

Geography Knowledge Organisers

Summer 1



Hanslope Primary School

Geography Knowledge Organiser

Year 2: What is it like to live by the coast?

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.
- **Previous unit** - why is our world wonderful?

What key vocabulary will I learn:

- **Capital city** – a city where the government of that country is based
- **Coast** – a strip of land that meets the sea or ocean
- **Harbour** – a deep body of water that protects boats near land
- **Sand dunes** – a hill or ridge of sand piled up by the wind
- **Tourist** – a person who is travelling for pleasure
- **Cliff** - a type of landform on the surface of the Earth
- **Ocean** – a large body of salt water
- **Aquarium** - a container (such as a glass tank) or an artificial pond in which living aquatic animals or plants are kept
- **Pier** - a long, flat structure built out from land over water that is used for landing boats
- **Stack** – an isolated column of rock

National Curriculum Links:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- 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 key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

How does this link to my future learning?

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

What will I know by the end of this unit:

- To locate the seas and oceans surrounding the UK.
- To explain what the coast is.
- To identify the physical features of the coast.
- To identify human features on the coast.
- To investigate how people use the local coast.
- To present findings on how people use the local coast.





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Year 4: What are rivers and how are they used?

How does this link to my previous learning?

Previous units – what is it like to live by the coast?

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.

What key vocabulary will I learn:

- **Condensation** - water which collects as droplets on a cold surface when humid air is in contact with it.
- **Delta** - an area of low, flat land, sometimes shaped like a triangle, where a river divides into several smaller rivers before flowing into the sea
- **Estuary** - the tidal mouth of a large river, where the tide meets the stream.
- **Evaporation** - the process of turning from liquid into vapour.
- **Floodplain** - an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.
- **Irrigation** - the watering of land by artificial means to foster plant growth
- **Meander** – a river that follows a winding course.
- **Oxbow lake** - a curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.

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

How does this link to my future learning?

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.

What will I know by the end of this unit:

- To describe how the water cycle works.
- To recognise the features and courses of a river.
- To name and locate some of the world's longest rivers.
- To describe how rivers are used.
- To identify and locate human and physical features on a map.
- To collect data on the features of a local river.





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Year 5: Would you like to live in the desert?

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

Previous unit – What is life like in the Alps?

What key vocabulary will I learn:

- Agriculture - the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- Arid - (of land or a climate) having little or no rain; too dry or barren to support vegetation.
- Barren – land too poor to produce much or any vegetation.
- Biome - a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra.
- Climate - the weather conditions prevailing in an area in general or over a long period.
- Desert - arid land with usually sparse vegetation
- Desertification - the process by which fertile land becomes desert, typically due to drought, deforestation, or inappropriate agriculture.
- Drought - a prolonged period of abnormally low rainfall, leading to a shortage of water

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
- human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

How does this link to my future learning?

- **KS3** - understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
- 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 summarise the characteristics of a desert biome.
- To locate and explore features of deserts.
- To describe the physical features of a desert environment.
- To explain the different ways humans can use deserts
- To describe some of the threats facing deserts.
- To explore the similarities and differences between the two physical environments.

