



# **Geography**

## **Subject Skills**

### **and**

## **Knowledge**

# **Organiser**

# Year 1 - Autumn Term

Geography

Year 1: Our School

National Curriculum Objective

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Key Knowledge - Where do I live?

Key landmarks we should know

Danson Park

Broadway Shopping Centre (highstreet)

Christ Church

## Key Knowledge - Our classroom



## Key Knowledge - Where is our school?

Address

Church Road, Bexleyheath, DA74DG

## Key Knowledge - Fieldwork around the school



Key Knowledge - How do I get to school?

Transport	
Route	

Key Knowledge - Map symbols



Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g. pictorial place in a story. Understand how some places are linked to other places e.g. roads, trains.

Key Vocabulary

Bird's eye view	A view from above.
Map	A drawing that shows where things are. Maps may show things, such as rivers and lakes, forests, buildings, and roads
Compass	A compass is a tool for finding direction

Postcode	A Postcode is a combination of letters and numbers which explains where a place is.
<b>Key Questions</b>	
What makes Upland school different to a primary school located in the countryside? What local landmark would you replace and why? If you could only travel South from the school, what would you find and why?	

<b>Year 1 -Summer Term</b>	
Summer 1 :Geography focus	Year 1: What is it like where we live?
National Curriculum objective:	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<b>Geographical Background</b>	
We will focus on our locality. Transport links, population density and distances of travel will be important. We will consider statistical information about who lives locally from council census data, local newspapers and online, a local studies archive and the Office of National Statistics. We will also research local area maps on the internet.	
<b>Key knowledge</b>	
Our area	Bexley
Our county	Greater London
Countries in the UK and their capital cities	<ul style="list-style-type: none"> <li>● England (London)</li> <li>● Scotland (Edinburgh)</li> <li>● Wales (Cardiff)</li> <li>● Northern Ireland (Belfast)</li> </ul>

<p>Seas around the UK</p>	
<p>Our climate</p>	<p>Our climate is temperate. Temperate means we have mild temperatures. Warm summers and cool winters.</p>
<p>Climate in the 4 regions of the UK</p>	<p>North is colder than South West is wetter than East</p>
<p>UK landmarks (Top 2 in each capital, according to Trip Advisor)</p>	<p>London: Big Ben, Tower of London,  Edinburgh: Edinburgh Castle, Royal Yacht Britannia,  Cardiff: Principality Stadium, Cardiff Bay  Belfast: Titanic Belfast, Waterfront Hall</p>
<p>The seasons</p>	<ul style="list-style-type: none"> <li>• Autumn</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> </ul>
<p>Types of weather in Autumn</p>	<ul style="list-style-type: none"> <li>• Rain</li> <li>• Sunny</li> <li>• Cloudy</li> <li>• Windy</li> </ul>
<p>Changes in Autumn</p>	<p>In autumn the amount of time it is light becomes less, the leaves start to change colour and fall off the trees.</p>
<p><b>Key Skills</b></p>	
<p>Ask geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment. Describe seasonal weather changes. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	
<p><b>Key Vocabulary</b></p>	
<p>Climate</p>	<p>General weather in one place</p>

Temperature	How hot or cold the air is
Weather	Weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.
Thermometer	Equipment used to measure the temperature

**Key Questions**

What type of weather would you want when you are doing.....? Why?  
What is the difference between weather and climate?

**Assessment**

Weather report different seasons given to each group with information given about each area within the UK.

**Year 2 - Autumn Term**

Geography focus	Year 2: Modern day London
National Curriculum objective	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Key Knowledge - Geographical features**

Human features	Human features are things that are built by humans such as bridges and roads.)
Physical features	Physical features are natural objects such as mountains and rivers

**Key Knowledge Human features in London**

Human features we will be able to identify and place on a map	The Shard The London Eye St. Paul's Cathedral Tower Bridge The Tower of London Buckingham Palace Palace of Westminster Big Ben
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**Key Knowledge Physical features in London**

Physical features we will be able to identify and place on a map	River Thames
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### Key Skills

Draw information from a map (bird's eye view), use simple field sketches and diagrams, use a camera, Consolidate vocabulary taught in previous years geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland ask geographical questions –where is this place? what is it like? How has it changed?, express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences, recognise how places have become the way they are e.g. shops (patterns and processes), observe and record in different ways eg. sketches, diagrams, technology.

### Key Vocabulary

Map	A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads
Key	A map key, also known as a legend, is normally located at the bottom of the map on the left or right. Legends are important because they help readers understand what certain symbols, colors, and lines represent on maps.

### Key Questions

- Why was London built around the Thames?
- What human and physical features can you find in London that have been there for hundreds of years?
- How do maps help tourists?
- What place would you recommend tourists to visit? Why?

