



Geography

**Knowledge and Skills
Organiser**

Characteristics of Effective Learning to be covered

Creating and Thinking Critically thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas •Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Nursery

Knowledge and Understanding of the World

The World

People and Communities

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

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Choosing ways to do things

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Reception

Knowledge and Understanding of the World

The World

People and Communities

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.

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

Using and interpreting maps

- know that maps give us information.
- Use maps of our school, village and local area (real and Google maps)
- Find features on a map
- Draw a plan map.

Fieldwork

- Follow directions, up, down, left, right, forwards, backwards (maybe markers along a route or using big arrows)
- Use simple fieldwork and **observations** to explore the school and local area e.g. what are the school grounds like? Observe what we can see and hear. Explore what is around the school.

Subject Knowledge

- Use aerial photos and maps to find our school and other recognisable features.

Links

- History links – what was our school like in the past.

Year 1 Our school *Exploring my school – where is it and what is it like?*

Sense of place

- Pupils can share their views on where they live.

Key Vocabulary for topic

- Village – a small settlement
- Aerial (photos from above)
- We will begin to use positional language (compass directions, N, E,S,W and left, right, up, down)

Enquiry questions

- Where is our school?
- What would our school look like - from the ground and above?
- What is near our school?
- What is a village?

Using and interpreting maps

- Explore weather maps and weather map symbols

Fieldwork

- Record temperature changes
- Record and measure rainfall over time
- I can observe and record the weather

Subject Knowledge

- Compare daily weather patterns in the UK
- Locate hot and cold areas of the world (equator, north and south poles)
- Explore the four seasons and seasonal changes.
- Explore geographical changes within each season

Local context

I can make a weather station

Year 1 Weather *What is the weather like where I live?*

Links

Non-fiction books – weather
Alfie's Walk – Shirley Hughes
Science – weather stations

Key Vocabulary for topic

Weather related vocab - Weather, rain, fog, sun, wind, temperature, season, daily
Location Vocab - North pole, South Pole, equator

Enquiry Questions

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

Using and interpreting maps

- Use maps and plans (3-D and 2-D).
- Explore a location using aerial photos and find features.
- Know that maps give information about the world.

Geographic skills

- Know that an Atlas is a book of maps and globes show the position of countries on the Earth.
- Use maps, atlases and globes with increasing independence.
- Understand why maps need a key

Subject Knowledge

Location Knowledge:

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

Context:

- Compare an area of the UK with an area of a non-European country

**Year 1
Our World
*What is our planet like?***

ZOOM
Remember
to change
the scale

Key Vocabulary for topic

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

Possible Questions

- How do I in 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 other people live?

Sense of place:

- Explore how places are similar and different.
- Pupils can share their views of the two places and understand the views of the people who live there.

Using and interpreting maps

- Pupils recognise simple features on maps e.g. roads/buildings/ivers
- find places using a postcode or name search/zoom in and out of a map
- use a simple measuring tool and with support show distance.
- Use and draw key symbols on maps

Geographic skills

- use ground level and aerial photographs and satellite images to point out main features or places.
- draw a simple route
- I can draw around simple shapes and explain what they are e.g. park.

Subject Knowledge

Locational Knowledge:

- Name the 4 countries and capital cities of the UK.
- I can identify changes over time.

Context:

- I can compare London and a city in a different country
- How has London changed over time?

Human and physical geography

- I can identify human and physical features of the area.
- start to identify the physical features of London

Links

- History – Great Fire of London (building and street names)
- English - writing postcards and letters.
- 'Barnaby and Paddington visit London'
- 'The River'

vocabulary

Town, city, urban, human geography, population, Britain, capital city

Enquiry questions:

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

Sense of place:

Pupils can share views about the place, people and environment.

Year 2 London *Exploring an urban environment*

ZOOM
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the scale

Change the scale:

- I can change the scale of digital maps (e.g. Google maps) to find locations and identify features.

Using and interpreting maps

- Locate places on maps, atlases and globes.
- Find an OS symbol on a map
- Use world maps to identify the UK in the world and the location of other countries, continents and oceans.
- draw simple plan maps/sketches and label them.
- use digital maps to explore the location of the oceans and continents.
- I can draw objects to scale on squared paper (1:1, 1:2)

Subject Knowledge

Locational Knowledge:

- Name and locate the world's 5 oceans and 7 continents
- Locate the seas surrounding the UK.
- I can locate the equator and identify countries on the equator.

