



Geography

Child-friendly
Knowledge Organisers

Nursery - Understanding of the World

Creating and thinking critically:

I can have my own ideas -

- I can think of ideas
- I can find ways to solve problems
- I can find new ways to do things

I can make links -

- I can make links and notice patterns in their experience
- I can make predictions
- I can test my ideas (by grouping, sequencing, and showing cause and effect)

I can choose ways to do things -

- I can plan and make decisions about how to approach a task.
- I can solve a problem and reach a goal.
- I can check how well my activities are going.
- I can change my strategy as Needed.

- I can review how well my approach worked.



Development Matters:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue developing positive attitudes about the differences between people.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about what they see, using a wide vocabulary.

Key Vocabulary: positional language- e.g over, around, between, in front, behind (maths link), country

Reception - Understanding of the World

Creating and thinking critically:

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- I can think of ideas
- I can find ways to solve problems
- I can find new ways to do things

I can make links -

- I can make links and notice patterns in their experience
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I can choose ways to do things -

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Key Vocabulary: map, same, different, environment, weather words eg. sunny, cold

Development matters

- Talk about members of their immediate family and community.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
- 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.

Year 1 - Our school

Exploring my school - where it is and what it is like?

vocabulary	definition
I can use North, East, South, West	Positional language – compass directions.
I can follow directions	Positional language – left, right, up, down
Aerial photos	Photos taken from above
Village	A small settlement.



Field work:

- I can explore my school grounds.
- I can explore what we can see and hear.
- I can explore what is around my school.

Enquiry:

- Where is our school?
- What does our school look like?
- What is near our school?
- What is a village?

Sense of place:

I can share my views on where I live.

Fieldwork



Exploring maps:

- I know that maps give us information.
- I can use maps of our school, village and local area.
- I can find features on a map
- I can use aerial photos to find our school.
- I can draw a map and plan.



Year 1 - Weather

What is the weather like where I live?

Using and interpreting maps:

- I can understand simple weather maps and weather map symbols.



Field work skills:

- I can record temperature changes
- I can record and measure rainfall over time.



Books:

- Non-fiction books on weather
- Alfie's Walk - Shirley Hughes

Vocabulary

Weather related vocabulary

rain, fog, sun, wind, temperature, season, daily

Locational vocabulary

North pole, South Pole, equator



Local context:

I can make a weather station

Enquiry questions:

- What is the weather like where I live?
- How does the weather effect me?
- What is the weather like in each season?
- How does the weather change?
- How can I measure and record any changes?

Locational Knowledge:

- I can locate hot and cold areas of the world.
- I can compare daily weather patterns in the UK
- I can explore the four seasons and seasonal changes.

Year 1 - Our World

What is our planet like?

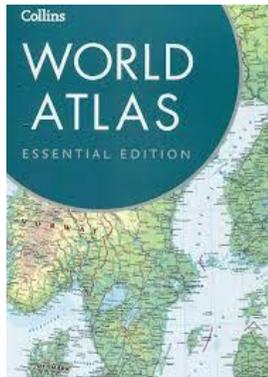


Vocabulary

Atlas, globe, map, 3D, 2D, aerial, key, human, physical

Geographical skills:

- I understand that an Atlas is a book of maps and globes show the position of countries on the Earth.
- I can use maps, atlases and globes with increasing independence.
- I can understand why maps need a key

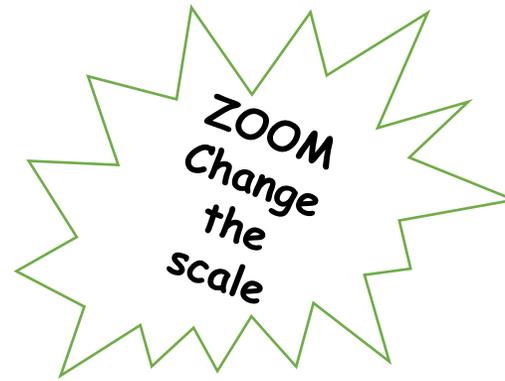


Using and interpreting maps:

- I can use maps and plans (3-D and 2-D).
- I can explore a location using aerial photos.
- I know that maps give information about the world.
- Locate places of personal interest on maps, atlases and globes

Enquiry questions:

- How do I know where I am in the world?
- How do I use a map, atlas and globe?
- What is it like where I live?
- What is it like where they live?



