

# Geography Overview Example

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Autumn	<p>What do I know about the UK and where I live? <i>(UK and 4 countries and the seas that surround it)</i></p>	<p>How different would my life be if I lived in a small village in Kenya? <i>(Continents and oceans)</i></p>	<p>How do we energise our homes and country?</p>	<p>Why do so many British people go to the Mediterranean for their holiday? <i>(contrast climate and physical features)</i></p>	<p>What are the main features of South America and Brazil in particular? <i>(latitude/ longitude)</i></p>	<p>What do we know about North America and what is its main geographical features?</p>
Spring	<p>Why are some places in the world always hot and others always cold? <i>(Globe – equator, North Pole and South Pole - link to Lost and Found and Meerkat Mail)</i></p>	<p>What goes on at an airport and a train station?</p>	<p>Why is London the capital city of England?</p>	<p>What are biomes and how are they created?</p>	<p>What creates a rainforest and why are they located where they are? <i>(climate)</i></p>	<p>How do maps help us to find our way around?</p>
Summer	<p>Why do we recycle? <i>(part of being environmentally friendly)</i></p>	<p>Why do we love to be beside the seaside? <i>(contrasting study)</i></p>	<p>How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i></p>	<p>How are mountains formed and what causes an earthquake, tsunami or volcano?</p>	<p>What is Fairtrade and why should it matter to all of us?</p>	<p>To what extent is industry responsible for climate change?</p>

# Long-term overview for Geography

**YEAR 3**

## What do I know about the UK and where I live?

**How do we use maps to locate the four countries of the UK, their capital cities and the main seas that surround the UK?**

**What is an address and postcode and why are they important?**

**How do we use a local map to find the streets around the school?**

**What do the road signs tell us?**

**What do I know about the nearest town or city to where I live?**

### Disciplinary Knowledge

### Geographical Skills and Fieldwork

- Understand that maps and the globe are used to locate key places around the world
- Understand why it is important for all streets to have a name, including post code
- Be able to follow a simple road map and recognise key landmarks, such as a church
- Talk about the features in the local environment
- Observe and record information about the local area, i.e. types of shops, bus stops etc.
- Take photographs of locally interesting geographical features
- Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.
- Talk about the main differences between a world map and a globe

# Geography Year 3 Knowledge Organiser

## Main Learning: Know about where they live

Key knowledge
<b>Know about where I live</b>
Know my address and post code
Know what road signs mean
Know the names of the countries that make up the United Kingdom
Known how to use a simple map
Know the difference between a village, town and city

Vocabulary	
<b>street</b>	Is usually made up of a group of houses
<b>road signs</b>	Gives you information, directions to places
<b>address</b>	Tells you exactly where someone lives by having the house or flat number, street and town names
<b>post code</b>	Locates exactly where a street or a place is by using letters and numbers
<b>urban</b>	A busy place with lots of houses, shops and offices
<b>rural</b>	A quieter place, usually in the country



	<b>Prior Knowledge--</b>  
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# Long-term overview for Geography

**YEAR 3**

**Why are some places in the world always hot and others always cold?**

**How can you use maps and the globe to locate the equator, the North Pole and the South Pole?**

**How have people adapted to live in a very hot climate?**

**How have people adapted to live in a very cold climate?**

**Which animals will we find living naturally in very hot or very cold regions?**

## **Disciplinary Knowledge**

### **Geographical skills and fieldwork**


- Know how the world can be represented in 2D form by a map and in 3D form by a globe.
  - Know that a map is effectively a picture of a place taken from very high above.
- Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
- Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles
  - Talk about the main differences between a world map and a globe

# Geography Year 3 Knowledge Organiser

## Main Learning: Hot and Cold Places in the World

Key knowledge	Vocabulary	
<b>Know why some places in the world are always hot and others always cold</b>	<b>North Pole</b>	The northern most place on Earth
Use maps and the globe to locate the equator, the North Pole and the South Pole	<b>South Pole</b>	The southernmost place on Earth
Know how people have adapted to live in a very hot climate	<b>Equator</b>	An imaginary line around the centre of the Earth
Know how people have adapted to live in a very cold climate	<b>camouflage</b>	When an animals markings helps it to blend in with its environment
Know that in the polar regions it can be dark or light all day	<b>desert</b>	A very dry place that experiences little rain and therefore plants don't grow there
Know which natural resources can be found around the equator and the polar regions	<b>glacier</b>	A slowly moving mass or river of ice at the south or north pole