Assessment

Why is it great to live in London? Create an advert, including details of both physical and human features of London.

## Year 2 - Spring Term

<b>Geography focus</b>	Rainforests
<b>National Curriculum objective</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
<b>Knowledge Nuggets</b>	
Rainforests typically have high and continuous rainfall and hot and humid temperatures.	Tropical rainforests are located near the equator.

Climates are different around the world and describe patterns of weather over a long period of time.	A variety of plants and creatures can be found in temperate and tropical rainforests which are adapted to the different layers, countries and climates.
Impacts of deforestation include: loss of trees and vegetation, fewer crops, flooding, climate change, increased greenhouse gases in the atmosphere.	Types and sizes of trees differ in temperate and tropical areas.

**Key Skills**

- To use globes and atlases to locate rainforests: Amazon:South America, Congo - Africa, Daintree - Australia
- Plotting key rainforests onto a map of the world
- To compare temperate and tropical forests using geographical language
- To observe and record observations of a forest.

**Key Topic Vocabulary**

Temperate	Mild temperatures, warm summers and cool winters
Tropical	Hot and humid all year round. It rains most days - heavy rain and thunderstorms.
Rainforest	Forests with warm climates, tall trees and lots of rain
Australia	Largest country in Oceania
South America	A continent mainly in the Southern Hemisphere
Africa	The second largest and second most populous continent.
Emergent	A plant which is taller than the surrounding vegetation. The tallest and strongest tree in the forest.
Canopy	Overlapping branches and leaves of trees.
Understory	A tangle of shrubs, young trees, samplings, palms and vines. It is hot and damp
Forest Floor	The ground layer of the forest which receives almost no sunlight.
Biodiversity	

**Transferable Vocabulary**

Climate	General weather in one place over time
Deforestation	The action of clearing a wide area of trees
Physical features	Natural features of the Earth's surface
Human features	Man-made features
Extinction	The extinction of a species of animal or plant is the death of all its remaining living members

Endangered	A species which is likely to become extinct
Biomes	A specific environment that's home to living things suited for that place and climate

### Key Questions

- Where are rainforests located and what are their main features?
- How important is the Amazon to the South American rainforests?
- How would you survive in the rainforest?
- How is a temperate climate different to a tropical climate?
- Why should we care about deforestation?
- How could we promote the survival of forests?
- Why do plants grow to be so big in the rainforests?
- How can you compare the temperature and the rainfall in the rainforest and in Oxleas at different times of the year?
- What differences are there between the Amazon Rainforest and Oxleas Woods?

### Assessment

Write a letter to the WWF outlining your concerns about the impact deforestation is having upon the climate of our planet.

## Year 2 - Summer Term

Geography focus	Year 2: World Geography
National Curriculum objective	Name and locate the world's seven continents and five oceans

## Key Knowledge

The 7 continents	Asia, Africa, Antarctica, Australia, Europe, North America, South America
The 5 Oceans	Pacific, Atlantic, Indian, Southern and Arctic
Hot & cold places in the world	Hot: The equator Cold: The North Pole and South Pole
France is in Europe	<p>Their currency is Euros  Paris is the capital city of France  Eiffel Tower and Arc du Triomphe are human features of Paris  The river Seine is a physical feature of Paris  France is known for its delicious foods including: croissant, cheese, baguettes and snails  France has the perfect climate for growing grapes  The famous cycle race Tour de France happens in France.  French people speak French.</p>
China is in Asia	<p>Their currency is the Chinese Yuan  Beijing is the capital city of China  The Great Wall of China is a human feature of China  A physical feature of China is its mountain ranges which allow Giant Pandas to live there. The tallest mountain in the world, Mount Everest, borders China.  Chinese people speak Chinese.  Lots of rice, noodles and vegetables make up a Chinese diet.</p>
Australia is in Australia	<p>Australia is the name of the continent and a country within it.  Their currency is Australian dollars.  Part of the Australian flag is the Union Jack the flag of Great Britain.  Ayers rock is a famous physical feature of Australia.  Sydney Opera House is a famous human feature.</p>
Kenya is in Africa	<p>Their currency is Kenyan shillings.  Nairobi is the capital of Kenya.  In Kenya they speak Swahili.  Lake Victoria is a physical feature of Kenya.  A lot of land in Kenya is savannah grasslands. Lots of wildlife live there and lots of people visit to see them.  Outside of big cities and towns people tend to live in tribes in huts made of mud and straw.</p>
USA is in North America	<p>Their currency is US dollars.  USA is a big country split into 50 states.  Washington DC is the capital city.  In New York, a famous human feature is the Statue of Liberty.  In South Dakota, a famous human feature is Mount Rushmore.  America is so vast it has lots of different landscapes.</p>

