

# Hanslope Primary School

## Geography Knowledge Organiser

### Year 6: What is it like in North America?

#### How does this link to my previous learning?

- All previous work using map skills.
- Knowledge about the world and position of each of the 7 continents.

#### What key vocabulary will I learn:

- Time Zone – One of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT.
- Climate – The different weather conditions of an area over a long period of time.
- Longitude – The distance of a place east or west of the Greenwich meridian.
- Latitude – The distance of a place north or south of the equator measured in degrees.
- Region – An area, especially part of a country of the world having definable characteristics but not always fixed boundaries.
- State – An area with a government that can make decisions and pass laws for that area.
- North America – A large continent entirely within the Northern Hemisphere.
- Population – The number of people living in a particular place.
- Topography – The study of the shape of the surface features of an area.



#### National Curriculum Links:

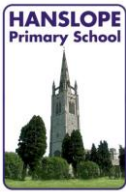
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and North America.
- Locate the world's countries including in Europe and North America.
- use maps, atlases, globes and digital/computer mapping to locate countries

#### How does this link to my future learning?

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities (KS3)
- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

#### What will I know by the end of this unit:

- I can locate North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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.
- I can name and locate countries, their capital cities and key features of North America (Canada, USA, Mexico)
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.
- I can explore the human and physical features of a North American country (mountains, rivers, climates, natural resources etc)
- I can explore patterns of settlement, population distribution and density (N America)
- I can identify key topographical features of an area of North America
- I can use 8 points of a compass confidently and accurately and I can use 6 figure grid reference and use longitude and latitude on atlas maps



# Hanslope Primary School

## Geography Knowledge Organiser

### Year 3: Who are our European neighbours? (Map skills)

#### How does this link to my previous learning?

- Locating hot and cold countries.
- What is the United Kingdom.

#### What key vocabulary will I learn:

- Europe – The 5<sup>th</sup> largest continent. It is located entirely in the Northern hemisphere. There are 46 countries.
- Continent – One of Earth's seven major areas of land.
- Population – The amount of people who live in a specific area.
- Capital city – The main city in a country, usually where a government is located.
- Border- A line that separates two countries. A passport may be needed to cross a border.
- United Kingdom – England, Scotland, Northern Ireland, Wales. Located in the west of Europe.
- Region – A large area of land that has common features.
- Northern Hemisphere – This is the northern part of the Earth (above the equator)
- Southern Hemisphere – This is the southern part of the Earth (below the equator)
- Equator – An imaginary line that cuts through the Earth horizontally.
- Human feature – A feature of Earth that has been created by people.
- Physical feature – A natural feature on the surface of the Earth.



#### National Curriculum Links:

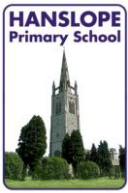
- Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. (Digimaps)

#### How does this link to my future learning?

- What is the relationship between climate zones and biomes. (Y4)
- Why do we go on holiday to Greece? (Y5)

#### What will I know by the end of this unit:

- I can locate the world's countries using maps to focus on Europe (including the location of Russia).
- I can identify the position of the equator, northern hemisphere and southern hemisphere.
- I can locate major European countries and their cities.
- I know Russia is the largest country in Europe.
- I can understand geographical similarities and differences through human and physical geography of a region of the UK.
- I can compare a region of the UK with a region of Europe.
- I can identify key human and physical features of major European countries.
- I can use maps, atlases, globes and digital/computer mapping to locate countries studied.



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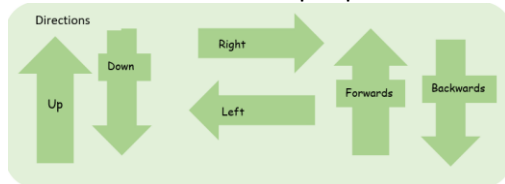
### Year 1: Where is Hanslope Primary School? (fieldwork)

#### How does this link to my previous learning?

- EYFS learning goals in making sense of the world around them, including where they live.

#### What key vocabulary will I learn:

- Map – A 2D drawing of an area shown from above.
- Location – A place or position.
- Local area – The area around where you live.
- Aerial view – What an area would look like from above, looking down on a specific area.
- Village – A place with a small number of houses for a few hundred people found in the countryside. Hanslope is a village.
- Directions – Instructions about how to get somewhere.
- Route – A way from one place to another.
- Human features- Things that are made or built by humans.
- Physical features – Natural things that exist like seas, mountains and rivers. They would be here even if no people were around.



#### National Curriculum Links:

- use world maps, atlases and globes to identify the United Kingdom and its countries
- use aerial photographs to recognise landmarks and basic human and physical features
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use simple fieldwork and observational skills to study.

#### How does this link to my future learning?

- Identifying what it is like to live in Hanslope and the geographical features associated with it.

#### What will I know by the end of this unit:

- I can make observations about and describe the school grounds and local area noting their distinctive features.
- I can explore and begin to recognise the distinctive features of the countries of the UK.
- I can begin to explain the difference between human and physical geography.
- I can begin to identify some human and physical features of my locality.
- I can use locational and directional language.
- I can use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map.
- I can use simple fieldwork and observational skills to study geography of the school.