>To use digital mapping technology to identify where Marlborough is in relation to other towns.</p> <p>To understand a key on an OS map.</p> <p>To identify local features on an OS map e.g. forest, town hall, church.</p> <p>To plan a route using an OS map.</p>			<p>To draw a map of a local area (Field work skills).</p> <p>To annotate features on a map of the school.</p> <p>To create a key.</p> <p>To use digital mapping to plan a route within the local area.</p>		<p>To understand the water cycle.</p> <p>Use digital maps to investigate the journey of the River Kennet.</p> <p>To identify features on an OS map (Field work skills during walk to Roundway Hill)</p>
<u>Key Vocab</u>	Gris reference, ordinance survey, key, birds eye view	Natural resources, energy resources, renewable energy, non renewable energy, wind turbine, power station		Aerial view, satellite view, scaling, key, symbol		Source, spring, meander, mouth, flood plain, tributary.
<u>5</u>	<p><u>Vikings.</u></p> <p>To draw out parts of maps using atlases.</p>		<p><u>One World.</u></p> <p>To know the factors causing global warming.</p>	<p><u>Amazon Adventures.</u></p> <p>South America – 2 case studies.</p>		

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	To name and locate some world countries using maps to focus on Europe (Main focus is history).		To know how human behaviour impacts the natural world (x2 lessons) To use atlases to locate geographical markers on world map (equator, Tropics, Circles, north and south hemisphere, continents).	To use maps and atlases, globes and computer mapping to locate countries, capital cities and physical features of South America. To know the pressures and impact on the Amazon rainforest. To know the land use and economic development of Manaus .		
<u>Key Vocab</u>	Scandanavia, Sweden, Norway, Denmark, Anglo Saxon, long ship, North Sea and Lindisfarne.		Global warming, fossil fuels, renewable energy, environment, trophy hunting, and exotic pet trade.	South America, Equator, Amazon, Rainforest, conflicting interests, logging and farming.		
<u>6</u>			<u>Violent Earth – Natural disasters.</u>	<u>Future Earth – Sustainable housing.</u>		<u>Young Enterprise – field and map work.</u>



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			<p>1. To find and recognise Mountains and tectonic plates on maps of different scales.</p> <p>2. To Confidently use an atlas, including contents and index pages.</p> <p>3. To use thematic maps to locate the ring of fire, climates and biomes.</p> <p>4. To describe and understand the key aspects of a volcano.</p> <p>5. To describe and understand the impact of living near volcanoes.</p> <p>6. To describe and explain processes that cause natural disasters and</p>	<p>1. To understand that trade has implications for all nations.</p> <p>2. To investigate distribution of natural resources focusing on energy.</p> <p>3. To investigate and identify alternatives to fossil fuels such as sustainable and renewable energy sources.</p> <p>4. To compare and investigate the impact of global warming around the world.</p>		<p>1. To discuss and plan a survey on the local area to gain a better understanding of the local environment.</p> <p>2. To Use fieldwork skills to investigate specific environmental issues - plan and carry out a geographical survey based on the local area (traffic)</p> <p>3. Use digital mapping software to record information from an enquiry (Digi Maps to record data from local survey)</p> <p>4. To draw a realistic scaled map</p>
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			investigate the impact of these through studies of photos, population etc.	5. To understand how we can plan for Future Earth.		of a part of the local area. 5.Compare/ investigate the impact around the world (butterfly effect)
Key Vocab			Magma Crater Eruption, Tectonic plates, Lava, Vent, Seismic and Earthquake.	Green walls Solar panels Hydro electricity, Renewable energy, Tidal energy, Geothermal energy, Pollution and Climate change.		Survey Data Analyse and Butterfly effect.

Key objectives are assessed at the end of each term.

Key objectives can be assessed in a number of ways including: Mind maps, brain storms, low-stakes quizzes and pupil voice

Subject leaders will quality assure these judgements in term 6 by pupil voice, testing knowledge of the Key Objectives from the whole year

Subject leaders will also moderate judgements at one other point in the year.

For Geography, this moderation takes place in Term 3.