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?

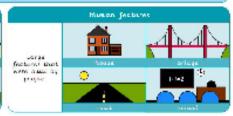
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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.





Hanslope Primary School 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.

