



# **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 Ages and Stages to be covered:**

#### **30-50 M –**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

#### **40 – 60 M –**

- Looks closely at similarities, differences, patterns and change.

| Topic/Theme                         | Questions and Key Vocab  | Outdoor learning and community links                                       | Links to other areas of learning   |
|-------------------------------------|--|--|--|
| <b>All about me</b>                 | Who is in our family. Important things to us, special times. Birthdays. Celebrations     | Exploring the garden and our new school environment. Home corner roleplay. | <ul style="list-style-type: none"><li>- Personal, social and emotional development.</li><li>- Physical development</li></ul>                   |
| <b>Seasons and changes</b>          | Spring, summer, Autumn, Winter the weather, trees leaves and nature, describing texture. | Early years garden, seasonal walks noticing changes, forest school.        | <ul style="list-style-type: none"><li>- Communication and language</li><li>- Expressive Art and Design.</li></ul>                              |
| <b>Similarities and differences</b> | Animals . key features of our environment. People who help us.                           | Visiting a forest to look at habitats, eg Hatfield Forest. Gruffalo trail. | PSED – similarities in celebrations, differences in cultures.  |
| <b>Growth</b>                       | Changes to the world around us and our bodies. Living eggs, life cycles, caterpillars.   | Trees, bulbs, sunflower seeds. Babies and how we change and grow up.       | <ul style="list-style-type: none"><li>- Mathematics (Size)</li><li>- Physical – health and self care – being healthy. Harold (SCARF)</li></ul> |

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# Reception

## Knowledge and Understanding of the World

### *The World*

### *People and Communities*

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- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

#### **40 – 60 M –**

- Looks closely at similarities, differences, patterns and change.

#### **EARLY LEARNING GOAL –**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

| Topic/Theme                         | Questions and Key Vocab   | Outdoor learning and community links  | Links to other areas of learning   |
|-------------------------------------|---|---|--|
| <b>All about me</b>                 | Houses and where we live, what are our houses made off? What do they look like? Our families. Festivals in different religions. Celebrations & special events | Role play area – home, construction focusing on buildings and structure.                          | Personal, social and emotional development.<br>Physical development  |
| <b>Seasons</b>                      | Changes over time, the names of the seasons, how do we know its Autumn? Winter? Spring? Summer?   | Seasonal walks, Forest school, environmental art, investigation areas                             | C& L – learning new vocabulary, answering questions, questioning how things change and why. EAD – art work |
| <b>Similarities and differences</b> | Key features, what makes me different, what makes a place different, habitats, where do different things live. What food do people eat.                       | High street. Visiting a forest to look at habitats, eg Hatfield Forest. Gruffalo trail.           | Different cultures – UTW, British Values.  |
| <b>Growth</b>                       | Living eggs, life cycles, caterpillars, our bodies, what we need to grow. What keeps us healthy? People who help us   | Trees, bulbs, sunflower seeds, vegetables. visit from the dentist. Visit from police, fireman etc | New life – RE, Easter story. Physical development – Health and self care.                                  |

### Using and interpreting maps

- I can draw a simple map or plan (of a real or imaginary place)
- Use maps and plans of our school (3-D and 2-D).
- Use maps and plans of our village and local area
- I can find information on aerial photos.
- I know that maps give information about the world (where?) (what?)

### Geographic skills

- I can follow directions, up, down, left, right, forwards, backwards (maybe markers along a route or using big arrows)
- We will use simple fieldwork and observational skills to research the school and local area

### Subject Knowledge

#### Locational Knowledge

- We will begin to ask geographical questions and learn how to find the answers.
- I can use aerial photographs (e.g. of my school grounds or local area) and point out main features or places I recognise on them.

### Local Links

- Compare location to St Johns
- Look historically why school is placed here.

## Year 1 Local study – Our School

### Key Vocabulary for topic

- bigger/smaller
- Zoom in/zoom out
- I can use vocabulary to show I can compare the actual size of areas on a map .
- We will begin to use positional language

### Possible Questions

Where is our school?  
What would our school look like from the sky?  
What is near our school?

### Using and interpreting maps

- Explore weather maps and weather map symbols

### Geographic skills

#### Fieldwork skills

- Record temperature changes
- Record and measure rainfall over time

### Subject Knowledge

#### Human and physical geography

- We will compare daily weather patterns in the UK
- We will explore the four seasons and seasonal changes
- We will look at geographical changes within each season
- Locate hot and cold areas of the world (equator, north and south poles)

### Local links

Make a weather station for the local area

## Year 1 Weather

### Key Vocabulary for topic

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

### Possible Questions

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

### Cross curricular links

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

### Using and interpreting maps

- maps and plans (3-D and 2-D).
- I can find information on aerial photos.
- I know that maps give information about the world (where?) (what?)

### Geographic skills

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

### Subject Knowledge

#### Place Knowledge

- study the human and physical geography of a small area of the UK and compare with a small area of a non-European country
- I can talk about my views of the two places, the people and the environment
- identify how places are different and similar.

## Year 1 Our World

### Key Vocabulary for topic

Atlas, globe, map, 3D, 2D, aerial

### Possible Questions

Where are we in the world?  
How do I in where I am in the world?  
How do I use a map, atlas and globe?

### Using and interpreting maps

- I can recognise simple features on maps e.g. roads/buildings/fields
- Using a map website chosen by my teacher I can find places using a postcode or name search/zoom in and out of a map
- I can add simple information to digital maps and use a simple measuring tool and with support show distance.
- I can find North on an OS map
- Understand why maps need a key
- I can use symbols on maps

### Geographic skills

- I can use aerial photographs and point out main features or places I recognise on them.
- I can 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 give views about the place, people and environment.
- I can identify changes over time.