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 3**

## Why do we recycle?

**Where does all our rubbish go?**

**What do we mean by recycling?**

**Why is plastic environmentally unfriendly?**

**How can we be more environmentally friendly?**

### Disciplinary Knowledge

- Begin to understand about the environmental issues that face the world
- Know the issues associated with landfill sites
- Recognise that everyone has a role in helping to reduce waste and that they should be encouraging people to do so.
- Know what is meant by terminology such as: environmentally friendly, recycling,
- Be able to offer their views in a debate or discussion about the issues they are dealing with.

# Geography Year 3 Knowledge Organiser

## Main Learning: Recycling

Key knowledge
Know what we mean by recycling
Know what we mean by environmentally friendly
Know why litter is a problem to all of us
Know why our bins are different colours
Know why plastic is good and bad
Know why it is important to recycle

Vocabulary	
<b>recycle</b>	Using a product again after treating it properly
<b>environment</b>	The surroundings or conditions in which a person, animal, or plant lives or operates
<b>biodegradable</b>	Products that could be broken into molecules that nature could absorb without any harm
<b>garbage</b>	The wastage of foods that are thrown away daily
<b>landfill</b>	A place where rubbish is taken to be buried in the ground
<b>dumping</b>	Leaving rubbish in a place which has not been designated for rubbish



	<p><b>Prior Knowledge—</b></p>
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# Long-term overview for Geography

**YEAR 4**

## How different would my life be if I lived in Kenya?

**Where is Kenya and what are its physical features? (recap hot and cold, continents)**

**What are the main differences between our climate and that of Kenya?**

**What would a day be like in a small African village?**

**How different would our diets be like if we lived in Africa?**

**Why do Kenyans have to worry more than us about draught?**

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Talk about the main differences between a world map and a globe
- Make use of photographs to consider contrasting areas
- Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons
- Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people
- Make a model, using road strips and toy buildings that shows features in an area
- Study aerial photographs and use locational and directional language when doing so
- Use Google Earth to find features in their locality

# Geography Year 4 Knowledge Organiser

## Main Learning: Contrasting small village in a non-European country

Key knowledge
Know what are the main differences are between my life and life in a small village in Africa
Know where Africa is and begin to know about its physical features
Know what the main differences are between our climate and that of Africa
Understand what a day in school would be like if they lived in a small African village
Understand what food they would eat and where they would get it from
Understand why Kenyans worry about drought (lakes/rivers)

Vocabulary	
<b>African</b>	People coming from a group of countries in a continent called Africa
<b>drought</b>	A long period without rain
<b>mud huts</b>	Basic houses built from what is available in the area
<b>ebony</b>	A very dark black colour, or a south Asian tropical tree with hard, dark-coloured wood
<b>climate</b>	Aspects of weather over a long time
<b>European</b>	To belong to a group of countries in a continent called Europe.



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 4**

## What goes on at an airport and a train station?

**Where is your nearest airport and train station?**

**Why do we have to follow certain procedures when we travel by air?**

**What type of jobs are there associated with air travel and train travel?**

**Where are some of the main airports in the world?**

### Disciplinary Knowledge


- Know and use the terminologies: left and right; below, next to
- Know the name of the nearest town or city and locate it on a map of the UK
- Locate a number of cities on a map of the UK
- Make a model, using road strips and toy buildings that shows features in an area
- Talk about the main differences between a world map and a globe

