
GEOGRAPHY
AUTUMN 2
KNOWLEDGE
ORGANISERS

Year 5 Autumn 2
Changing Landscapes – Biddulph & Beyond

Changes around Chatterley Whitfield.

Did You Know?

- Chatterley Whitfield was once **the largest colliery in Britain**.
- At its peak, thousands of people worked there.
- Today it is a **Scheduled Ancient Monument** – protected as an important historic site.
- Many old spoil heaps in Staffordshire have now been turned into **parks and nature reserves**.

Landscape	What a place looks like, including natural and human features.
Mining	Digging underground to get coal or other resources.
Colliery	A coal mine and its buildings.
Spoil Heaps	Large piles of waste rock left from mining.
Reclamation	Making old industrial land safe and useful again.
Regeneration	Turning old land into something new and better.
Heritage .	Valued history and traditions from the past.
Human Feature	Something built by people, e.g. houses, schools, roads.
Natural Feature	Something made by nature, e.g. rivers, hills, forests.

Locational Knowledge:

- Biddulph is a town in **Staffordshire, England**.
- Biddulph used to be a **mining town** – coal was taken from the ground to provide jobs and power industries.
- **Chatterley Whitfield** is a famous colliery site near Biddulph.

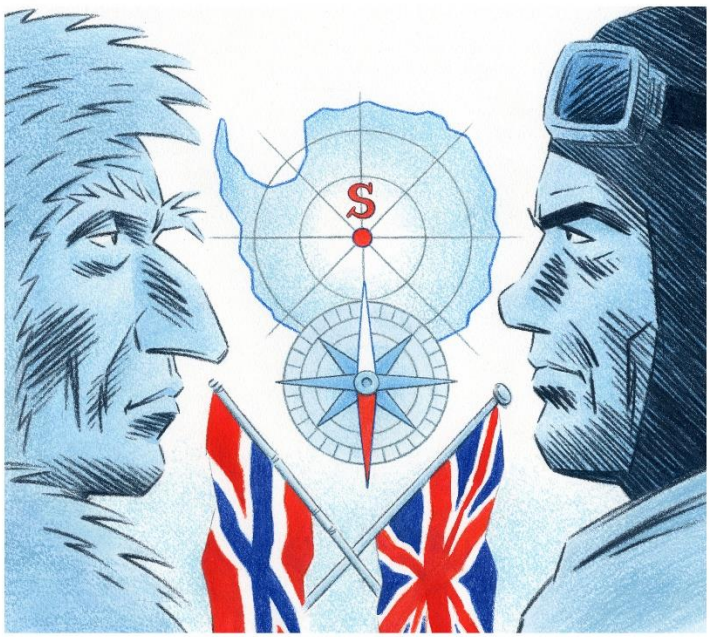
changes to the landscape:

- Mining created jobs but also caused **pollution, spoil heaps, and risks to health**.
- After mines closed, the land was **reclaimed and regenerated** into green spaces and heritage sites.
- Today, sites like Chatterley Whitfield help us learn about our **local history and community identity**.

Fieldwork:

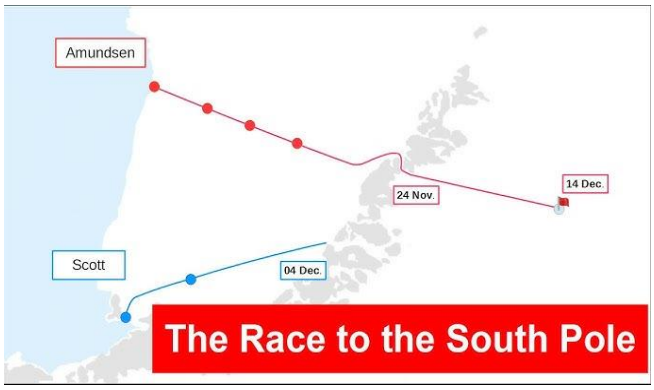
- **Fieldwork** = observing and recording outdoors.
- We can record using: tally charts, sketches, photos, maps.
- On our walk and site visit we observed:
  - **Natural features** (hills, rivers, trees).
  - **Human features** (houses, roads, old mining remains).
- At **Chatterley Whitfield**, we looked at pitheads, shafts, spoil heaps, and reclaimed green spaces.
- We used **maps, annotation, and reflection writing** to record our findings.

Year 6 Autumn 2
Race to the pole – Scott Vs Admundsen



Did You Know?

- Amundsen's dogs helped him travel faster and carry more supplies than Scott's ponies.
- Scott's team travelled over **1,500 miles** through blizzards and −60°C temperatures.
- Antarctica is so dry that it is classed as a **desert**.
- **Penguins live in Antarctica**, but **polar bears live in the Arctic** – they never meet!
- Modern scientists still study Antarctica to learn about **climate change** and **extreme survival**.