#### Human and physical geography

- I can identify human and physical features of the area.
- start to identify the physical features of London
- I can make predictions based on evidence.

## Year 2 – London

### Local Links

- Fire stations – how are these building custom built as a result of the GFL
- London buildings
- Street names based on events

### Subject specific vocabulary

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

### Possible Questions

- What was the human geography of London like and how did it change after the fire?
- What are the human and physical features of London?

### Cross curricular links

- writing postcards and letters.
- 'Barnaby and Paddington visit London'
- 'The River'

### 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.

### Geographic skills

- I can draw simple sketches of features and label them
- 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.

#### Place Knowledge

- Compare London and a city in a different country.

### Local Links

London – sailing ship Cutty Sark

## Year 2 Sail the Ocean

### Subject specific vocabulary

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

### Possible Questions

- Why do maps need keys?
- Where are the equatorial and polar areas?  
What would we find there?

### Cross curricular links

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

### 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

### Geographic skills

- Use simple fieldwork and observational skills to research a well known area.

### Subject Knowledge

- Compare seasonal and daily weather patterns at a holiday destination
- Look at holiday destinations and locate them, identifying which continent they belong to.
- Ask geographical questions by expressing own views about a place, people or environment.

### Local Links

Canal  
Rivers  
Local buildings  
Maltings, old houses

## Year 2 Travel and Transport

### Key Vocabulary for topic

Vocabulary specific to human features:  
Bridge, building, bungalow, bus, church, city, town, village, factory, farm, shop, house, office, port, harbour

Locational, positional and directional language

### Possible Questions

How has the geography of our local area determined how people live?

### Cross curricular links

The Where on Earth book of Rivers  
Who's hiding in the River?  
DT – Making vehicles

### 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.
- I can use a range of maps, atlases, globes and digital maps to locate countries and describe features

### Geographic skills

- Use photographs of volcanoes and place them onto a map.
- Locate the equator and talk about climate in different areas.

### Subject Knowledge

#### 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.

#### Human geography

- Explore how these physical features affect human life and how to stay safe.

### Local Links

Natural history museum  
Local earthquakes

## Year 3 Natural disasters and volcanoes

### Possible 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?

### Key Vocabulary for topic

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

### Literature links

- Report 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 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

### Geographic skills

- I can draw a sketch of a birds eye view and use aerial views of landscapes (digital maps, aerial photos)

### Subject Knowledge

#### 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

#### Place Knowledge

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

### Local Links

Local roads

## Year 3 The United Kingdom

### Key Vocabulary for topic

Human feature  
physical feature  
Birds eye view

### Possible Questions

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

### Cross curricular links

### 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.

### Geographic skills

- Explore how rivers are formed
- compare Nile in ancient times and today and analyse changes over time.

### 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)

### Local Links

- Comparison of Nile and River Lea
- River visit

## Year 4 The Nile

### Subject specific vocabulary

Delta  
Desert  
flood  
Irrigation  
source

### Possible 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?

### Cross curricular links

History – Egyptians

### Using and interpreting

- 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

- I can 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.

### Subject Knowledge

#### Locational Knowledge

- Location of **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 what a biome and climate zone is.
  
- I can undertake surveys, present data and draw conclusions
- I can add a range of annotation labels and text to images help explain features of rainforests.

### Local Links

- 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 Amazon Rainforest

### Key Vocabulary for topic

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

### Possible 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?

### Cross curricular links

- The great kapok tree – Lynne Cherry
- Running wild – Michael Morpurgo

### Using and interpreting maps

- Use the eight points of a compass, 4 and 6 figure grid references.
- draw sketch maps using symbols and a key.
- make a plan of an area with a scale
- use digital maps and photographs at different scales to illustrate a story or issue.
- 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'.

### Geographic skills

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

### Subject Knowledge

#### Locational Knowledge

- I can locate and identify the worlds countries (including Russia), focussing on the countries and cities of **Europe**.

#### 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.

#### Place Knowledge

- Understand similarities and differences (in both human and physical geography) between the UK and a region of Europe

### Local Links

## Year 5 A European Odyssey

### Key Vocabulary for topic

Slope  
Contour  
Scale  
topographical

### Possible Questions

- Where is Europe?
- What countries make up Europe?

### Cross curricular links

### 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

#### Human and physical geography

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

### Subject Knowledge

#### 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)

#### Place Knowledge

- Understand 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

### Local Links

## Year 6 The Amazing Americas

### Key Vocabulary for topic

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

### Possible 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.

### Cross curricular links

### 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

### Geographic skills

- 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

### Subject Knowledge

#### Human geography

- I can identify types of settlement and land use.
- I can explore environmental issues in the world
- 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 Links

Local quarry study

## **Year 6 Environmental issues Including local study - The Quarry**

### Possible Questions

- 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? 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?

### Literature links

### Key Vocabulary for topic

Quarry

Different aspect of the local environment for each class to focus on.

human aspects – land use, travel and transport.

Physical aspects – River Lea, our school

### Geographic skills

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, graphs and digital technologies.

### Subject Knowledge

#### Locational knowledge

- explain and record differences and similarities between places in the local area.
- visit, locate and present evidence based on a study.

#### Data collection

- select methods for collecting, presenting and analysing data

#### Presenting data

- Field sketch - add detail and title and descriptive labels to a field sketch.
- use an annotated field sketch as evidence in any enquiry
- Plans - I can draw measured plans, for example from field data
- Create and present graphs

## Local Area Fieldwork Study Week All classes

### Key Vocabulary for topic

### Possible Questions

### Literature links