

Geography Knowledge Organisers

Summer 2



Hanslope Primary School

Geography Knowledge Organiser

Year 1: What is it like to live in Shanghai?

How does this link to my previous learning?

- Recognise some environments that are different from the one in which they live
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Year 1 unit – What is the weather like in the UK?

National Curriculum Links:

- 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 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.
- Use simple compass directions (North, South, East and West) and locational and directional language.

How does this link to my future learning?

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

What key vocabulary will I learn:



What will I know by the end of this unit:

- To recognise physical and human features.
- To draw a sketch map.
- To name and locate some continents on a world map.
- To identify physical and human features of a non-European country.
- To describe what it is like in Shanghai.
- To compare Shanghai to a small area of the UK.





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Geography Knowledge Organiser

Year 3: Why do people live near volcanoes?

How does this link to my previous learning?

- Year 2 unit – Why is our world wonderful?

What key vocabulary will I learn:

Epicentre - the point on the Earth's surface vertically above the focus of an earthquake.

Metamorphic rock - were once igneous or sedimentary rocks but have been changed as a result of intense heat and/or pressure.

Dormant volcano - one that hasn't erupted recently but is considered potentially active, meaning it could erupt again in the future.

Minerals - naturally occurring substances, with a crystal structure, such as limestone, clay, iron ore and gold.

Fault line - a line on a rock surface or the ground that traces a geological fault.

Magma - molten rock found beneath the Earth's surface, which, when erupted, becomes lava

Mantle - a layer within the Earth, situated between the crust and the core

Vent - an opening on the Earth's surface where volcanic material, such as magma, rock fragments, and gases, is emitted.

National Curriculum Links:

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

How does this link to my future learning?

- 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.

What will I know by the end of this unit:

- Name and describe the layers of the Earth.
- How and where mountains are formed
- Why volcanoes happen and where they occur.
- To recognise the negative and positive effects of living near a volcano.
- To explain what earthquakes are and where they occur.
- To observe and record the location of rocks around the school grounds and discuss findings.