Brazil is in South America	<p>Their currency is Brazilian rias.          In Brazil, they speak Portuguese.          The capital city is Brasilia.          A famous landmark is Christ the Redeemer.          The Iguazu Falls borders Brazil.          Brazil is home to the Amazon Rainforest.          The Amazon River is the second longest river in the world.</p>
Antarctica	<p>Antarctica is a very large continent where no one lives permanently as it is too cold.          Antarctica is almost completely covered in ice.          As it hardly ever rains there, it is technically a desert.          It has no countries and no flags.</p>

**Key Skills**

Consolidate vocabulary taught in previous years. Use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland. Ask geographical questions –where is this place? what is it like? How has it changed? Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences recognise how places have become the way they are e.g. shops (patterns and processes) observe and record in different ways eg. sketches, diagrams, technology. Communicate in different ways – pictures, writing, charts

**Key Vocabulary**

Continent	Any of the world's main continuous expanses of land
Country	A nation with its own government
Government	The group of people with the authority to rule a country

**Key Questions**

- How are countries grouped?
- If I wanted to ... where would I visit?

Assessment

Locational language and key knowledge top trumps.

**Year 3 - Summer Term**

Geography focus	Year 3: UK Geography
National Curriculum objective	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; and understand how some of these aspects have changed over time.
Key Knowledge	
Top 10 cities of the United Kingdom (according to population)	London, Birmingham, Leeds, Glasgow, Sheffield, Bradford, Edinburgh, Liverpool, Manchester, Bristol
Climate in the UK	north west - cool summers, mild winters, heavy rain all year north east - cool summers, cold winters, steady rain all year south east - warm summers, mild winters, light rain all year, especially summer south west - warm summers, mild winters, heavy rain all year, especially in winter
Hill and mountain ranges in the UK	Grampian Mountains, Cheviots, Cumbrian Mountains, Cambrian Mountains, Cotswold Hills, Chiltern Hills, North Downs, South Downs, Mourne Mountains, Snowdonia, Brecon Beacons, Black Mountains, Pennines
Top 10 busiest airports in UK	London Heathrow, London Gatwick, Manchester, Stansted, Luton, Edinburgh, Birmingham, Glasgow, Bristol, Belfast
Major rivers in UK	Severn (354km): source in the Cambrian mountains in Wales; runs to the Atlantic Ocean near Bristol Thames (346km): source in Gloucestershire; flows through London; flows to the North Sea at Southend on Sea Trent (297km) starts in Staffordshire, flows to the Humber River
3 biggest lakes in the UK	Lough Neagh, Lower Lough Erne, Loch Lomond
UK landmarks	Stonehenge, White Cliffs of Dover, The Angel of the North, Loch Ness, Cheddar Gorge, Hadrian's Wall, Giant's Causeway, Clifton Suspension Bridge, Land's End,
Regions in England	

# England's Regions



## Key Skills

Consolidate vocabulary taught in previous years. To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport. Ask geographical questions: where is this location? What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling. Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases). Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper.

## Key Vocabulary

Region	An area of land that has common features. Regions in the UK are defined for governmental purposes.
Population	The number of people that live in the same area

## Key Questions

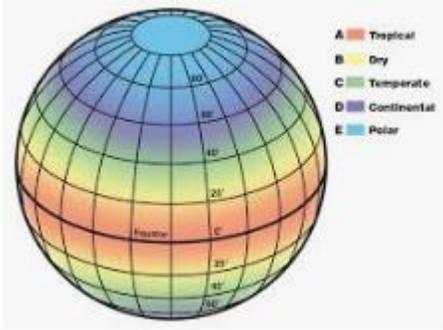
Why is the temperature generally cooler in the north and warmer in the south?  
 Why is there generally more rainfall in cities that lie in the west of the UK compared to the east?  
 Identify the position and significance of the Equator.  
 Describe the physical characteristics/ key topographical features of the regions in the UK.  
 Compare the climates in the following two regions: South East and the North West.