Location Knowledge:

- I can explore the human and physical geography of a small area of the UK.



Context:

- I can compare an area of the UK with an area of a non-European country

Sense of place:

- I can explore how places are similar and different.
- I can talk about my views of the two places and understand the views of the people who live there.

Year 2 - Sail the Ocean

Exploring continents and oceans.

vocabulary

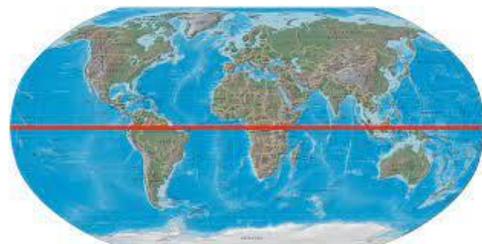
Positional language - compass directions.

Continents, pole, ocean, sea, equator



Enquiry questions:

- Why do maps need keys?
- Where are the equatorial and polar areas?
- What is the Antarctic continent like? What lives there?
- What lives in the Ocean?
- Where is the Great Barrier Reef and what is it like?



Using and interpreting maps:

- I can locate the continents using atlases and globes.
- I can find an OS symbol on a map.
- I can draw simple plan maps/sketches and label them.
- I can use digital maps to explore the location of the oceans and continents.



Locational Knowledge:

- I can find and name the 7 continents and 5 oceans of the world.
- I can locate the seas around the UK.
- I can locate the equator and countries on the equator.
- Hot and cold areas of the world



Links

- The Cutty Sark
- Christopher Columbus

Year 2 - Travel and Transport

What are other places like around the world? I can express my views about a place and its people.

Vocabulary	
I can use vocabulary to describe human and physical features	E.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. City, town, village, factory, farm, house, office, port, harbour, shop.

Sense of place:

- I can make comparisons of human and physical geography between small area of UK (Stanstead Abbots) and a village in a non-European country (Kenyan village)
- I can share my views and I can understand the views and values of other people

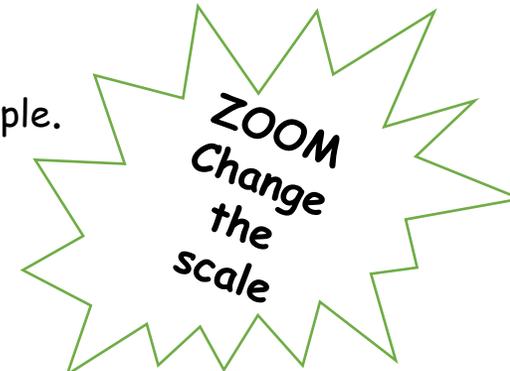
Fieldwork

Enquiry questions:

- What is it like where we live?
- What is it like where they live?
- How is our village similar or different?

Local context:

I know about local rivers, buildings, houses etc to make comparisons.

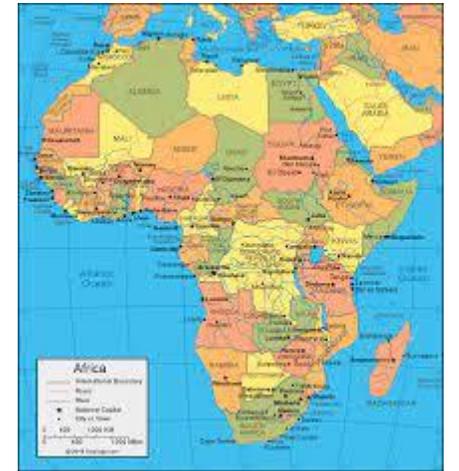


Locational Knowledge:

- I can identify a different continent and zoom in to find a different locality.

Using maps:

- I can use an atlas and digital maps to find explore a locality.
- I can work out a route to get to a destination and the transport I would use.
- I can draw a simple sketch map with a key.



Books:

Mama Panya's Pancakes - A village in Kenya
Handa's surprise

Year 2 - London

Exploring an urban environment



vocabulary	
I can use vocabulary to describe human features	town, city, urban, population, capital city

Locational Knowledge:

- Identify the UK and its countries
- I can name and locate the 4 countries and capital cities of the UK and surrounding seas.
- I can explore how London has changed over time.

Context:

- I can compare London and a city in a different country.