Year 2 Sail the Ocean *Exploring continents and oceans*

Subject specific vocabulary

- Positional language- compass directions (N,E,S,W)
- Continents, pole, ocean, sea, grid reference, Europe, equator, trade

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?

links

- Non-fiction – Christopher Columbus “The Journey”
- Ice Trap – Shackleton's adventure
- Pirates next door
- The Cutty Sark

Using and interpreting maps

- Draw simple map or plan
- Use symbols on maps
- I can follow a route on a prepared map (We will work out how to get to a destination)
- Identify routes on a map

Fieldwork

Local context:

- Use simple fieldwork and observational skills to research about what transport like where we live e.g. traffic survey, train routes

Subject Knowledge

- identify a different continent and zoom in to find a different locality.
- Look at holiday destinations and locate them, identifying which continent they belong to.
- Explore modes of travel around the world and compare with UK.

Key Vocabulary for topic

Vocabulary specific to human and physical features:

Bridge, building, bungalow, bus, church, city, town, village, factory, farm, shop, house, office, port, harbour

Year 2 Travel and Transport *What are other places like?* *How do people get around?*

Sense of place:

- make comparisons between Stanstead Abbots village and a village in a different country (e.g. Kenyan village)
- Pupils can share their views and understand the views and values of other people

Enquiry questions:

- What is it like where we live?
- What is it like where other people live?
- How is our village similar or different?
- CBBC– where in the world programmes

links

The Where on Earth book of Rivers
Who's hiding in the River?
Mama Panya's Pancakes – A village in Kenya
Handa's surprise
DT – Making vehicles

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Using and interpreting maps

- Use a zoom function to closely explore a volcanic area.
- Use maps and globes with various scales to locate key features – tropics, equators etc.
- use a range of maps, atlases, globes and digital maps to locate countries and describe features
- Use photographs of volcanoes and place them onto a map.

Physical geography

- I can describe and explain and draw conclusions about the causes and impacts of natural disasters.
- Understand the cause and effect of volcanos.
- Compare climates of a range of countries and say whether this has an effect on volcanic activity.
- name the areas that are prone to volcanic activity and earthquakes and be able to say why this is.
- Name some volcanoes and earthquakes.

Year 3 Natural disasters and volcanoes

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Links

Local and recent earthquakes

Key Vocabulary

Earth Crust Mantle Volcano Equator
Eruption Magma Ring of fire
Chamber Conduit Ash cloud Vent
Lava Tsunami Volcanologist Fertile
Earthquake

Enquiry Questions:

- How are tornadoes and earthquakes measured?
- Where 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?

Sense of place:

- Pupils can understand the views and values of other people.
- Explore how these physical features affect human life and how to stay safe.

Literature links

- English - writing on a recent earthquake/volcanic eruption
- Flowcharts and explanation texts on how a volcano is created.
- Poetry about volcanoes
- Non Fiction writing

Using and interpreting maps

- 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.
- I can align a map with a route
- make a map of small area with features in the correct places using OS map style symbols

Locational Knowledge

- I can locate and identify the counties and cities of the UK, including geographical regions and key topographical features (hills, mountains, coasts and rivers)
- I can identify land patterns in the UK and how they have changed.
- I can locate key landmarks

Compare and contrast:

- analyse similarities and differences of different locations in the UK and draw conclusions.

Year 3 The United Kingdom

Vocabulary

Human feature, physical feature
Birds eye view, aerial, hills, mountains, coasts and rivers (topographical features)

Enquiry Questions

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

Fieldwork

- I can draw a sketch of a birds eye view and use aerial views of landscapes (local landscapes) as well as digital maps, like Google Maps, and aerial photos.
- I can align a map with a route
- Where is our village located with in the UK?

Using and interpreting maps

- I know that 6 figure grid references can help you find a place more accurately than 4 figure coordinates.
- I can locate features using grid references.
- I can locate Egypt using maps, globes and digital mapping.

Subject Knowledge

Human and physical geography

- Explore the physical features of the River Nile.
- Describe human and physical features, including key landmarks and features of Egypt (pyramids, Nile River, Nile delta etc)
- etc)
- I can explain how rivers are formed.
- I can compare the River Nile in ancient times and today and describe the changes over time.

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Fieldwork:

Local context

- Comparison of Nile and River Lea
- Visit the River Lea and compare the river where I live.

Year 4 Rivers *The Nile*

vocabulary

Delta, desert, flood, irrigation, source

Books:

A River – Marc Martin
Journey to the river sea – Eva Ibbotsea

Enquiry Questions

- Where is Egypt located?
- How was the Nile River used by Egyptians in their daily life?
- In what ways did Egyptians rely on the Nile?
- How has Egypt changed since ancient times?

Sense of Place:

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

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.

Geographic skills:

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

Year 4 Fieldwork

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

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?