## Assessment

Chn to design and produce a travel guide for the UK, using Microsoft Publisher. In their travel guide, they should provide information about the following:

- Regions in the UK.
- Main cities in the UK and their location on a map
- The climate in the UK
- Hill and mountain ranges in the UK, and their location on a map
- Major rivers in the UK and their location on a map
- UK landmarks that are worth visiting and their location on a map

## Year 4 - Spring Term

Geography focus	Year 4: World geography (locational knowledge)
National Curriculum objective	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>Knowledge Nuggets</b>	
<p>There are seven continents in the world: Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>There are 5 oceans: Pacific, Atlantic, Indian, Southern and Arctic.</p>	<p>Asia is the largest continent and 60% of the total population of the Earth live here.</p>
<p>The 10 largest Capital cities in the world by population are:</p> <p>Beijing (China)          New Delhi (India)          Tokyo (Japan)          Manila (Philippines)          Moscow (Russia)          Cairo (Egypt)          Jakarta (Indonesia)          Kinshasa (Democratic Republic of the Congo)          Seoul (South Korea)          Dhaka (Bangladesh)</p>	<p>There are Key World Landmarks, some naturally occurring and some man made:</p> <p>Asia ; Mount Everest, The Great Wall of China          Africa: The River Nile, Pyramids          Australia: The Great Barrier Reef, Sydney Opera House          Antarctica: Research bases          Europe: The River Danube, Eiffel Tower, Big Ben/Houses of Parliament.          North America: Missouri River, Statue of Liberty, Great Lakes          South America: Andes, The Amazon</p>
<p>Climate is the typical weather experienced at a given location overtime. Throughout the world there are 6 major climate regions: Polar, Temperate, Arid, Tropical, Mediterranean and Tundra.</p> 	<p>Major cities are built close to rivers and lakes because of:</p> <ol style="list-style-type: none"> <li>1. Commerce - transporting goods by water can be faster than land over longer distances</li> <li>2. Sustainability - provide water, food and other resources for the people living there</li> <li>3. Habitat for plants and animals</li> <li>4. Drainage Channels for surplus water, helps prevent flooding</li> <li>5. Historically, the river offered some protection against invaders</li> </ol>
<b>Key Skills</b>	

- Use atlases and globes to name and locate the world's 7 continents and 5 oceans
- Plot continents and oceans onto a world map
- To identify key landmarks and explain their relevance/design lasting impact.
- To identify contrasting features between the 7 continents
- To identify the physical and human characteristics of each continent.
- To explain the similarities and differences between climates throughout the world.

### Topic Vocabulary

The Prime/Greenwich Meridian	The prime meridian divides Earth into the Western Hemisphere and the Eastern Hemisphere.
Latitude and Longitude	Lines of latitude and longitude are used to locate places accurately on the Earth's surface.
Northern Hemisphere and Southern Hemisphere	Area of the Earth's surface either North or South of the Equator
Western and Eastern Hemisphere	Area of the Earth's surface either West or East of the Prime/Greenwich Meridian
Tropics	The region of Earth's surface that is closest to the Equator
Arctic Circle	An imaginary circle around the Earth about three-quarters of the way from the equator to the North Pole
Antarctic Circle	An imaginary circle around the Earth about three-quarters of the way from the equator to the South Pole
Meridians	Another name for lines of longitude
Tropic of Cancer	The imaginary line that is about 23° North of the equator
Tropic of Capricorn	The imaginary line that is about 23° South of the equator
Trade links	The goods and services that are bought and sold between two or more places

### Transferable Vocabulary

Biomes	A specific environment that's home to living things suited for that place and climate
Equator	An imaginary line drawn on the Earth and spaced equally between the North and South Pole
Natural resources	Something, such as a forest, a mineral deposit, or fresh water, that is found in nature and is necessary or useful to humans

Country	An area of land that is controlled by its own government
Continent	A large area of the land on Earth that is joined together
Time Zones	As Earth rotates, the Sun shines in a part of the world. That's why we have time zones.
<b>Assessment</b>	
Where would you choose to build a city or an island?	

<b>Year 4 - Summer Term</b>	
Geography focus	River study- fieldwork
National Curriculum objective	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.
Key knowledge: The River Darent	
What?	The Darent is a Kentish tributary of the River Thames and takes the waters of the River Cray as a tributary in the tidal portion of the Darent near Crayford
Size?	25 miles
Where?	It rises in several springs around the village of Westerham in Kent. It flows firstly to the east, then cuts northwards through the chalk hills to the Thames estuary for its final journey to the sea.
What makes it special?	The river Darent flows through the North Downs a ridge of chalk hills in south east England that stretch from Farnham in Surrey to the White Cliffs of Dover in Kent It supplies local population and parts of London with drinking water. In 1985 it was one of ten UK rivers likely to disappear. After considerable effort by the Environment Agency and water companies it still suffers from low flows and has been augmented by artificial springs. The Darent is a <i>chalk stream</i> which creates an unusually diverse habitat for wildlife and vegetation. It provides fishing lakes which are potentially ideal for coarse fishing for leisure. It meanders through beautiful countryside and villages and delights residents and visitors.
Features?	Lullingstone Roman Villa was built along the river Darent
Fieldwork Diagram	