

Geography Threshold Concepts



KNOTTY ASH
PRIMARY
SCHOOL
& DEAF RESOURCE BASE

LYDIATE
LEARNING TRUST

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Geography Threshold Concepts: Milestone 1 (KS1)

KS1	Threshold Concept 1: Investigate places						
	This concept involves understanding the geographical location of places and their physical and human features.						
	<u>1a</u> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	<u>1b</u> Identify the key features of a location in order to say whether it is a city, town, (urban) village, coastal or rural area.	<u>1c</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	<u>1d</u> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	<u>1e</u> Use aerial images and plan perspectives to recognise landmarks and basic physical features.	<u>1f</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<u>1g</u> Name and locate the world's continents and oceans.
Cycle A - Autumn 1 Local Area Study	• Discussion about Knotty Ash and where the children live	• Discuss with the children that Knotty Ash is an urban area of Liverpool and discuss the key features of the area.	• Use Google Earth to demonstrate where the UK is in relation to the rest of the world. • Use Google Earth to demonstrate the locality of Knotty Ash in relation to other landmarks. • Talk about compass directions:	• Have a local welly walk.	• Use aerial photos of Knotty Ash and recognizable landmarks. E.g Alder Hey Hospital.	•	•

			North, South, East and West.				
Cycle A - Spring 1 Keeping Safe study inc. Weather Patterns and Hot/Cold areas of the world	Discussion about their current knowledge of areas of the UK and countries around the world.		- Use Google Earth to demonstrate where the UK is in relation to the rest of the world.	Create a weather station where the children observe daily the changes in weather.		Discuss the typical weather, culture, national dress, flag, traditional foods, country emblem e.g rose, daffodil etc.	- Label a map of the world - Label a map of the UK including capital cities of the UK.
Cycle A – Summer 1 Comparison of local area and Amazon rainforest	Use photographs of Knotty Ash and the Amazon rainforest and discuss differences.	- Children identify the key features of the amazon rainforest and identify the features of the local area, compare and contrast. - Discuss the differences.	Use Google Earth to make compassions between UK and South America.	Use weather station to compare weather in Knotty Ash compared to south America.	Watch videos to discuss the differences in the area.		Label the amazon rainforest on a world
Cycle B – Spring 2 Study of Exploration inc. World Geography	Discuss about what North America's Vegetation was like in 18th century compared to now.				Talk about compass directions: North, South, East and West.	Use atlases, and globes to locate UK and its four countries.	Name and locate 7 continents and 5 oceans.

KS1	Threshold Concept 2: Investigate patterns		
	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		
	<u>2a</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country.	<u>2b</u> 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.	<u>2c</u> Identify land use around the school.
Cycle A - Autumn 1 Local Area Study		Use the weather station to talk about the daily weather and watch for patterns. Year 2 can talk about the weather in comparison to the country looked at last year.	Talk about the urban environment and the things built in Knotty Ash.
Cycle A - Spring 1 Keeping Safe study inc. Weather Patterns and Hot/Cold areas of the world	How to keep safe in different types of weather: e.g sun safety, tornado warnings, other extreme weathers.	Use the weather station to compare weather in UK and a contrasting non-European country.	How to keep safe in different weathers in school. E.g – putting grit down for ice etc.
Cycle A – Summer 1 Comparison of local area and Amazon rainforest		Use the weather station to compare weather in UK and a contrasting Amazon rainforest.	
Cycle B – Spring 2 Study of Exploration inc. World Geography		Identify seasonal and daily weather patterns in the UK and identify hot and cold areas of the world in relation to the equator and the poles.	
Cycle B – Summer 1 Study of Ocean habitats and pollution	Discuss the effects that pollution has on the oceans and the environment in general for both physical and human geography.		Data collection of the amount of litter on the school grounds

Example Assessment Activities

Children to become a weather presenter. They are to use the weather station to collect data and present their finds to the class. Children should make comparisons with a non-European country.

