



# Marsh Green Primary School

GEOGRAPHY CURRICULUM SUBJECT LEAD: LUCY KNOTT



## Geography Long Term Overview

Development Matters Geography – Understanding The World	
<b>Young Explorers</b>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>
<b>Nursery</b>	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<b>Reception</b>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>
<b>ELG</b>	<p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<u><b>Year Group</b></u>	<u><b>Units of Work</b></u>

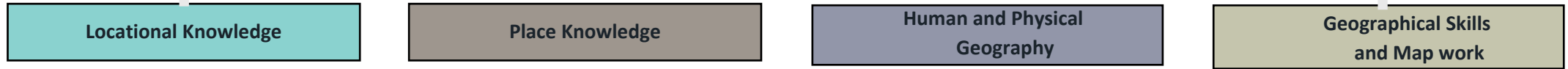
Geography Overview – Marsh Green

<b>Year 1</b>	<b>Our Local Park (Fieldwork)</b>	<b>My World and my School</b>
<b>Year 2</b>	<b>My Local Area and Tulum, Mexico</b>	<b>Weather and Climate (Fieldwork)</b>
<b>Year 3</b>	<b>Conservation of Bees (Fieldwork)</b>	<b>The United Kingdom</b>
<b>Year 4</b>		<b>My Region and Italy</b>
<b>Year 5</b>	<b>My Region and the USA</b>	<b>Rivers (Fieldwork)</b>
<b>Year 6</b>	<b>Economic Activity of the UK</b>	<b>Sustainability (Fieldwork)</b>

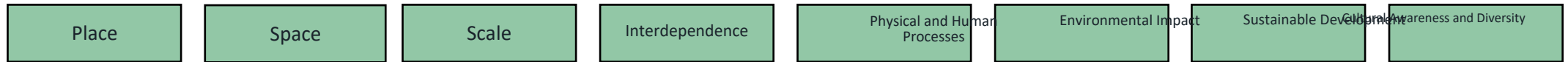
Geography Skills Progression

## Geography Overview – Marsh Green

### Concepts



### Secondary Concepts



### Curriculum Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
  - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

## Vocabulary Progression

Geography Overview – Marsh Green

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	<p><b>The World and My School:</b> address, capital, city, continent, country, local area, settlement, town, village</p> <p><b>Our Local Park:</b> journey, local, route</p>	<p><b>My Local Area and Tulum, Mexico:</b> capital, city, continent, country, Earth, equator, landmark, location, town, village</p> <p><b>Weather and Climate:</b> equator, North Pole, poles, South Pole,</p>	<p><b>The United Kingdom and my Region:</b> capital, city, continent, country, county, landmark, land use, locality, location, region</p>	<p><b>My Region and Campania:</b> Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn</p> <p><b>Weather and Climate:</b> equator, North Pole, poles, South Pole</p> <p><b>Locality:</b> aerial view, urban</p>	<p><b>My region and the Western United States:</b> Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, state, time zone, tropic of Cancer, tropic of Capricorn, village</p>	<p><b>Economic Activity of the UK:</b> rural, urban</p>

## Geography Overview – Marsh Green

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<p><b>General:</b> human features, physical features</p> <p><b>The World and My School:</b> autumn, beach, cliff, coast, equator, farm, forest, globe, harbour, hill, house, landmark, land use, mountains, North Pole, oceans, office, port, river, sea, seasons, shop, South Pole, spring, summer, temperate, temperature, valley, vegetation, winter</p> <p><b>Our School Grounds:</b> plant life</p> <p><b>Our Local Park:</b> facilities</p>	<p><b>My Local Area and Tulum, Mexico:</b> beach, characteristics, cliff, climate, coast, coral reef, cenote, human feature, landscape, mangrove, marsh, Maya, North Pole, physical feature, rainforest, South Pole temperate, vegetation, weather</p> <p><b>(Weather and Climate:</b> atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, season, temperate, weather</p>	<p><b>The United Kingdom and my region:</b> characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes, population, river, rock formations, rural, topography, trade, urban, valley</p> <p><b>Land use:</b> facilities, population, raw materials</p> <p><b>Conservation of bees:</b> biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species</p>	<p><b>My Region and Campania:</b> agriculture, bay, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, province, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terraces, terrain, topography, tourism, UNESCO world heritage site, urban, volcano, weather</p>	<p><b>My region and the Western United States:</b> accumulation, biome, characteristic, climate, climate zone, condensation, desert, earthquake, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, real estate, river, runoff, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, volcano, water cycle, weather</p> <p><b>Rivers:</b> channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley</p>	<p><b>Economic Activity of the UK:</b> agriculture, artificial intelligence, automation, capture, consumption, contaminate, desalination, disposal, drought, economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented, import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste</p> <p><b>Reducing plastic waste:</b> biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic</p>