Books:

- Barnaby and Paddington visit London
- The River

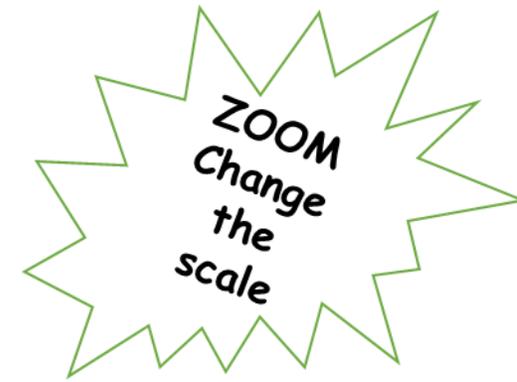


Enquiry questions:

- Where is London?
- What is London like?
- What are the human and physical features of London?
- Make predictions -How has London changed?
- What landmarks can you visit?
- What is the River Thames used for?

Using and interpreting maps:

- I can recognise features on maps e.g. roads, buildings, river.
- I can use a simple measuring tool and with support I can find distance.
- I can use and draw key symbols on maps.



Locational Knowledge:

- I can use ground level and aerial photographs and satellite images to point out main features or places I recognise on them.
- I can change the scale of digital maps (e.g. Google maps) to find locations and identify features.



Year 3 - Natural disasters and volcanoes

Vocabulary

Earth, crust, mantle, volcano, Equator, eruption, Magma, Ring of fire, Chamber, Conduit, Ash cloud, Vent, Lava, Tsunami Volcanologist, Fertile, Earthquake

Photos:

- I can use aerial and ground level photographs of volcanoes and place them onto a map.

Sense of place:

- I can understand the views and values of other people.
- I can explore how these events affect human life and how to stay safe.



Subject Knowledge:

- I can describe, explain and draw conclusions about the causes and impacts of natural disasters.
- I can understand the causes and human/physical impacts of eruptions.
- I can compare the climates of a range of countries and say whether this has an effect on volcanic activity.
- I can name the areas that are prone to volcanic activity and earthquakes and be able to say why this is.
- I can name some volcanoes and earthquakes.

Using and interpreting maps:

- I can explore a volcanic area.
- I can use maps with various scales and digital maps to locate countries and describe key features e.g. tropics, equator.

ZOOM
Change
the
scale

Enquiry questions:

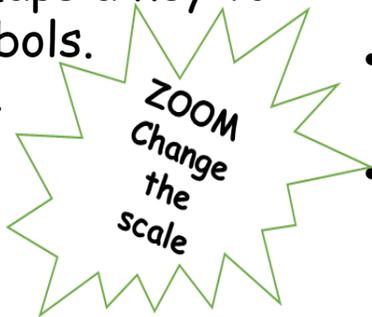
- How are tornadoes and earthquakes measured?
- Where are the Earth's disaster hotspots?
- Why do some people choose to live near a volcano?
- How is a volcano made?
- What lies beneath the surface of the earth?
- Where are the tropics and the equator?



Year 3 - The United Kingdom

Using and interpreting maps:

- I can make a map of small area with features in the correct places using OS map style symbols.
- I can align a map with a route.
- I can draw a sketch of a birds eye view.
- I can use aerial views of landscapes (digital maps, aerial photos)
- I can give and follow direction instructions (8 point compass)
- I can give maps a key to explain symbols.
- I can locate images on a map.



Locational Knowledge:

- I can locate and identify the counties and cities of **The UK**, including geographical regions and key topographical features e.g. hills, rivers
- I can identify land patterns in the UK and how they have changed.
- I can locate key landmarks.

Vocabulary

Topographical features

hills, mountains, coasts and rivers



Sense of place:

- I can analyse similarities and differences between different locations in the UK - studying pictures, drawing conclusions and asking questions.
- I can use map keys to make assumptions about what a place is like.



Enquiry questions:

- Where is the UK?
- Where are the counties of the UK?
- Compare 2 cities - what are they like? How have they changed?

Year 4 Rivers The Nile



Sense of Place:

- I can understand the views of other people - I can explain how Egyptians rely on the Nile and how the river is used in their daily life.

Subject Knowledge:

- I can explore the physical features of the River Nile.
- I can describe human and physical features, including key landmarks and features of Egypt (pyramids, Nile Delta etc)
- I can compare the River Nile in ancient times and today and describe the changes over time.



Using and interpreting maps:

- I can use 4 and 6 figure grid references and understand that they can help find a place more accurately.
- Ask questions and deduce information from maps.
- I can locate features using grid references.
- I can locate Egypt using maps, globes and digital mapping.