KS1	Threshold Concept 3: Communicate geographically		
	This concept involves an understanding geographical representations, vocabulary and techniques.		
	<u>3a</u> Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.	<u>3b</u> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	<u>3c</u> Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Cycle A - Autumn 1 Local Area Study	Local welly walk around Knotty Ash. Talk about the different features in the local area: houses, offices, shops etc. Where would we find farms, factories etc? Why aren't they in Knotty Ash?	Use compasses on their walk to local area.	Create a map of Knotty Ash mapping their walk.
Cycle A - Spring 1 Keeping Safe study inc. Weather Patterns and Hot/Cold areas of the world	Talk about the weather on different beaches, coasts and forests in the UK and across the world.		
Cycle A – Summer 1 Comparison of local area and Amazon rainforest		Talk about the location of the Amazon in relation to the UK..	Describe how you would get to the Amazon Rainforest using a globe as a prop.
Cycle B – Spring 2 Study of Exploration inc. World Geography	Talk about the journey of a famous person past or present using key geographical vocabulary e.g 7 continents, 5 oceans, compass directions.	Talk about the journey of a famous person past or present using key geographical vocabulary e.g 7 continents, 5 oceans, compass directions.	Draw a journey map using a map.
Cycle B – Summer 1 Study of Ocean habitats and pollution	Discuss the impact that plastic has made on our 5 oceans.	Tracking the ducks using the internet.	

Example Assessment Activities

Following the local area walk children are to make a map of our local area and note the route they took. Children will identify where houses, offices, hospitals etc are.

Geography Threshold Concepts: Milestone 2 (LKS2)

LKS2	Threshold Concept 1: Investigate places						
	This concept involves understanding the geographical location of places and their physical and human features.						
	<u>1a</u> Ask and answer geographical questions about the physical and human characteristics of a location.	<u>1b</u> Explain own views about locations, giving reasons.	<u>1c</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	<u>1d</u> Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	<u>1e</u> Use a range of resources to identify the key physical and human features of a location.	<u>1f</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	<u>1g</u> Name and locate the countries of Europe and identify their main physical and human characteristics.
Cycle A - Autumn 1 Study of food production inc. world geography and trade	Where does food originate from? How is it transported and why is some food only grown in some region? Equator, tropical and amount of rain fall.	Working conditions in different climates and conditions.	Digital mapping to follow the path of the coco pod to UK supermarkets. Identify tropical counties where they are grown.		Digital mapping to follow the path of the coco pod to UK supermarkets. Identify tropical counties where they are grown.		
Cycle A – Autumn 2	Study of Liverpool.	Study of Liverpool.	Digital mapping of Liverpool and local areas.	Trip to Liverpool to explore the docks and the	Trip to Liverpool to explore the docks and the	Name and locate counties and cities of the United Kingdom,	

Study of Liverpool inc. UK geography				museum to explore the local geographical history of Liverpool	museum to explore the local geographical history of Liverpool	including rivers, mountains and cities. Trip to Liverpool museum.	
Cycle A - Spring 1&2 Study of Invaders & Settlers inc. UK locational knowledge & human/physical geography links	Explore reasons why certain areas were targeted for invasion	If you were an invader, where would you invade? Why would you invade there? Children to create an invasion plan – avoiding the rocky shore ect (map making)	Digital mapping of invading countries and the routes the invaders took.	Trip to Chester or York.		Study of Chester or York.	Study of Germanic and Nordic invasions and settlements. Human characteristics of the above.
Cycle A – Summer 1 Environmental study – plastic pollution	Impact of pollution waste on physical and human geography. Do developed countries waste the most plastic and do developing countries suffer the impact? Who are the worst offenders in plastic pollution?	Why are developing countries effected more by pollution waste than developed counties?	Digital mapping of locations.	Trip to local waste disposal center?			Name and locate the biggest polluting countries in Europe.

