

Geography Knowledge
Organisers
Autumn 1



Hanslope Primary School

Geography Knowledge Organiser

Year 2: Would you prefer to live in a hot or cold place?

How does this link to my previous learning?

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - **Year 1 Unit** - What is the weather like in the UK?

What key vocabulary will I learn:

Arid - having little or no rain; too dry or barren to support vegetation.

Climate - the weather conditions prevailing in an area in general or over a long period.

Compass - a tool that helps you find directions (North, South, East, and West).

Continent - a very large area of land, separated from other landmasses by water or other geographical features

Equator - an imaginary line that circles the Earth around its middle, at 0 degrees latitude

Savannah - a type of grassland found in warm or tropical regions, characterised by tall grasses, scattered trees, and a dry climate

Temperature – how hot or cold something is

Rainforest - a dense forest that gets a lot of rain

Sea - a large body of saltwater that is smaller than an ocean and is often found where land and ocean meet

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
- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

How does this link to my future learning?

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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 will I know by the end of this unit:

- To name and locate the seven continents.
- To locate the North and South Poles.
- To locate the Equator on a world map.
- To compare the UK and Kenya.
- To investigate local weather conditions.
- To identify key features of hot and cold places.





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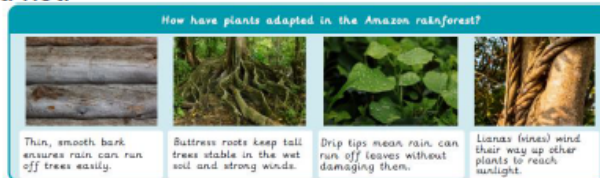
Year 4: Why are rainforests important to us?

How does this link to my previous learning?

Y2 unit - Why is our world wonderful?

What key vocabulary will I learn:

- **Global warming** – when our earth's temperature rises because of greenhouse gases.
- **Mining** – the process of digging up valuable minerals from the earth's crust.
- **Logging** – the cutting down of trees for their wood.
- **Deforestation** – the cutting down of trees for their wood.
- **Emergent layer** – the top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
- **Canopy layer** – the layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
- **Understorey layer** – the warm and damp layer above the forest floor that gets little light.
- **Forest floor** – the ground layer of the rainforest where it is dark, wet and hot.



National Curriculum Links:

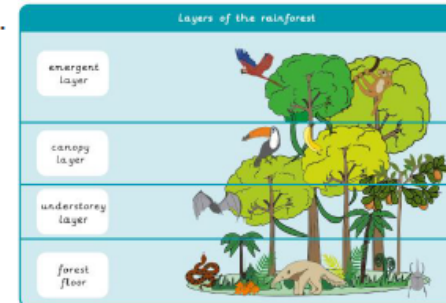
- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

How does this link to my future learning?

- Y5 unit – Why do oceans matter?

What will I know by the end of this unit:

- To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
- To describe the characteristics of each layer of a tropical rainforest.
- To understand the lives of indigenous peoples living in the Amazon rainforest.
- To describe why tropical rainforests are important and understand the threats to the Amazon.
- To understand how local woodland is used using a variety of data collection methods.
- To analyse and present findings on how local woodland is used.





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Year 5: What is life like in the Alps?

How does this link to my previous learning?

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

Y3 unit – Why do people live near volcanoes?

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
- **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
- **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.
- **Topography** - The arrangement of the natural and artificial physical features of an area.

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 future learning?

- **KS3** - 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:

- To locate the Alps on a map.
- To locate the key physical and human characteristics of the Alps.
- To describe the physical and human features of an Alpine region.
- To investigate what there is to do in the local area using data collection.
- To understand similarities and differences between the local area and an Alpine area.
- To understand the human and physical geography of the Alps.