# Geography Year 4 Knowledge Organiser

## Main Learning: Airports and train stations

Key knowledge	Vocabulary	
<b>Know what goes on at an airport or train station</b>	<b>location</b>	A place where someone is at or going to
Use a map to locate the nearest airport and main train station	<b>security</b>	Checking that everything and everyone is safe to travel
Recognise the procedures followed when travelling by air	<b>transit</b>	Between a place where they have travelled from and where they are going to
Recognise how trains help us to move around within the UK	<b>passenger</b>	Someone travelling in a train or a plane
Know about the jobs that are associated with airports and train stations	<b>terminal</b>	The building in an airport where people go to when travelling or a stop on a train journey
Know where some of the main airports are in the world	<b>platform</b>	A place where people wait for a train to arrive



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

YEAR 4

## Why do we like to be beside the seaside?

Where are the nearest seaside resorts to our school?

What are some of the key physical features associated with a seaside resort?

Why are hotels, cafes and souvenir shops often found in these resorts?

Why do some resorts have lighthouses and almost all have RNLI presence?

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Know about the features in their local environment
- Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons
  - Locate the nearest town or city on a map of the UK
    - Locate a number of cities on a map of the UK
  - Make a model, using road strips and toy buildings that shows features in an area
- Study aerial photographs and use locational and directional language when doing so
  - Use Google Earth to find features in their locality

# Geography Year 4 Knowledge Organiser

## Main Learning: Seaside Resort



Key knowledge
<b>Why do we love to be beside the seaside?</b>
Use maps to locate the nearest seaside resorts to the school
Know some of the key physical features associated with a seaside resort
Know why people often visit seaside resorts for a short or long holiday
Know why hotels, cafes and souvenir shops are often found in these resorts
Know why some resorts have lighthouses and almost all have RNLI presence

Vocabulary	
<b>cliff</b>	A steep rock face usually at the edge of the sea
<b>tide</b>	The rise and fall of the sea
<b>resort</b>	A place where people visit, often for a holiday (sometimes close to the sea)
<b>beach</b>	A pebbly or sandy shore, between the sea and a higher land place
<b>ocean</b>	A large area of salt water between the continents
<b>rockpool</b>	A pool of water amongst rocks on a beach

	<p><b>Prior Knowledge -</b></p>
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# Long-term overview for Geography

**YEAR 5**

## How do we energise our homes and country?

**How important is electricity for homes and industry?**

**How do we generate energy in the UK?**

**What do we mean by alternative or renewable energy?**

**What do we mean by fossil fuel?**

**Who are the people that work in the energy industry?**

### Disciplinary Knowledge

- Locate some of the UK's main nuclear power plants on a map of the UK
- Use a world map to locate various countries with natural energy resources
- Understand why it is important to use renewable or alternative energy

# Geography Year 5 Knowledge Organiser

## Main Learning: Main features of the UK

Key knowledge
<b>Know what the main features of the UK are</b>
Know what a county is and the main ones in the UK
Know the difference between the UK, Great Britain and the British Isles
Know the difference between urban and rural locations in the UK
Compare the features surrounding *Manchester with another contrasting place
Know which are the specific holiday destinations within the UK

Vocabulary	
<b>county</b>	An area within a country that has its own local government
<b>Lake district</b>	An area in the North West of England that has many large lakes
<b>Great Britain</b>	England, Wales and Scotland (excluding Northern Ireland)
<b>British Isles</b>	England, Wales, Scotland, Northern and the Republic of Ireland, plus all the islands surrounding them
<b>urban</b>	A town or city that is usually densely populated
<b>rural</b>	A village, usually situated in the country and not highly populated



\* Your nearest town or city

	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 5**

## Why is London the capital city of England?

**Where is London located and how accessible is it?**

**What does it mean to be a capital city?**

**How important is the transport system that serves London?**

**Which are London and the UK's significant buildings?**

**Which main geographical features supported London's growth?**

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Explain clearly the main differences between a village, town and city
- Know the main differences between a rural and an urban location within the UK
  - Use maps to locate places within the UK
- Talk about the features in their local environment and compare it with another they know
- Create a report after a fieldwork activity that focuses on geographical features observed
  - Use systematic sampling and data collecting as part of fieldwork activity
- Produce freehand map of a known place, e.g., moving from one place to another in London