Cycle B – Autumn 1 Comparison of Liverpool and Athens	Geographical comparison question. Which of the cities is hotter/larger/most densely populated.	Why should you travel there?	Digital mapping of the two cities. Digital comparison (Google street maps) to compare size and human features of both cities.		Atlas and digital mapping.		Locate Greece on the Map.
Cycle B – Spring 1 Study of Water inc. major rivers in each continent	Study of the water cycle. Where does water originate?		Digital mapping to look at the paths of different rivers.	Trip to local river.	Use sampling collection equipment to gauge water quality and creature count.	River study	Path of the Danube, Nile, Mississippi, Yangtze, Murray-Darling, Onxy, Amazon.
Cycle B – Spring 2 Volcanoes and earthquakes	Study physical characteristics of volcanoes and Earthquakes.	Why do people live in these areas?	Digital mapping of a the location of a range of volcanoes and Earthquake fault lines.		Read the story of Escape from Pompeii.		Locate Pompeii. Plot the path from Pompeii to the UK
Cycle B – Summer 1 Environmental study – damage to range of habitats	Study of deforestation for palm oils and destruction of habitat for orangutan.	Is it right that forests are clears for pail oil production.	Digital mapping of orangutan habitat		Atlas, computer and book.		

Example Assessment Activities

Quiz – Location quiz of Liverpool. Use digital platform , such as Kahoot or Plickers, to create appropriate questions

LKS2	Threshold Concept 2: Investigate patterns		
	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		
	<u>2a</u> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	<u>2b</u> Describe geographical similarities and differences between countries.	<u>2c</u> Describe how the locality of the school has changed over time.
Cycle A - Autumn 1 Study of food production inc. world geography and trade	Where does food originate from? How is it transported and why is some food only grown in some region? Equator, tropical and amount of rain fall. Food produced in equatorial/tropical counties and transported out across the globe.	Climate different between tropical counties and the UK.	
Cycle A – Autumn 2 Study of Liverpool inc. UK geography			Land use study of the Liverpool shows change over time.
Cycle A - Spring 1&2 Study of Invaders & Settlers inc. UK locational knowledge & human/physical geography links	Germanic and Nordic counties in the northern hemisphere	Differences between the UK and invading counties in terms of land use fertility of land and wealth.	Was our school/local involved in settlement? Where exactly was invaded and settled? Can you name areas original settlement names?
Cycle A – Summer 1 Environmental study – plastic pollution	Plastic usage in countries around the globe.		
Cycle B – Autumn 1 Comparison of Liverpool and Athens		Describe geographical similarities and differences between the two countries.	Compare and Liverpool and Athens school.

Cycle B – Spring 1 Study of Water inc. major rivers in each continent	Study Path of the Danube, Nile, Mississippi, Yangtze, Murray-Darling, Onxy, Amazon.	Describe geographical similarities and differences between listed rivers.	
Cycle B – Spring 2 Volcanoes and earthquakes	Name and locate the earthquake fault line and volcanoes in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.	What do we notice about where volcanoes and earthquakes are located? Are they in similar locations? Why do you think that may be?	
Cycle B – Summer 1 Environmental study – damage to range of habitats	Name and locate the rainforests in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.		
Example Assessment Activities Children to make a map and use geographical symbols and features and plan an invasion route.			

	Threshold Concept 3: Communicate geographically	
	This concept involves an understanding geographical representations, vocabulary and techniques.	
LKS2	<u>3a</u> Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	<u>3b</u> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Cycle A - Autumn 1 Study of food production inc. world geography and trade	• Tropical climate features • Land use in tropical zones ie banana and coco	• Latitude and longitude of tropical zones. Where the UK and wider world fits into this
Cycle A – Autumn 2 Study of Liverpool inc. UK geography	• Study of River Mersey and surrounding area • Settlement and land use of Liverpool	• Compass direction of river flow • Grid reference of Liverpool
Cycle A - Spring 1&2 Study of Invaders & Settlers inc. UK locational knowledge & human/physical geography links	• Invasion paths – where is the best place to land and attack and why? • Settlements and land use of local land. Why move from one land to another. Study of land fertility and wealth.	• Direct of invasion force – map it out • Make a map of the invasion route using grid reference
Cycle A – Summer 1 Environmental study – plastic pollution	• Land fills – impact on the environment	•

Cycle B – Autumn 1 Comparison of Liverpool and Athens	• Geographical features of Liverpool and Athens • Land use of Liverpool and Athens	• Position of Liverpool and Athens in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,
Cycle B – Spring 1 Study of Water inc. major rivers in each continent	• River features, river settlements and land use	• Matching rivers to continents in relation to the equators/hemispheres.
Cycle B – Spring 2 Volcanoes and earthquakes	• Volcanoe and earthquake features • Settlements near volcanic/earthquake zones.	• Matching volcanoes/earthquakes to continents in relation to the equators/hemispheres.
Cycle B – Summer 1 Environmental study – damage to range of habitats	• Rainforest vocabulary • Land use in deforested areas.	• Position of the rainforest in Sumatra – Indonesia

Example Assessment Activities

Children to make a map and use geographical symbols and features and plan an invasion route.

