



Geography Knowledge

In Reception, Geography is featured as part of ‘Understanding the world’ in Development Matters – the scheme to which we follow for our Reception curriculum. We have carefully planned and based our learning for Geography for the Reception children from this, and have designed their curriculum to provide the foundations for the later knowledge and skills to be built upon (please see progression of skills document).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Local area</p> <p>Children will:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community 	<p>Countries around the world – where the different festivals take place.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Looking at maps Looking at different environments</p> <p>Children will:</p> <ul style="list-style-type: none"> • Draw information from a simple map • Recognise some environments that are different to the one in which they live. 	<p>Using maps and drawing information from them</p> <p>Children will:</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Draw information from a simple map 	<p>Describe what they see, hear and feel whilst outside.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them. 	<p>Recognise environments different to their own. Explore the natural world.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different to the one in which they live.



In years 1 through to 6, each Geography topic studied at Brize Norton School has core knowledge which all children are taught to know and remember. In addition, because each topic is studied by children of different ages, there is a list of “more” knowledge which some will know and remember. This is aimed at, but not limited to, the older children studying the topic.

Lower School Year 1 - 3 Core and More

Journey Plan A 2021 – 22 2024 – 25	Core	More
Places – local knowledge	<ul style="list-style-type: none"> • Know what facilities Brize Norton has and where they are • Identify particular roads, and classmates’ houses, on a map and aerial photograph • Describe facilities and features of Carterton • Compare Carterton with Brize Norton 	<ul style="list-style-type: none"> • Explain whether they would like to live in Carterton or Brize Norton and why • Know about changes happening in the local area
Countries of the UK: compare Brize with a small area of another UK country (Scottish island)	<ul style="list-style-type: none"> • Use a map to identify the United Kingdom and its countries, capital cities and surrounding seas • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Locate the Isle of Coll on a map • Know similarities and differences between life in Brize Norton / Carterton and the Isle of Coll 	<ul style="list-style-type: none"> • Know how people on the Isle of Coll travel around and what the school is like there • Know what the landscape and wildlife of Coll is like • Know what jobs adults do there • Compare what they can find out about the Isle of Coll with the fictional Isle of Struay from the Katie Morag stories
Countries and landscape of Europe	<ul style="list-style-type: none"> • Identify Europe on a world map • Within Europe, find the UK, France, Germany and Italy 	<ul style="list-style-type: none"> • Locate and remember the names of more European countries with their languages, food and key sights



	<ul style="list-style-type: none"> • Know where the main rivers and mountains are in Europe • For 2 – 3 countries, know what language is spoken there and what food is eaten there • Know which seas are around Europe and the weather in different areas of the continent 	<ul style="list-style-type: none"> • Know what different countries in Europe have to offer travelers; make decisions about which European countries they would like to visit and why
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Journey Plan B 2022 – 23 2025 - 26	Core	More
Weather around the world	<ul style="list-style-type: none"> • Identify daily weather patterns in the United Kingdom • Identify seasonal changes and weather patterns in the United Kingdom • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Have some knowledge of how the climate affects vegetation and animals in places around the world 	<ul style="list-style-type: none"> • Know about how the weather in the contrasting places affects lifestyles there (e.g. clothing, housing design)
7 continents, 5 oceans (where explorers went)	<ul style="list-style-type: none"> • Name the 7 continents and 5 oceans • Identify them on a map, comparing with the location of the UK • Identify on a map places of significance to the class, e.g. where class members have been • Know what routes Christopher Columbus and Zheng He travelled across the world map 	<ul style="list-style-type: none"> • Know key features of each continent (a couple of country names for each continent, longest river, highest mountain, example wildlife)



Compare Brize Norton to a small area of Africa today	<ul style="list-style-type: none"> Find the UK and Kenya on the map Name several places in Kenya, e.g. Nairobi, Mombasa, Maasai Mara Describe the weather in Kenya and compare with the UK. Know why it is different by referring to a globe Describe the physical features of an area of Kenya (the Maasai Mara) and compare with Oxfordshire Know what vegetation and animals are in the Maasai Mara; compare with Oxfordshire 	<ul style="list-style-type: none"> Know what daily life is like for people today living near the Maasai Mara, including transport links, schools, houses and jobs for adults
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Journey Plan C 2023 – 24 2026 - 27	Core	More
Local land use and farming (human and physical features)	<ul style="list-style-type: none"> Know how land around the Carterton / Brize Norton area is used, including for housing, RAF base, work spaces, shops, farming Know what is farmed in the land near Brize Norton Know how the farming year progresses locally Know what is produced in local farms and what it is used for 	<ul style="list-style-type: none"> Know how land use is changing locally, e.g. the building of Brize Meadow. Know what decisions have been made in planning the new estate to make it a pleasant place to live (school, shops, cycle routes, new country park) Know the story of Mary Ellis and why her name has been chosen for the country park
Source to the Sea: River Thames	<ul style="list-style-type: none"> The different stages of the river: the Cotswolds; rural Oxfordshire and Berkshire; London; the Thames Estuary How animals, birds and humans use the river differently in its different stages 	<ul style="list-style-type: none"> How navigation and managing floods are made easier by locks and weirs How the river has changed over time (transportation, wildlife decline and conservation, shipping)