# Geography Year 5 Knowledge Organiser

## Main Learning: London, our capital

Key knowledge
<b>Know why London is our capital city</b>
Know what a capital city is
Know some of the important features in London
Know the names and purpose of many of London's famous buildings
Known about the important features of home town or city
Know why most significant cities are situated next to a river

Vocabulary	
<b>capital</b>	A city or town in country where the government has its headquarters
<b>Houses of Parliament</b>	The building where the government meet to make decisions
<b>monarchy</b>	The royal family of a country
<b>Buckingham Palace</b>	The main London residence of the country's king or queen
<b>Underground</b>	A system of trains that run beneath the ground in some place in London
<b>Thames</b>	The main river running through London



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

YEAR 5

## How are rivers formed?

What are the main features of a river?

What is a water cycle and why it is so important?

What are the features of the upper, middle and lower courses of a river?

Why have so many cities been created close to a river?

How would you carry out a river study?

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Use world and UK maps to locate famous rivers
- Use a local map to follow the course of a river close to the school
- Use Google Earth to follow the course of a local or near river
- Make models to illustrate erosion and depositions in a river
- Create a model of a river showing features such as meanderings, etc.
- Carry out a local river survey, to include field sketches

# Geography Year 5 Knowledge Organiser

## Main Learning: Know how a river is formed

Key knowledge
<b>Know how a river is formed</b>
Know that most rivers' source are in a mountain
Know that rivers end up entering the sea and this is called the estuary
Know the names of and can locate many of the UK's longest rivers
Known the name of and can locate many of the world's longest rivers
Know that most of the world's main cities are situated close to a river

Vocabulary	
<b>estuary</b>	An estuary is an area where a freshwater river or stream meets the ocean
<b>source</b>	The source of a river is where it begins, usually on high ground
<b>meander</b>	A meander is a winding curve or bend in a river
<b>tributary</b>	When one stream or river meets another and merge together, the smaller stream or river is known as a tributary
<b>erosion</b>	Erosion occurs when the fastest currents in the river carve into the banks
<b>deposition</b>	Rocks and sediments eroded from one part of the river are deposited in another part



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 6**

**Why do so many British people go to the Mediterranean for their holidays?**

**Where exactly is the Mediterranean?**

**Which countries border the Mediterranean Sea and what do we know about them?**

**How do the human and physical features of the UK differ from those of the Mediterranean countries?**

**How can we compare and contrast a holiday resort on the Mediterranean with that of one in the UK?**

**What is Brexit and why is it important to know about it?**

## **Disciplinary Knowledge**

### **Geographical skills and fieldwork**

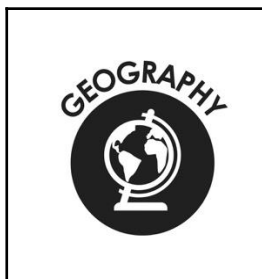
- Explain what a place is like and why
- Create a field sketch, sometimes from photographs or from aerial photographs
- Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.
- Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.
- Distinguish between the Northern and Southern hemisphere on both a world map and a globe
- Use graphs to record features such as temperature or rainfall across the world

# Geography Year 6 Knowledge Organiser

## Main Learning: The Mediterranean for holidays

Key knowledge
<b>Know why the Mediterranean is an attractive holiday destination</b>
Locate the Mediterranean on a map and globe
Know which countries are on the Mediterranean coast
Consider the climate of the UK and that of the Mediterranean each month
Compare and contrast a holiday resort on the Mediterranean with that of one in the UK
Consider similarities and differences of food, language, lifestyle, especially jobs

Vocabulary	
<b>Paella</b>	A rice dish which usually includes prawns
<b>All-inclusive</b>	A holiday hotel where food and drinks have been included in the original price
<b>vacation</b>	A period of not working - originally an American term
<b>olives</b>	Fruit that grow in olive groves and very popular in the Mediterranean
<b>Feta cheese</b>	A white rubbery cheese usually cut into cubes and served as part of a Greek salad
<b>Greek islands</b>	A group of islands off the Greek coast which are very popular holiday destinations