Geography Threshold Concepts: Milestone 3 (UKS2)

UKS2	Threshold Concept 1: Investigate places						
	This concept involves understanding the geographical location of places and their physical and human features.						
	<u>1a</u> Collect and analyse statistics and other information in order to draw clear conclusions about locations.	<u>1b</u> Identify and describe how the physical features affect the human activity within a location.	<u>1c</u> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	<u>1d</u> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	<u>1e</u> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	<u>1f</u> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	<u>1g</u> Name and locate the countries of North and South America and identify their main physical and human characteristics.
Cycle A - Autumn 1 Apply geographical knowledge to mapping Slave Trade. Expand study to global trade.	Number of slaves as percentage of population removed from that location	Suitability of westerns for sugar cane plantation in West Indies and America's coffee plantations	Atlas, maps and internet to show locations of slave trade			Key location in transatlantic slave trade in terms of suitable for plantations or locations of slave abductions	Slave plantations on North and South America.

Cycle A – Spring 2 Study of globalization: apply knowledge of global geography	Communication technology usage in remote areas such as Waorani tribe in the Western Amazon.	How the remote location of Waorani tribe cuts them off from the developed world.	Digital mapping of tribe location		Images of the rainforest are needed to understand why the area is so inaccessible.	Hill, mountains and rivers and land use within in the tribal areas	Remote location has slowed down development. Study of South America
Cycle A - Summer 1 Study of environmental impact of climate change on eco-systems	Glaciers melt station and carbon-dioxide in trapped air bubbles in ice core samples showing impact of industrial revolution.	Difficulties in working and collecting data in the Antarctic.	Videos (BBC iPlayer), maps, diary entries from scientist from research stations in the Antarctic.	Daily Polar weather station report in comparisons with KA Daily weather station report	Picture and maps are not enough to fully understand extreme weathers – videos are what's needed!	Hill, mountains and rivers in the Polar regions.	
Cycle B - Spring 1 Application of geographical knowledge to WW2 in Europe						Name and locate some of the places involved in WWII	
Cycle B - Spring 2 Study of the Holocaust						Location of Nazi/death camps in occupied Europe	
Cycle B – Summer 1 Study of agriculture, land-use and environmental impact				Day in the countryside including a visit to a commercial bee keeper.			

				Fieldwork study of insects/pollination count			
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Example Assessment Activities

Study of bees – children are to plan and design a habitat for bees for bread safely. They must be able to accurately and confidently discuss the agriculture, land use and environmental impact of bees and their habitat.

UKS2	Threshold Concept 2: Investigate patterns				
	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.				
	<u>2a</u> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	<u>2b</u> Understand some of the reasons for geographical similarities and differences between countries.	<u>2c</u> Describe how locations around the world are changing and explain some of the reasons for change.	<u>2d</u> Describe geographical diversity across the world.	<u>2e</u> Describe how countries and geographical regions are interconnected and interdependent.
Cycle A - Autumn 1 Apply geographical knowledge to mapping Slave Trade. Expand study to global trade.	Slave history locations in relation to the latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones and how impacted the slave trade.	Why did the cotton and sugar industries needed to be in the Americas and not Africa or Europe.	Human geography - Slave rebellion and the rise of impendence movements	Discussion about climate bands around the world and the impact these had on the slave trade.	Discuss how Europe, Africa and the Americas became interconnected and interdependent in relation to the slave trade. A legacy of European empire are companies like Rio Tinto Zinc.
Cycle A – Spring 2 Study of globalization: apply knowledge of global geography	Explore the geographical conditions on various societies to explain why they lived the way they did such as Waorani tribe in the Western Amazon.	Compare and contract different geographical circumstances and features.	Explore how environmental and political changes are affecting the societies studied.	Compare and contract different geographical circumstances and features.	How is the internet connecting different communities?
Cycle A - Summer 1 Study of environmental impact of climate change on eco-systems	Compare different regions and how climate change is affecting different zones.	How do different counties cope with geographical changes such as who can easily access clean water?	Describe how locations around the world are changing and explain some of the reasons for change in the face of climate change.	Compare different regions and how climate change is affecting different zones.	Study – How can richer countries support poorer counties to access clean water?
Cycle B - Spring 1 Application of geographical knowledge to WW2 in Europe	Significance of how Hitler's German troops became stuck in the Winter because they were not prepared for the extreme weather conditions.	Significance of how Hitler's German troops became stuck in the Winter because they were not prepared for	How war changed borders – Germany's expansion across Europe.	Significance of how Hitler's German troops became stuck in the Winter because they were not	Allies – How the European countries on the allies