## Geography Overview – Marsh Green

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	<p><b>General:</b> aerial plan, aerial view, cardinal points, compass, investigation, maps, observation, position</p> <p><b>The World and My School:</b> atlas, bird's eye view, globe, messy map, perspective, plan</p> <p>methods, data, directions, fieldwork, pictogram, record, symbols, tally chart</p>	<p><b>My Local Area and Tulum, Mexico:</b> aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol</p> <p><b>Weather and Climate:</b> analyse, axes, bar chart, evaluate, fieldwork, investigate, monitor, observe, okta, pictogram, present, rain gauge, record, reflect, table, thermometer, weathervane.</p>	<p><b>The United Kingdom and my region:</b> aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol</p> <p><b>Conservation of bees:</b> analyse, blueprint, cardinal directions, evaluate, line graph</p>	<p><b>My Region and Campania:</b> aerial photograph, atlas, fieldwork, observational skills, scale</p>	<p><b>My region and the Western United States:</b> aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation</p> <p><b>Rivers:</b> analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative</p>	<p><b>Economic Activity of the UK:</b> chart, controversial, efficient, hierarchy, interview</p> <p><b>Reducing plastic waste:</b> audit, database, formulate, graph, implement, innovative, survey</p>

## National Curriculum – KS1

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to do the following:

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#### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles
- use basic geographical vocabulary to refer to the following:
  - key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key
  - human features: city, town, village, factory, farm, house, office, port, harbour and shop

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#### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to do the following:

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### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
  - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
  - identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones (including day and night)
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### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
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### Human and physical geography

- describe and understand key aspects of the following:
    - **physical geography:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - **human geography:** types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

# Geography Skills Progression

Y1

## The world and my school

Where in the world do I live?



Place Knowledge	Locational Knowledge		Physical and Human Geography
Place	Space	Scale	Physical and Human Processes
I can understand that places can have meaning to people.	<p>I can understand that the world has seven continents.</p> <p>I can understand that the UK is split into countries and surrounding seas.</p>	<p>I can understand how my local area fits within the United Kingdom.</p> <p>I can understand how my classroom fits within the school.</p> <p>I can understand how my school fits on the street.</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can identify how the weather varies around the world.</p> <p>I can identify human and physical features.</p>

Y1

## Our Local Park

What is at our local park? How do people get there?



Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	<p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>	<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions.</p> <p>I can devise a simple, messy map.</p> <p>I can collect and record simple data.</p> <p>I can present simple data in a chart.</p>

## Geography Overview – Marsh Green

Y2

### My Local Area and Tulum, Mexico

What are the similarities and differences between my town and Tulum, Mexico?

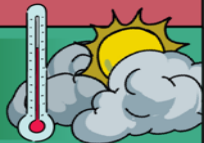


Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I can understand that places can have meaning to people.	<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries and surrounding seas.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>I understand that Mexico is a North American/country.</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p>	I can understand the similarities and differences between my country and other countries.	<p>I can use atlases and globes to discover the continents and oceans of the world.</p> <p>I can use compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>I can use simple fieldwork and observational skills to study the school's geography.</p>

Y2

### Investigating weather and climate

How can we record and measure weather phenomena?