	<ul style="list-style-type: none"> • Know what towns are at key points on the river's journey • Know what wildlife is to be found on the River Thames • Know how people use the River Thames at key places (e.g. Cricklade, Lechlade, Oxford, London, Thames Estuary) • Know key landmarks along the river in London 	
Mountains: life in the Alps	<ul style="list-style-type: none"> • Know the difference between hilly land, flat land and mountains • Know that the land around Brize Norton is largely flat and the Cotswold Hills are nearby but mountains are farther away • Know where the Alps are in Europe and which countries they are in • Know what vegetation and wildlife are to be found on the slopes of the Alps • Know what life is like in an Alpine village and compare with the local area 	<ul style="list-style-type: none"> • Know that tectonic plates are under the earth's crust and some mountains are formed by tectonic plates moving closer together (e.g. the Himalayas which are getting ever-closer together) • Know that some mountains are volcanoes (e.g. Mount Etna)

Upper School Year 4 - 6 Core and More

Journey Plan A 2021 – 22 2024 – 25	Core	More
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<p>Locate countries of the world (inc. equator, hemispheres, tropics and time zones) focus on Russia & N. & S. America environmental regions, physical/human characteristics. Cities.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>A region in a European country: Greece</p>	<ul style="list-style-type: none"> • Identify Oxfordshire and Greece on a map • locate key places in Greece and know some of their main features: Athens, the Peloponnese, islands, mountains • compare the landscape of Greece (mountainous), weather (dry, hot) and vegetation with Oxfordshire • know what food is grown and eaten in Greece • Understand how the physical and Geography of Greece affects life there • Understand how life there is similar to and different from life in Oxfordshire 	<ul style="list-style-type: none"> • Know how the Greek alphabet compares with our own • Compare life in a primary school in Greece, and the daily lives of children, with Oxfordshire
<p>Volcanoes and Earthquakes</p>	<ul style="list-style-type: none"> • Describe what volcanoes are and why they erupt • Identify several live volcanoes on a world map • Describe what earthquakes are and why they happen • Identify tectonic plates on a world map and explain why some areas are more earthquake-prone than others • Explain what people do to protect themselves against earthquakes 	<ul style="list-style-type: none"> • Know at least one story of a volcanic eruption or earthquake, and how it affected people and the landscape (for example, Vesuvius 79AD or Christchurch 2016)



Journey Plan B 2022 – 23 2025 - 26	Core	More
<p>How Brize Norton and Carterton are changing and how they could / should change in future</p>	<ul style="list-style-type: none"> • Compare Brize Norton and Carterton now with the land use 100 years ago: know how they have expanded and why, and what features are newly there • Study the plans for the Brize Meadow estate. Know what decisions have been made about planning for road layout, housing density and type, amenities and leisure, and why • Know what plans have been made to encourage sustainable living, wildlife and sustainable transport on the new estate • Know the different arguments being put forward for further increase in sustainable transport locally (e.g. reinstating the railway, building more cycle paths). Develop opinions about these. 	<ul style="list-style-type: none"> • Study the development of West Oxfordshire more widely, including plans for the A40 corridor and the new Eynsham Garden Village. Know the arguments for and against these developments. • Know what developers are planning, and campaigners are hoping for, to mitigate the disadvantage of developments across West Oxfordshire, especially in terms of transport links
<p>Countries of the world (inc. equator, hemispheres, tropics and time zones)</p>	<ul style="list-style-type: none"> • Identify, label and explain key features of the world including equator, tropics, time zones and hemispheres • Identify continents of the world and several countries within each; understand that a continent is made up of many countries 	<ul style="list-style-type: none"> • Know several key countries in each continent with their capital cities • Know each continent's longest river and highest mountain • Name and locate climate zones around the world • Compare vegetation and animal life in different climate zones • Know some famous landmarks on each continent



<p>Rainforests around the world and the water cycle</p>	<ul style="list-style-type: none"> • Locate areas of rainforest on a world map and understand why they are there • Understand the main features of a rainforest, including vegetation in layers (including canopy and understory) • Know why there is deforestation and its effects on the local flora, fauna • Know actions being taken to protect the rainforest • Identify the features of the water cycle 	<ul style="list-style-type: none"> • To explain the location of places and their environments (rainforests) • To make generalizations from their learnt knowledge about countries • To know some flora, fauna and traditional cultures of the rainforest and how they are adapted to the environment • I can explain the impact of deforestation on people and the global environment.
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<p>Journey Plan C 2023 – 24 2026 - 27</p>	<p align="center">Core</p>	<p align="center">More</p>
<p>The UK: Human Geography; counties and cities of the UK</p>	<ul style="list-style-type: none"> • Using a map, identify the four countries of the UK, their capital cities and other major cities • Know the counties of England and their characteristics (e.g. mountains, plains, urban / rural) • Develop some knowledge of the difference in human and physical features of several counties and cities 	<ul style="list-style-type: none"> • Know the main transport links between cities and rural areas, and how transport varies between urban and rural areas • Know the arguments for investment in different transport infrastructure and develop an opinion on them
<p>Study an area of North America: Texas</p>	<ul style="list-style-type: none"> • Identify Texas on the map • Know Texas' key cities and landscape features • Know Texas' climate, weather, vegetation and wildlife • Know what life is like for American children, at school and outside. Compare with the UK. Make link with a Texan school • Know what attractions there are for tourists there compared with Oxfordshire 	<ul style="list-style-type: none"> • Study the oil industry; the children to know and understand the implications that has on the economy, the environment and the landscape.



<p>Study a contrasting area of the UK: London</p>	<ul style="list-style-type: none"> • Identify London and some of its main areas on a map • Know some of the main landmarks of central London and what they are there for • Study life in a particular multicultural area of London. Know about how the different cultures living there interact and the languages spoken there. • Know how the multicultural nature of the area affects other aspects of life, including food shopping and religion • Know what amenities are available for people living there and what transport links are like 	<ul style="list-style-type: none"> • Contrast two different areas of London (types of housing, jobs available, languages spoken etc). • Learn how London has developed and changed over time and how it continues to develop and change
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