Vocabulary

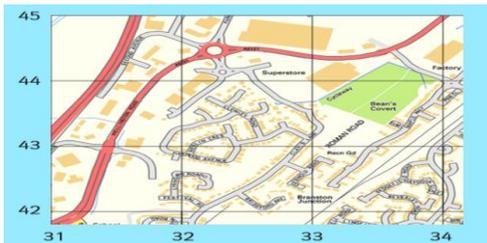
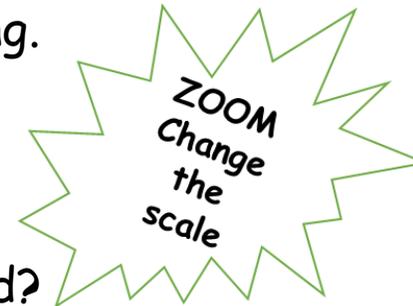
Delta, desert, flood, irrigation, source

Books:

A River - Marc Martin
Journey to the river sea - Eva Ibbotson

Enquiry questions:

- Where is Egypt located?
- How has Egypt and the Nile changed since ancient times?



Year 4 - Fieldwork

Using and interpreting maps:

- Use the internet and digital imaging to locate key areas.
- I can use the eight points of a compass, 4 and 6 figure grid references.
- I can explain how rivers are formed.



Local Context:

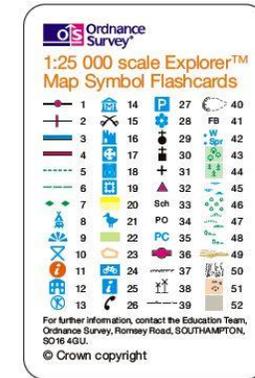
- I can compare the Nile and the River Lea.
- I can visit the River Lea to see what it is like where we live

Geographic skills:

- I can make observations
- I can undertake surveys, present data and draw conclusions

Enquiry questions:

- How is the river used by humans?
- How is wildlife affected by the people that live there?
- Can you see any effects of pollution?
- Why is it dangerous to pollute the river at the source?
- Which area is the most polluted and why?
- What types of pollution can you see?



Vocabulary

Source, mouth, pollution, human and physical features, river bank, river flow, fork, Thames, Chiltern Hills

Sense of place:

What is the river like?
Do you like it here?
How does it make you feel?

Fieldwork

Year 4 - Rainforests The Amazon



Geographic skills:

- I can use aerial photos to make connections with features seen on maps.
- I can add a range of annotations/labels/text to images help explain the features of Rainforests.

Subject Knowledge:

- I can identify countries in both hemispheres and locate these on a map. I can locate South America and its countries and major cities.
- I can explain links between rainforests and their location.
- I understand the water cycle process and the influence of the Rainforest on that process.
- I can explain what is important for a healthy rainforest
- I can explain environmental regions - biome and climate zone, vegetation belts

Vocabulary

Biome, Rainforest, climate zone, water cycle, precipitation, indigenous, Amazon River, humidity, food chains, ecosystems, tropics of Cancer/Capricorn

Enquiry questions:

- What threats are there to our rainforests and how can we prevent them?
- What is climate change? How can we help?
- What animals would you expect to find in the rainforest?
- How does the water cycle affect the rainforest?

Books:

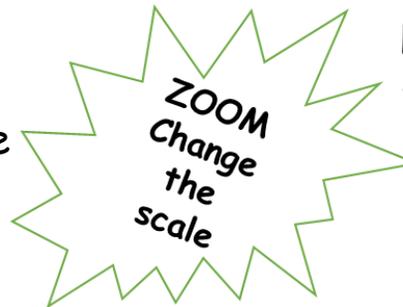
- Into the jungle - Katherine Rundell
- The great kapok tree - Lynne Cherry
- Pongo - Jesse Hodgeson
- The shamen's apprentice - Lynne Cherry

Sense of place:

- I can explore the communities that call the rainforest home and explore their values and way of life.

Using and interpreting maps:

- I can name and locate where the worlds rainforests are (environmental regions)
- I can use maps, atlases and globes (including digital maps) to describe features.
- I can add photographs of rainforests to locations on a map.



Local context:

- I can explore ways we can tackle climate change in our school and the wider world.

Year 5 - A European Odyssey

Using and interpreting maps:

- I can use digital maps and photographs at different scales.
- I can explore different ways that height is shown on a map.
- I can use atlases, maps and digital mapping to understand the physical and human geography of the Alps.

