

Geography Knowledge Organisers

Spring 1



Hanslope Primary School

Geography Knowledge Organiser

Year 2: Why is our world wonderful?

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.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

What key vocabulary will I learn:

- **Country** - a nation with its own government, occupying a particular territory.
- **Land** - the part of the earth's surface that is not covered by water.
- **Location** - a particular place or position.
- **River** - a large natural stream of water flowing in a channel to the sea, a lake, or another river.
- **Scale** - ratio of a distance on the map to the corresponding distance on the ground.
- **Data collection** - the process of gathering and measuring information.
- **Map** - a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
- **Ocean** - a very large expanse of sea
- **Symbol** - a mark or character used to represent an object
- **Fieldwork** - study that consists of practical activities that are done away from your school, college, or place of work.

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 identify geographical characteristics of the UK.
- To locate some of the world's most amazing places.
- To know the names of the five oceans and locate them on a map.
- To understand how to draw human and physical features on a sketch map.
- To investigate local habitats and record findings.
- To understand how to present findings in a bar chart.





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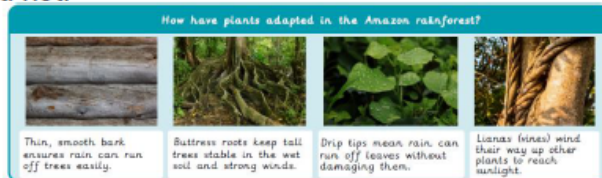
Year 4: Why are rainforests important to us?

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:

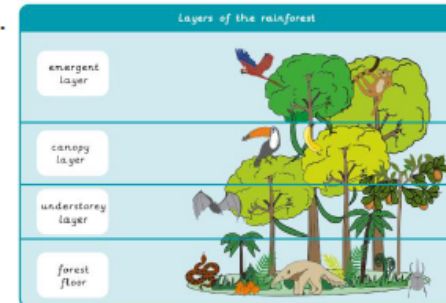
- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

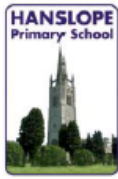
How does this link to my future learning?

- 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: Why do oceans matter?

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

Y4 unit – What are rivers and how are they used?

What key vocabulary will I learn:

- **Ocean current** – the movement of a large area of seawater driven by the wind, gravity and water density.
- **Coral reef** – a large rock structure in the ocean formed by corals.
- **Coral bleaching** – a process which turns coral white, losing its colour.
- **Microplastics** – tiny pieces of plastic created from plastic waste.
- **Acidification** – the process of making something acidic.
- **Overfishing** – the number of fish decreases as a result of extreme amounts of fishing.
- **Biodegradable** – when something naturally breaks down and returns to nature.
- **Single-use plastic** – plastic only used once and then thrown away.
- **Threat** – something likely to cause damage.
- **Marine** – relating to the ocean.

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?

- **KS3** - Human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

What will I know by the end of this unit:

- To explain the importance of our oceans.
- To locate and describe the significance of the Great Barrier Reef.
- To explain the impact humans have on coral reefs and oceans.
- To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
- To collect data on the types of litter polluting a marine environment.
- To present, analyse and evaluate data collected

