Geography

Knowledge Organisers

Autumn One

Year 2

Hanslope Primary School
Geography Knowledge Organiser

Year 2: What is it like to live in Hanslope?

National Curriculum Links:

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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.

How does this link to my previous learning?

- Introduction to human and physical features (Yr1)
- Directional language (Yr1)
- Geography of my school (Yr1)
- Human and Physical features at the seaside (Yr1)

How does this link to my future learning?

- Similarities and differences between the UK and a region in a European Country (Yr3)
- Locate and name counties and cities of the UK and human and physical features (Yr3)
- Is the UK the same everywhere? (Yr3)
- How has the UK changed over time (Yr5)

What key vocabulary will I learn:

- **Route**- A journey from a starting point to a destination.
- **Compass** – something that tells people directions (North, East, South, West)
- **Key**- A list of symbols that appear on a map
- **Village**- A group of houses and associated buildings, smaller than a town, situated in a rural area
- **Town** - A place where people live that is smaller than a city but bigger than a village.
- **Aerial view** - Any view from a great height, above
- **Physical Feature**- Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.
- **Human feature**- Like houses, roads and bridges are things that have been built by people.

What will I know by the end of this unit:

- I can make observations about and describe the local area and its human and physical geography
- I can explain the difference between human and physical geography
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- I can follow and use directions
- I can use simple compass directions (NESW) to describe the location of features and routes on a map.
- I can draw a map of a real or imaginary place
- I can begin to understand the need for a key
- I can use class agreed symbols to make a simple key
- I can follow a route on a map

Year 4

Hanslope Primary School
Geography Knowledge Organiser

Year 4: What is the relationship between climate zones and biomes?

National Curriculum Links:

- identify the position and significance of latitude, longitude identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,

How does this link to my previous learning?

- United Kingdom weather patterns (Yr1)
- Hot and cold areas of the world (Yr2)

How does this link to my future learning?

- Rainforests (Yr4)
- Greece (Yr5)
- North America (Yr6)

What key vocabulary will I learn:

- **Equator**- An imaginary circle around the earth which divides the Earth into two equal parts.
- **Tropics of Capricorn**- The region of the Earth's surface that is closest south to the Equator.
- **Tropics of Cancer** - The region of the Earth's surface that is closest north to the Equator .
- **Arctic Circle**- An imaginary circle of latitude that lies 66.5° north of the equator. Everything north of this line is known as the Arctic
- **Antarctic Circle**- An imaginary circle of latitude that lies 66.5° south of the equator. Everything south of this line is known as the Antarctic
- **Latitude**- Invisible lines that run above and below the equator.
- **Longitude**- Invisible lines that run from the North to the South Pole around the Earth.
- **Climate zone**- Sections of the Earth that are divided according to the climate. There are three main climate zones; polar, temperate and tropical.
- **Biome**- A geographical area defined by its climate, plant and animal life and the activities of the people who live there
- **Vegetation belt**- An area where similar types of plant life grow, adapted to the conditions there
- **Flora and fauna**- The plants and animals that normally grow/live in a particular biome
- **Biodiversity**- The variety of animal or plant life in a particular habitat or environment.
- **Ecosystem**- A community of living and non-living things that work together.

What will I know by the end of this unit:

- I can locate the equator, north and south hemispheres, arctic and Antarctic circle
- I can locate the worlds climate zones on a map
- I can locate and identify some countries within each of the climate zones
- I can identify and describe the significance of lines of latitude, longitude, equator and tropics in relation to climate and weather
- I can explain the difference between climate and weather
- I can name some of the worlds main climate zones: Temperate, tropical, polar, arid, Mediterranean, mountains
- I can name some of the worlds major biomes (Tropical, Rainforest. Temperate Forest. Desert, Tundra. Taiga (Boreal Forest), Grassland., Savanna)
- I understand that vegetation belts are areas of the planet sharing certain flora due to climatic conditions
- I understand how climate and vegetation are connected within a biome
- I know the ways in which some flora/fauna have adapted to the climatic condition of their biome
- I can name some threats to a particular biome explaining why it is vulnerable
- I can suggest ways in which a vulnerable biome might be protected
- I can give details of the flora and fauna and climate of a particular biome I have researched

Year 5

Hanslope Primary School
Geography Knowledge Organiser

Year 5: How are mountains formed?

National Curriculum Links:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, **mountains**
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

How does this link to my previous learning?

- Human and physical features (yr1)
- Continents (Yr2)
- Earthquakes and volcanoes (yr3)

How does this link to my future learning?

- North America (Yr6)
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)

What key vocabulary will I learn:

- **Mountain –** A tall land form, often found as part of a group, called a mountain range, usually higher than 600m
- **Hill-** A rounded elevation of land lower than a mountain
- **Elevation**
- **Summit-** The highest point on a mountain
- **Slope-** The slanted side of a mountain
- **Plateau-** an area of flat, high ground
- **Base-** The bottom of the mountain
- **Ridge-** The long narrow top of a mountain
- **Topography -** The arrangement of the natural and artificial physical features of an area.
- **Contour lines -** A contour line shows where slopes, hills and mountains are. The closer the lines are together the steeper the slope. The number of lines tell you how far above sea level the land is.
- **Mountain range-** A group of mountains that form a chain or cluster.
- **Altitude-** The height of an object in relation to sea level.
- **Tectonic plates -** Large pieces of rock that make up the Earth's surface
- **Avalanche-** A large mass of snow or ice detached from the mountain slope and heading down the mountain
- **Ascent-** A climb or walk to the summit of a mountain or hill.
- **The Himalayas -** A mountain range in South and East Asia separating the plains of the Indian subcontinent from the Tibetan Plateau. The highest, Mount Everest, at the border between Nepal and China.

What will I know by the end of this unit:

- I can name and locate key mountain ranges around the world (Himalayas, Andes, The Alps, The Rocky mountains)
- I can locate Mt Everest (the tallest mountain in the world) and know its continent
- I can name and locate key mountains and ranges in the UK (incl, Mt Snowdon, Ben Nevis, Scafell Pike) (Pennines, Cairngorms)
- I can locate the position of longitude. Latitude
- I can observe and analyse a range of maps including topographical maps (contour lines)
- I can compare living in the UK to a mountainous region (human and physical features)
- I can explain the difference between a mountain and a hill
- I can identify different types of mountain and explain how they are formed
- I can recall the six main types of mountains (fold, fault block, plateau, dome and volcanic)
- I can explain when mountains are formed together this is called a mountain range
- I can name and label the features of a mountain (summit, slope, plateau, base, ridge, face)
- I can explore mountain climates
- I can explore The Himalayas and describe their importance (water source, Weather shield etc)