

Geography Knowledge Organisers

Spring 2



Hanslope Primary School

Geography Knowledge Organiser

Year 1: What is the weather like in the UK?

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 it like here?

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:

Weather symbols	Seasons	Map of the UK
sunny	spring	
sunny and cloudy	summer	
rainy	autumn	
snowy	winter	
thunder and lightning		
cloudy		
windy		
foggy		

What will I know by the end of this unit:

- To locate the four countries of the UK.
- To identify seasonal changes in the UK.
- To identify the four compass directions.
- To investigate daily weather patterns.
- To identify daily weather patterns in the UK.
- To understand how the weather changes with each season.





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Year 3: Who lives in Antarctica?

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
- Year 2 unit – **Would you prefer to live in a hot or a cold place?**

What key vocabulary will I learn:

- **Lines of latitude** - Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
- **Lines of longitude** - Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
- **Hemisphere** - One half of the Earth.
- **Climate** - The long-term weather conditions in a specific region.
- **Climate zone** - Areas of the world grouped together that have a similar climate.
- **Compass points** - North, east, south, west, north-east, south-east, south-west, north-west
- **Direction** - An imaginary line showing the way someone or something is moving.
- **Treaty** - A formal, written agreement between two places.
- **Drifting ice** - Thin, floating pieces of ice not attached to a glacier.

National Curriculum Links:

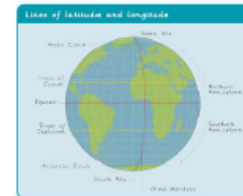
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range 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:

- To understand the position and significance of lines of latitude
- To describe the location and physical features of Antarctica.
- To describe the human features of Antarctica.
- To use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a simple route on a map using compass points
- To follow instructions involving compass points and map a simple route





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Year 6: Where does our energy come from?

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
- Year 4 unit - **Why are rainforests important to us?**

What key vocabulary will I learn:

- **Renewable energy** – energy that does not reduce in quantity when it is used.
- **Non-renewable energy** - energy that cannot be replenished and will eventually run out.
- **Fossil fuel** - a material formed from the remains of plants and animals over millions of years.
- **Hydropower** - energy generated by the movement of water.
- **Geothermal energy** - energy generated by the heat from the Earth's core.
- **Crude oil** - a naturally occurring liquid made millions of years ago, found underground.
- **Nuclear power** - energy generated from radioactive materials that create heat.

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:

- To know why energy sources are important.
- To understand the benefits and drawbacks of different energy sources.
- To understand how energy is generated in the United States.
- To know how energy sources are distributed in an area.
- To explain reasons for choosing an energy source.
- To collect and present data on where to position a solar panel on the school grounds.