Physical and Human Geography	Geographical Skills and Fieldwork
Physical and Human Processes	
<p>I can understand the differences between weather and climate.</p> <p>I can understand that the poles and equator impact the climate on the Earth.</p> <p>I can identify hot and cold areas of the world in relation to the poles and the equator.</p>	<p>I can carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p>I can collect weather data using the equipment. I can record weather data.</p> <p>I can present my data. I can analyse data.</p>

## Geography Overview – Marsh Green

Y3

### Bee conservation

How can we make our school environment more bee friendly?

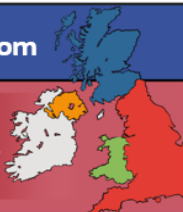


Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork
Place	Physical and Human Processes	Environmental Impact	Sustainable Development	
I can understand that people can choose to use land differently, and I can give some examples.	I can understand how bees are involved in physical processes.	<p>I can understand how land use impacts the survival of bees.</p> <p>I can understand how personal choices on how to use land impact the environment.</p>	I can suggest how to make the school locality more environmentally friendly.	<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry.</p>

Y3

### The United Kingdom

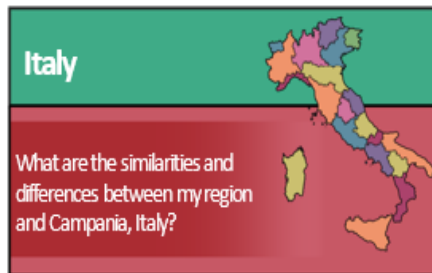
What are the key geographical features of the UK, and my region?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I can understand that places can have meaning to people.</p> <p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that counties contain settlements.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p> <p>I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes in the UK, including settlements and land use.</p> <p>I understand that land use patterns change over time.</p> <p>I can identify some key human and physical features of the UK and my region.</p>	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can devise a sketch map of my local area.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p>

## Geography Overview – Marsh Green

Y4



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	I can use atlases, maps and globes to locate places and describe features studied.
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p> <p>I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania</p> <p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that Campania is a region within Italy, with settlements of different sizes.</p> <p>I can understand that England and Italy/Greece are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece.</p> <p>I understand human processes in my region and Campania/South Aegean, including settlements and economic activity.</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	

## Geography Overview – Marsh Green

Y5

### The United States

What are the similarities and differences between my region and the Western United States?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	<p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify some of the countries of North/South America and their capital cities.</p> <p>I can identify some key settlements in the Western USA</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>I can identify how physical geography, and climate can affect the type and location of settlements in my region and the Western USA</p> <p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA/Brazil is a country within the North American/South American continent.</p> <p>I can understand that Western USA and Northern Brazil are regions within the USA and Brazil.</p> <p>I understand that there are states, cities, and towns within the West Region of the USA</p> <p>I can make comparisons between my country and the USA in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA including settlements and economic activity.</p>	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can use atlases, maps and globes to locate places and describe features studied.

Y5

### Rivers

What are the features of my local river?



Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Physical and Human Processes	
I can understand that physical features are significant within the local area in which they are located.	<p>I can identify the names and locations of the five longest rivers in England.</p> <p>I can identify the location of a river in my region.</p> <p>I can identify the location of the River Trent.</p>	<p>I can identify key features of the River Trent basin, including the source and the mouth.</p> <p>I can understand what rivers are and how they are formed.</p> <p>I can name and explain the different features of rivers.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>



## Geography Overview – Marsh Green

Y6

### UK Depth Study

What is the economic activity of the UK and how sustainable is it?



Place Knowledge	Locational Knowledge		Physical and Human Geography			
Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>	<p>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>I can understand that events in other places can impact the UK.</p>	I can outline the environmental impact caused by different economic activities in the UK.	I can use facts and evidence to judge the sustainability of economic activity in the UK.

Y6

### Sustainability

How can our school reduce its plastic waste?



Place Knowledge	Physical and Human Geography				Geographical Skills and Fieldwork
Place	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	
I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	<p>I can understand that what happens in the United Kingdom can impact other places.</p> <p>I can understand that events in other places can impact the UK.</p> <p>I can understand that the actions of individuals can have a large-scale impact.</p>	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>

## Geography Overview – Marsh Green