

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.





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Geography Knowledge Organiser

Year 3: Are all settlements the same?

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 3 previous unit – **Who lives in Antarctica?**

What key vocabulary will I learn:

- **Facilities** - a place, building, or equipment provided for a specific purpose
- **Capital city** - the city where the central government of a country is located and has its main centre of power
- **Transportation** - the movement of people and things from one place to another
- **Land use** - the different ways humans use and allocate land for various purposes, such as residential housing, commercial businesses, farming, and recreation.
- **Monument** - a statue, building, or other structure erected to commemorate a notable person or event.
- **Settlement** - a place, typically one which has previously been uninhabited, where people establish a community.
- **Region** - an area, especially part of a country or the world having definable characteristics but not always fixed boundaries.

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 describe different types of settlements.
- To identify the human and physical features in the local area.
- To discuss why physical and human features are in particular locations.
- To describe how land use in the local area has changed.
- To identify land use in New Delhi.
- To compare land use in two different locations.





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Year 6: Can I carry out an independent fieldwork

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.

