

Geography Knowledge Organisers

Summer 2



Hanslope Primary School

Geography Knowledge Organiser

Year 1: Why do people like going to the seaside?

How does this link to my previous learning?

- Introduction to Human and Physical features
- Aerial photographs and aerial views
- United Kingdom and surrounding seas
- Directional language
- Constructing a simple map

What key vocabulary will I learn:

- Beach- a pebbly or sandy shore, especially by the sea
- Cliff- a steep rock face , especially at the edge of the sea
- Coast- the part of the land adjoining or near the sea
- Port- a place where boats can come and go to load/unload their supplies or people
- Harbour- a place on the coast where ships or boats moor (tie up)
- United Kingdom- made up of England, Scotland, Wales and Northern Ireland
- Seaside – a place by the sea, especially a beach area or holiday resort
- Human feature- a feature that has been made by humans
- Physical feature – a feature that has been formed by nature
- Pier- a structure built out into the water for people to walk on

National Curriculum Links:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, river, forest, hill, sea, river, soil, season and weather key human features, including: city, town, village, factory, farm, house, port, harbour and shop

How does this link to my future learning?

- Comparing a small area of the UK and a small area of a contrasting non European country (Yr2)
- Land use (Yr3)
- Why do we go on holiday to Greece (Yr5)

What will I know by the end of this unit:

- I can locate seaside towns on a UK map
- I know that the coast is where the land and sea meet
- I can explain the difference between human and physical features
- I can identify human and physical features of the seaside and begin to compare to my local area
- I can use aerial photographs to recognise basic human and physical features
- I can use directional and locational language to describe the location of features and routes on a map



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Year 3: Is the UK the same everywhere?

How does this link to my previous learning?

- United Kingdom and locate its capital cities, landmarks and surrounding seas
- Beginning to identify human and physical features in the UK

What key vocabulary will I learn:

- County- a small area of the UK containing lots of towns and villages
- Hamlet- a small settlement without a church
- City- A large urban area where lots of people live close to each other. There are often lots of shops and services.
- Town- A place where there are lots of houses and shops. A town may have a council that makes decisions for people who live there.
- Urban- relating to a town or city
- Rural – relating to the countryside
- Settlement- A settlement is a place where people live. It can consist of a single house or a group of homes. Settlements can contain different types of housing, parkland, shops and factories
- Land use – Land can be used for many things including agriculture, housing, industrial, business, leisure and retail
- Country - A country is land that is controlled by a single government.
- Village- A small group of houses, perhaps with a few shops and church, that are often in the countryside
- Border – A real or artificial line that separates geographical areas

National Curriculum Links:

- 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;
- Describe and understand key aspects of human geography including land use and settlements
- 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?

- How has land use changed over time (Yr 5)
- Biomes (Yr4)
- Land use in Greece (Yr5)
- My local area (Yr2)

What will I know by the end of this unit:

- I can locate my locality and bordering counties on a map
- I know the UK is split into counties and each one has its own council
- I know what defines a city as opposed to a town (cathedral)
- I can recognise the main land use in urban and rural areas
- I can explain what a hamlet, village, town and city is
- I can name my local county and its bordering counties (Buckinghamshire, Northamptonshire, Bedfordshire, Oxfordshire, Hertfordshire, Berkshire and Greater London).
- I can relate where I live to continent, country, region, county and city
- I can use letter/no coordinates to locate features on a map
- I can follow a route on a map with some accuracy
- I can 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



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Year 6: Into the future is our planet sustainable?

How does this link to my previous learning?

- Trade, natural resources, energy (Yr6)
- How sustainable is the rainforest (Yr4)

What key vocabulary will I learn:

- Sustainability – using natural resources in a way that we could keep doing for a long time
- Renewable- a natural resource that can be replaced when used
- Non renewable
- Conservation- the protection of environments to prevent their loss or destructions
- Fossil fuels – oil, coal and natural gas. Formed from the remains of plants, animals and other living things a long time ago. A non-renewable resource,
- Carbon neutral- the term given to attempt to remove carbon dioxide from the atmosphere
- Biofuels- fuels made from plant materials
- Curitiba – a city in Brazil, known as one of the greenest cities in the world
- Energy Security- access to reliable and affordable sources of energy
- Freiburg- a German city which has developed sustainable practices for its long term future

National Curriculum Links:

- Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water
- 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?

- 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 (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 (KS3)

What will I know by the end of this unit:

- I can describe some renewable, non renewable energy sources and how we can impact by reduce, reuse and recycling
- I can understand the positive and negative impact we can have on the environment and sustainability (climate, water, natural resources etc)
- I can explore the city of Curitiba (Brazil) the green city and how it is sustainable
- I can explain how Freiburg became more sustainable
- I can 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. (Focus: Sustainability of my school and locality e.g. green space, public transport, recycling)