**Prior Knowledge – Continents and Seas on world map.**  
**- Hemispheres and Longitude and Latitude Lines**  
**- Map of UK – Countries, towns and cities**

# Long-term overview for Geography

**YEAR 6**

## What are biomes and how are they created?

**What are different types of biomes and what creates them?**

**What are the main features of a rainforest?**

**What are the main features of tundra and deserts?**

**Where are the different regions in the world where different biomes exist?**

**Can you carry out an in-depth study of a type of biome and present findings to others in the class**

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Know how to use graphs to record features such as temperature or rainfall across the world
  - Understand how to use four-figure grid references
    - Explain what a place is like and why
  - Use world map to identify geographical features, such as biomes
  - Research to find specific information related to geographical features
- Recognise that different climate dictates the human activity possible in a different landscape.

# Geography Year 6 Knowledge Organiser

## Main Learning: Biomes, Tundra and Deserts

Key knowledge
<b>Know the similarities and differences between a Tundra and a Desert</b>
Know what is meant by a 'tundra' and locate them in across the world
Know where the world's most famous and largest deserts are situated
Explain the main features of a tundra
Know how people have adapted to live in tundra and deserts
List the main differences between a tundra and a desert

Vocabulary	
<b>biome</b>	A large region of Earth that has a certain climate and certain types of living things
<b>tundra</b>	A cold and frozen landscape with a short growing season
<b>desert</b>	Areas of the Earth that are extremely dry and don't get much rain
<b>landscape</b>	Part of the Earth's surface that can be viewed at one time from one place
<b>marine biome</b>	Large expanse of water such as oceans
<b>grasslands</b>	Large open areas of grass and although trees can be present, but they are infrequent



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 6**

**How are mountains formed and what causes an earthquake, tsunami or volcano?**

**What lays beneath our feet?  
(tectonic plates etc)**

**Which are the most well known  
mountains in the UK and the rest  
of the world?**

**How can a relief map be  
transformed into a model of a  
mountain?**

**What causes an earthquake?**

**What causes a volcano?**

## **Disciplinary Knowledge**

### **Geographical skills and fieldwork**

- Understand what is meant by a relief map
- Know the term contour as it relates to a map
- Use maps to locate various mountain regions
- Create sketches to help with field work related to a mountainous area
- Create a model from a relief map


# Geography Year 6 Knowledge Organiser

## Main Learning: Mountains, Earthquakes and Volcanoes

Key knowledge
<b>Know how mountains were formed and what causes earthquakes or volcanoes</b>
Know what tectonic plates are
Know how mountains are formed
Know and locate the most well-known mountains in the UK and the world
Know what causes an earthquake
Know what causes a volcano

Vocabulary	
<b>tectonic plates</b>	Slabs of moving rock on the Earth's outer shell
<b>lava</b>	Hot, molten or semi-fluid rock
<b>strata</b>	Layers of rock
<b>eruption</b>	An explosion of steam or lava from a volcano
<b>summit</b>	The very top of the mountain
<b>tsunami</b>	A long, high wave usually caused by an earthquake in the ocean



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 7**

**What are the main features of South America?**

**What are the names of and key features of South American countries?**

**What can we learn about the physical and human features of Brazil?**

**Which other South American country fascinates you most?**

**How do time zones work in South America?**

**What do we know about the lives of 'street children'?**

**Disciplinary Knowledge**

**Geographical skills and fieldwork**

- Use Google Earth to locate a country or place of interest
  - Know about time zones and work out differences
- Know how a continent's climate can vary and impact on people's lives
  - Know how the lives of children vary across the world
- Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.
  - Use graphs to record features such as temperature or rainfall across the world
  - Carry out tests over time, evaluate changes and consolidate their understanding
    - Add annotations, such as label and captions to freehand maps