Word	Meaning
Expedition	A long and organised journey with a specific goal, often for exploration or discovery.
Antarctica	The frozen continent at the South Pole – the coldest place on Earth.
Explorer	A person who travels to unknown or unfamiliar places to discover and learn.
Sledge	A vehicle used for carrying people or goods over snow and ice.
Crevasse	A deep crack in a glacier or ice sheet that can be very dangerous.
Frostbite	An injury caused by freezing of the skin and tissue due to extreme cold.
Blizzard	A powerful snowstorm with strong winds and low visibility.
Diary	A personal written record of daily events, thoughts, and feelings.
Base Camp	The main camp from which explorers begin their journeys.
Morale	The confidence and determination of a person or group during difficult times.

Locational Knowledge

- Antarctica = the frozen continent surrounding the South Pole.
- It lies in the **Southern Hemisphere** and is almost completely covered in ice.
- Antarctica is the **coldest, driest, and windiest** place on Earth.
- It has **no permanent residents**, only visiting scientists and explorers.
- The **South Pole** is located at **90°S latitude**, the most southern point on Earth.

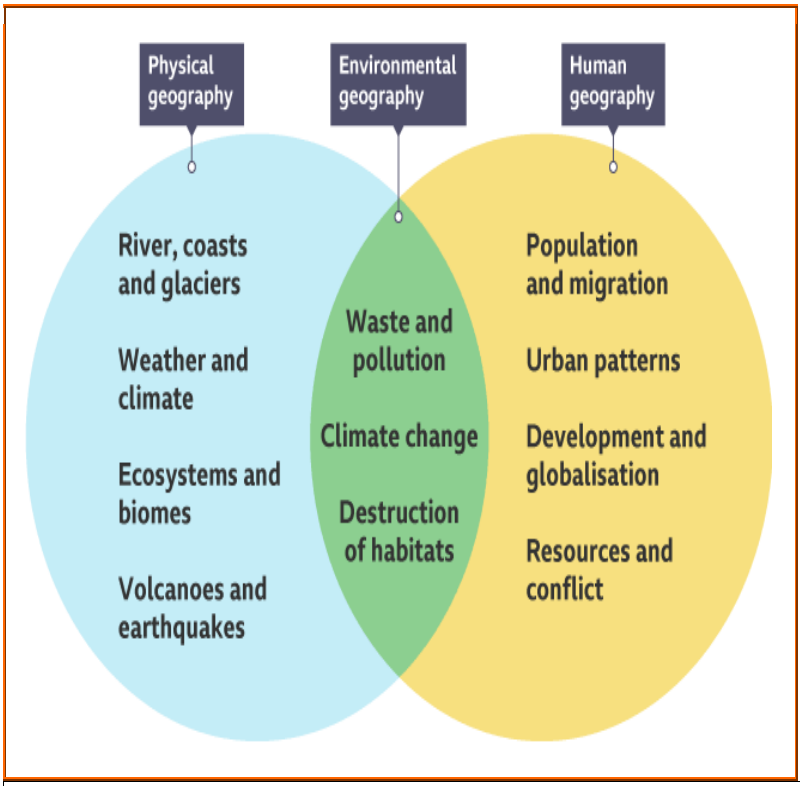
Map & Graph Skills

- **Climate graphs show** temperature **and** precipitation **patterns across the year.**
- **Antarctica's climate graph shows** very low temperatures **and** little precipitation**.**
- **Average temperatures stay** below 0°C all year round**.**
- **Use** latitude and longitude **to locate the South Pole and key expedition routes.**
- **Amundsen and Scott both travelled across the** Ross Ice Shelf **towards the Pole.**
- **Compare the** routes and terrain **– Amundsen's route had smoother ice plains and used dog sleds, while Scott's path crossed the** Beardmore Glacier**, with dangerous crevasses and steep climbs.**

Life and Exploration

- **Roald Amundsen** reached the **South Pole first** on 14th December 1911 using dog teams.
- **Captain Robert Falcon Scott** arrived on 17th January 1912, 33 days later.
- Scott's team faced **blizzards, frostbite, and exhaustion** on their return journey.
- **Captain Oates** sacrificed himself to try to save his team, saying, "I am just going outside and may be some time."
- Scott's final diary entry showed bravery and hope even in tragedy.

Year 7 Autumn 2
UK's physical and human geography



Did You Know?

- The UK's longest river is the **River Severn** – it flows for over 350 km.
- Over **80% of the UK's population** live in urban areas.
- The **Scottish Highlands** contain the UK's highest mountain – **Ben Nevis**.
- **London** is the UK's largest city, built where the River Thames meets the sea – ideal for trade and transport.
- **Satellite images** help geographers study land use, climate, and population patterns.