		the extreme weather conditions		prepared for the extreme weather conditions.	side were politically affiliated with the USA. Italy and Germany were partners.
Cycle B - Spring 2 Study of the Holocaust	Location of Nazi prison camps in different regions of Europe.	Jewish communities spread out across different counties.	The impact that the Holocaust had on Jewish communities across the world.	Location of Nazi prison camps in different regions of Europe.	The positives – Where are the biggest Jewish communities now? In the UK? In Europe and USA?
Cycle B – Summer 1 Study of agriculture, land-use and environmental impact	Topic the bees – Study of different bees and where they thrive.	Which types of bees thrive in which climates.	How the bee eco system is changing and its affect on the bee population	Study of different bees and where they thrive.	Honey trade and recipes including honey.
Example Assessment Activities Pupils can compare two contrasting locations using maps and satellite images to identify how natural features (like rivers or mountains) influence human activities such as farming, settlement, and transport, then present their findings in a short report, poster, or oral presentation.					

UKS2	Threshold Concept 3: Communicate geographically		
	This concept involves an understanding geographical representations, vocabulary and techniques.		
	<u>3a</u> Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	<u>3b</u> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	<u>3c</u> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	Cycle A - Autumn 1 Apply geographical knowledge to mapping Slave Trade. Expand study to global trade.	Impact of slave trade in relation to both human and physical geography and how these impacted the slave trade. Why did the cotton and sugar industries needed to be in the Americas and not Africa or Europe.	Discuss compass points (N,S,E,W, NE, NW, SE, SW) and grid references of the UK in relation to slave trade routes and main slave trade areas. Make a map showing the transatlantic slave trade route highlighting climate zones, and population densities.
Cycle A – Spring 2 Study of globalization: apply knowledge of global geography	Explore the human and physical geographical conditions on various societies to explain why they lived the way they did such as Waorani tribe in the Western Amazon	Discuss compass points (N, S, E, W, NE, NW, SE, SW) and grid references of the UK in relation to Waorani tribe in the Western Amazon.	Children to make a digital map of where the Waorani tribe live in Western Amazon and note land use, climate zones, population densities, height of land.
Cycle A - Summer 1 Study of environmental impact of climate change on eco-systems	Compare different regions and how climate change is affecting different zones.		Use maps to compare different regions and how climate change is affecting different zones.

Cycle B - Spring 1 Application of geographical knowledge to WW2 in Europe	Study – What are human and physical impacts that WWII has had? Compare human (vegetation belts) and physical (land use) geography use pre and post war.	Compass direction of invasion routes.	Digital mapping of invasion routes.
Cycle B - Spring 2 Study of the Holocaust	Why were the concentrations camps located where they were? What physical/human features made Hitler choose those locations?	Location of concentration camps.	Routes into the concentration camps
Cycle B – Summer 1 Study of agriculture, land-use and environmental impact	Study of different bees and where they thrive. Which types of bees thrive in which climates? How the bee eco system is changing and its effect on the bee population.		
Example Assessment Activities Pupils create a fact file or annotated map of a chosen place (local or global), using correct geographical vocabulary (e.g. climate, land use, population, settlement, transport) and techniques such as compass directions, grid references, symbols, and keys to describe its features.			