Using and interpreting maps

- Be able to name and show on a map where the worlds rainforests are (environmental regions)
- Use map, atlases and globes (including digital maps)to describe features.
- Add photographs of rainforests to locations on a map.

Geographic skills

- use aerial photos to make connections with features seen on maps in relation to rainforests.
- Use area measurement tools to examine a rainforest.
- Ask questions to deduce information about rainforests based on what they see on a map.
- undertake surveys, present data and draw conclusions.
- add a range of annotations/labels/text to images help explain the features of Rainforests

Locational Knowledge

- Location of **South America**, specifically looking at which countries the Amazon river passes through and how this affects the people who live there?
- Identify countries in both hemispheres and locate these on a map. I can locate South America and its countries and major cities.
- Explain what links there are between rainforests and their location.

Physical geography

- I understand the water cycle process and the influence of the Rainforest on that process.
- Explain what is important for a healthy rainforest.
- Explain environmental regions – what is a biome and climate zone is.

Local context

- Explore threats to our rainforests and how can we prevent them.
- Explain some ways that we aim to tackle climate change in our school and the wider world.

Year 4 Rainforests *The Amazon*

Sense of place:

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

Vocabulary

Biome, rainforest, climate zone, water cycle, precipitation, indigenous, amazon river, humidity, food chains, ecosystems, tropics of cancer and Capricorn

Enquiry Questions

- What threats are there to our rainforests?
- What is a biome? What is climate change?
- What animals would you expect to find in the rainforest?
- Are there more rainforests in the southern or northern hemisphere?
- How does the water cycle affect the rainforest?
- What communities call the rainforest home?

links

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

Locational Knowledge:

- I can explore how the human and physical features of Stanstead Abbots have influenced local industries now and in the past.
- I can explain how characteristics have changed over time.

Geographic skills:

- I can use a range of viewpoints from ground photos up to satellite images.
- I can collect data using fieldwork in my local area.

Using and interpreting maps:

- I can use the eight points of a compass, 4 and 6 figure grid references.
- I can draw detailed sketch maps using symbols and a key.
- I can interpret different scale maps.
- I can use digital maps and photographs at different scales.
- I can widen the range of photos used and the scope of questioning e.g. compare historical maps next to aerial photos or current maps

**Year 5
Fieldwork**

Enquiry questions:

- What jobs to people in Stanstead Abbots have?
- What different shops and businesses are there in Stanstead Abbots?
- How has the industry of Stanstead Abbots changed over time?

Vocabulary:

grid reference, scale, key, industry, retail, hospitality, tourism

Sense of place:

- I can I can compare the industries in our village (Stanstead Abbots) to the industries in an Alpine village.

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.

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

Locational Knowledge

- locate and identify the worlds countries (including Russia), focussing on the countries and cities of **Europe**.
- locate some of Europe's major cities.

Human and Physical geography

- Explore geographical regions and key topographical features (hills, mountains, coasts and rivers and land use patterns)
- Explore how characteristics have changed over time.
- explore the region of the Alps, finding out about key topographical features, including mountains, rivers and land use patterns.
- understand how elevation affects climate.

Year 5 A European Odyssey

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to change
the scale

Vocabulary

Slope
Contour
Scale
Topographical
climate

Enquiry questions:

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

Sense of Place:

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

Using and interpreting maps

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

Geographic skills

- understand the key human features e.g. trade links, economic activity and the distribution of natural resources (including energy, food, minerals and water.)

Locational Knowledge

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

Year 6 The Amazing Americas

Vocabulary

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

Enquiry Questions

- Where is America in the world?
- What key physical features does it have?
- What are the key human features of locality? e.g. trade links and economic activity, distribution of natural resources including energy, food, minerals and water.

Sense of place:

Compare and contrast:

- 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.

Using and interpreting maps

- 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.

Sense of place:

Local context:

- I can explore a local issue and find people’s opinions and beliefs
- I can use maps to research factual information about locations and features

Exploring the Wider context:

- Explore how the daily choices made by Western society has an affect the environment - Clothes, cars, planes, household products
- Explore and compare 1st an 3rd world opinions on environmental issues and their impact on climate change.

Local study

Local study on the impacts of the local quarry on environment and local people and their views.

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?

Vocabulary

Quarry

Local Area Fieldwork Study All classes

Different aspect of the local environment for each class to focus on. Including human aspects – land use, travel and transport and Physical aspects – River Lea, our school

Each class will carry out a fieldwork in the school grounds or local area in the following areas:

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

- observe and measure.
- collect data and find evidence.
- explain and record differences
- record and analyse data.

Presenting information:

- use field sketches – including adding detail, title and descriptive labels to a field sketch.
- draw plans.
- draw maps
- create and present graphs.
- Possible use of Journey Booklets