Writing Like a Geographer (PEEL)

- **P – Point:** Make a clear statement.
- **E – Evidence:** Give a real example (from map, photo, or video).
- **E – Explain:** Show cause and effect using connectives (*because, therefore, as a result*).
- **L – Link:** Connect back to the question or to the next idea.

Example: "People live near rivers **because** water and flat land make it easier to farm and build. **Therefore**, cities such as London developed along the River Thames."

Word	Meaning
Relief	The shape and height of the land.
Physical Feature	A natural part of the Earth's surface (e.g. mountains, rivers, coasts).
Human Feature	Something made or changed by people (e.g. cities, roads, ports).
Settlement	A place where people live and work.
Population Distribution	How people are spread out across an area.
Economy	How people earn and spend money (jobs, trade, services).
Accessibility	How easy it is to travel to or from a place.
Resources	Natural materials such as water, soil, coal, or minerals.
Tourism	Visiting places for enjoyment or leisure.
Industry	Jobs and businesses that make or produce goods.

Locational Knowledge

- The UK is made up of **England, Scotland, Wales, and Northern Ireland**.
- **Highlands** (mountainous areas) are mainly found in Scotland, Wales, and northern England.
- **Lowlands** (flatter areas) dominate the South and East, where most major cities are located.
- Important rivers: **Thames, Severn, Trent, Clyde, Tyne**.
- Major human features include **London, Birmingham, Manchester, Liverpool, Cardiff, Edinburgh, Belfast**.
- Coastal regions such as **the South Coast and East Anglia** attract tourism and trade.

Geographical Skills

- Use **atlases** and **OS maps** to identify physical and human features.
- Interpret **aerial, oblique, and satellite images** to recognise landforms and land use.
- Use **map symbols, scale, and grid references** to locate places accurately.
- Apply **PEEL writing** to explain geographical patterns and relationships.
- Compare **rural and urban areas** and explain how physical landscapes shape settlement and work.

Fieldwork and Enquiry Skills

- Use **photos, maps, and digital images** to identify land use and settlement patterns.
- Record observations using **sketches, annotations, and key vocabulary**.
- Analyse how physical and human features interact to shape the landscape.
- Reflect on: *How do landscapes influence where and how people live in the UK.*

Year 8 Autumn 2
Power of the Earth

Did You Know?

- Around **90% of earthquakes** occur in the **"Ring of Fire"** in the Pacific Ocean.
- The **2011 Japan earthquake** moved the entire island of Honshu by 2.4 metres.
- Tsunami waves can travel over **500 mph** across the open ocean!
- The **largest recorded earthquake** (Chile, 1960) reached **magnitude 9.5** on the Richter Scale.

Word	Definition / Meaning
1. Earthquake	A sudden shaking of the ground caused by movement of the Earth's tectonic plates.
2. Epicentre	The point on the Earth's surface directly above where the earthquake starts.
3. Focus	The point underground where the rocks break and the earthquake begins.
4. Magnitude	The size or strength of an earthquake, measured on the Richter Scale.
5. Tsunami	A huge sea wave caused by an underwater earthquake or volcanic eruption.
6. Subduction	When one tectonic plate slides or is forced beneath another.
7. Infrastructure	The basic systems a country needs to function, such as roads, electricity, and water supply.
8. Response	The actions taken to help people and rebuild after a natural disaster.
9. Primary Impact	The immediate effects of the hazard, such as buildings collapsing or people being injured.
10. Secondary Impact	The later effects of a hazard, such as disease, homelessness, or lack of clean water.

Locational & Tectonic Knowledge

- Earthquakes happen along **plate boundaries**, especially **conservative** and **destructive (subduction)** zones.
- **Haiti (2010):** magnitude 7.0, caused by movement along the **Caribbean Plate**, killing around **220,000 people**.
- **Indian Ocean (2004):** magnitude 9.1, caused by subduction of the **Indo-Australian Plate** beneath the **Eurasian Plate**, killing around **230,000 people**.
- The **focus** is where the rocks break underground, and the **epicentre** is directly above it.
- **Tsunamis** are caused when the sea floor suddenly rises or falls, displacing large amounts of water.

Geographical Skills & Enquiry

- **Describe and explain** how tectonic processes cause earthquakes and tsunamis.
- **Use maps and diagrams** to identify plate boundaries and affected areas.
- **Interpret data** such as magnitude, depth, and impact levels.
- **Use PEEL structure** to explain cause–effect relationships in extended writing.
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Fieldwork & Enquiry Skills

- Interpret **tectonic hazard maps** and identify high-risk areas.
- Use **timelines** and **cause–impact diagrams** to explain sequences.
- Evaluate how **preparedness and development** affect disaster impacts.
- Use **data comparison** between countries (e.g. Haiti vs Japan).