Enquiry questions:

- What countries make up Europe?
- What are the key features of the Alps?
- What is life like in the Alps?



Locational Knowledge:

- I can locate and identify the world's countries (including Russia), focussing on the countries and cities of **Europe**.
- I can locate some of Europe's major cities.
- I can explore the region of the Alps, finding out about key topographical features, including mountains, rivers and land use patterns.
- I can understand how elevation affects climate.

Vocabulary

slope, contour, scale, topographical, climate

Geographic skills:

- I can explore mountains, including using models and maps to talk about contours, height and slopes.
- I can use a range of viewpoints from ground photos up to satellite images.



Sense of place:

- I can understand similarities and differences (in both human and physical geography) between the UK and the Alpine areas of Europe.
- I can understand the economic and environmental effects of tourism on an area.

Year 6 - Amazing Americas

Locational Knowledge:

- I can locate and identify the worlds countries, focussing on the countries and cities of **North and South America**
- I can locate the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including night and day)

ZOOM
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the
scale

Vocabulary

latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Prime/Greenwich Meridian and time zones (inc. night and day)



Using and interpreting maps:

- I can give directions and instructions to 8 compass points
- I can use a bar scale on maps.
- I can use measuring tools accurately when using digital maps.
- I can draw thematic maps and know 1:50,000 symbols and atlas symbols.
- I can use a linear scale to measure the length of rivers and roads.

Geographic skills:

- I can explore transport and population changes.
- I can explore economic activity including trade and distribution of natural resources including energy, food, minerals and water

Sense of place:

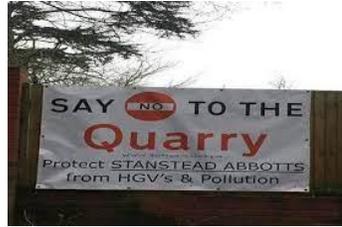
- I can understand the key human features of a locality e.g. trade links, economic activity and the distribution of natural resources (including energy, food. minerals and water) and tourism.
- I can understand the similarities and differences (in both human and physical geography) of a region of the UK and a region of North or South America.
- I can compare regions and understand the differences in features.



Enquiry questions:

- Where is America in the world?
- What key physical and manmade features does it have?

Year 6 - Environmental Issues Including Local Study - The Quarry



Enquiry questions:

Local context:

- How would a quarry affect the lives of local residents?
- What are the short term and long term impacts? What are the advantages and disadvantages?

Wider context:

- What are the advantages and disadvantages of renewable energy sources?
- What ways can people reduce their carbon footprint?
- What impact does single use plastic have on the environment?
- How can we make a difference?



Using and interpreting maps:

- I can widen the range of photos used and the scope of questioning e.g. compare maps next to aerial photos using split screen sites such as "Where's the path"
- I can relate maps to each other and to vertical aerial photos.
- I can identify types of settlement and land use.



Fieldwork

Sense of place:

Local context

- I can explore a local issue and understand people's opinions and views.
- I can use maps to research factual information about local locations and features

Wider context:

- I can understand environmental issues in the world
- I can understand how the daily choices made by Western society has an affect the environment - clothes, cars, planes, household products.
- I can explore and compare 1st an 3rd world views on environmental issues and their impact on climate change.

Fieldwork

What is it like in my local area?



Each class will carry out a fieldwork in the school grounds or local area.

Focus areas:

N - Explore our school and garden - linked to *All about me* unit

R - Local study of our village highstreet - linked to *Similarities and differences* unit

Y1 Local study focussing on our school - linked to *Our School* unit.

Y2 - Local study focussed on travel and transport in our area - linked to *Travel and Transport* unit

Y3 - Local Study on local land use - linked to *The United Kingdom* unit.

Y4 - Local study on The River Lea - linked to *Rivers* unit.

Y5 - Study of the local area with focus on local industry.

Y6 - Local study on the impacts of the local quarry - linked to *Environmental issues - The Quarry* unit.



Collecting evidence

- I can observe and measure.
- I can collect data and find evidence.
- I can record and analyse data.
- I can present information.

Sense of place:

- I can explain and record differences and similarities between places in the local area.
- I can explore human and physical aspects of the local area.

Presenting information:

- I can use field sketches - including adding detail, title and descriptive labels to a field sketch.
- I can draw plans.
- I can create and present graphs.

