

Geography

Knowledge Organisers

Autumn 1



Hanslope Primary School

Geography Knowledge Organiser

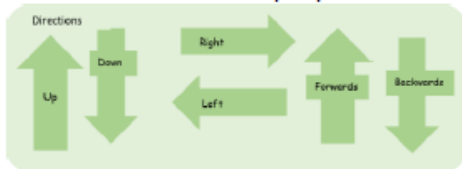
Year 1: Where is Hanslope Primary School? (fieldwork)

How does this link to my previous learning?

- EYFS learning goals in making sense of the world around them, including where they live.

What key vocabulary will I learn:

- Map – A 2D drawing of an area shown from above.
- Location – A place or position.
- Local area – The area around where you live.
- Aerial view – What an area would look like from above, looking down on a specific area.
- Village – A place with a small number of houses for a few hundred people found in the countryside. Hanslope is a village.
- Directions – Instructions about how to get somewhere.
- Route – A way from one place to another.
- Human features- Things that are made or built by humans.
- Physical features – Natural things that exist like seas, mountains and rivers. They would be here even if no people were around.



National Curriculum Links:

- use world maps, atlases and globes to identify the United Kingdom and its countries
- use aerial photographs to recognise landmarks and basic human and physical features
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use simple fieldwork and observational skills to study.

How does this link to my future learning?

- Identifying what it is like to live in Hanslope and the geographical features associated with it.

What will I know by the end of this unit:

- I can make observations about and describe the school grounds and local area noting their distinctive features.
- I can explore and begin to recognise the distinctive features of the countries of the UK.
- I can begin to explain the difference between human and physical geography.
- I can begin to identify some human and physical features of my locality.
- I can use locational and directional language.
- I can use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map.
- I can use simple fieldwork and observational skills to study geography of the school.



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Year 3: Why do people live near volcanoes?

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 – **What is it like to live by the coast?**

What key vocabulary will I learn:

- **Active volcano** - a volcano that is currently erupting or has erupted in the recent past.
- **Crust** - the Earth's thin, solid outer layer, upon which continents and ocean floors are formed.
- **Earthquake** - the sudden, violent shaking of the Earth's surface caused by the release of energy in the Earth's crust, often due to the movement of tectonic plates.
- **Epicentre** - the point on the Earth's surface that is directly above the focus, which is where an earthquake originates deep inside the Earth's crust.
- **Fault line** - a crack in the Earth's surface along which the blocks of rock on either side can move, often a line of weakness where earthquakes occur.
- **Minerals** - a naturally occurring, inorganic solid with a specific chemical composition and an ordered internal structure.
- **Mantle** - a layer of the Earth located between the crust and the core.

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 name and describe the layers of the Earth
- To explain how and where mountains are formed
- To explain why volcanoes happen and where they occur
- To recognise the negative and positive effects of living near a volcano
- To explain what earthquakes are and where they occur
- To observe and record the location of rocks around the school grounds and discuss findings





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Year 6: Why does population change?

How does this link to my previous learning?

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Y5 unit - Would you like to live in the Desert?

What key vocabulary will I learn:

Climate - the average weather conditions of a place over a long period encompassing variables like temperature, precipitation and wind.

Death rate - the number of deaths in a population over a specific time, usually a year, expressed per 1,000 individuals.

Birth rate - the number of live births in a population over a specific time, typically expressed as the number of births per 1,000 people per year.

Fossil fuels - non-renewable energy sources like coal, oil and natural gas, formed over millions of years from the decomposed remains of ancient plants and animals.

Migrant - a person who moves from one place of residence to another, either temporarily or permanently, across international borders or within a single country.

Noise pollution - any unwanted or excessive sound that can negatively affect human health, wildlife, and environmental quality.

Climate change - the long-term shift in average weather patterns and temperatures on Earth, primarily driven by human activities since the mid-1800s.

National Curriculum Links:

- 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?

- 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 understand the change and distribution of the global population.
- To define birth and death rates and describe why they change.
- To recognise the push and pull factors influencing migration.
- To begin to understand the impact climate change can have on the global population.
- To collect data showing how the population impacts the amount of traffic and litter in an area.
- To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