# Geography Year 8 Knowledge Organiser

## Main Learning: South America

Key knowledge	Vocabulary	
Know where South America is and what its main geographical features are	<b>pampas</b>	The pampas are fertile South American lowlands that cover more than 750,000 km <sup>2</sup>
Know and locate a number of South American countries	<b>Incas</b>	The Incas, an American indigenous people, were originally from the southern highlands of Peru.
Find out about Brazil's key features, including human and physical issues	<b>street children</b>	Groups of children with no homes or parents who are forced to beg for a living
Know about fruits and natural resources that South American countries have	<b>anaconda snake</b>	Semiaquatic snakes found in tropical South America
Know what is meant by the term 'street children'	<b>Andes</b>	world's longest continental mountain range
Know key physical and human characteristics of a chosen location in South America	<b>I am somebody</b>	poem which was used in a campaign to bring attention to the street children of Brazil



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 7**

**What creates a rainforest and why are they located where they are?**

**What are biomes and can a rainforest be described as one?**

**Where are the world's most famous rainforests situated?**

**What are the main features associated with rainforests?**

**Why is it important for us to protect the rainforests?**

**Which creatures are endangered if we do nothing?**

## **Disciplinary Knowledge**

### **Geographical skills and fieldwork**

- Know how to use graphs to record features such as temperature or rainfall across the world
- Know how to use Google Earth to locate rainforests and other biomes
- Carry out tests over time, evaluate changes and consolidate their understanding
- Explain what a place is like and why
- Create sketches to help with field work related to a mountainous area
- Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features

# Geography Year 7 Knowledge Organiser

## Main Learning: Rainforests

Key knowledge
<b>Know what creates a rainforest and know why they are located where they are</b>
Know what biomes are and that rainforest is one type
Know where most of the world's rainforests are situated
Know about the main features associated with a rainforest
Know why it is important to protect the rainforests
Know about the features of the different layers of a rainforest

Vocabulary	
<b>biome</b>	Distinct biological communities that have formed in response to a shared physical climate
<b>canopy</b>	Can be over 30 m above the ground and made up of the overlapping branches and leaves of rainforest trees
<b>understory</b>	A tangle of shrubs, young trees, saplings, palms and vines
<b>biodiversity</b>	Variety of plant and animal life in a particular habitat
<b>temperate</b>	A region or climate characterised by mild temperatures
<b>deforestation</b>	When forests are cut down and the area is permanently cleared for another use



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for Geography

**YEAR 7**

## What is 'Fairtrade' and why should it matter to us?

**Where do the goods on our supermarket shelves come from?**

**What do we understand by Fairtrade and why do we need an organisation like Fairtrade Foundation?**

**Which countries are exploited and can we locate them on a world map?**

**What do we mean by export and import?**

**Why should we consider boycotting buying some goods and would that be sensible?**

### Disciplinary Knowledge

#### Geographical skills and fieldwork

- Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features
  - Understand the issues associated with Fairtrade
- Carry out tests over time, evaluate changes and consolidate their understanding

# Geography Year 7 Knowledge Organiser

## Main Learning: Fairtrade

Key knowledge
<b>Know why Fairtrade is important to us all</b>
Know how different countries trade with each other
Know why Brexit was important to all of us
Understand what people mean by Fairtrade
Know which countries suffer if there is not a culture of Fairtrade
Know what is meant by sustainability, global citizenship and ethical codes

Vocabulary	
<b>sustainability</b>	Because our actions have a lasting effect on the environment and we should protect it for our future generations
<b>global citizenship</b>	Working as a community to look after the world
<b>ethical codes</b>	A set of moral principles used to govern the conduct of a profession
<b>developing countries</b>	A poor agricultural country that is seeking to become more advanced economically and socially
<b>cooperatives</b>	Groups of people who agree to work together to sell a product by following fair trade principles
<b>Fairtrade premium</b>	An extra sum of money to invest in improving the quality of their lives



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for GEOGRAPHY

## YEAR 8

### Why is climate change such an important topic?

**What do we mean by climate change?**

**What is the ozone layer and why is it important?**

**What do we mean by greenhouse gases and why is it important to know about them?**

**What has been the impact of climate change on our world to date?**

**Who is Greta Thunberg and why is she associated with climate change?**

### Disciplinary Knowledge

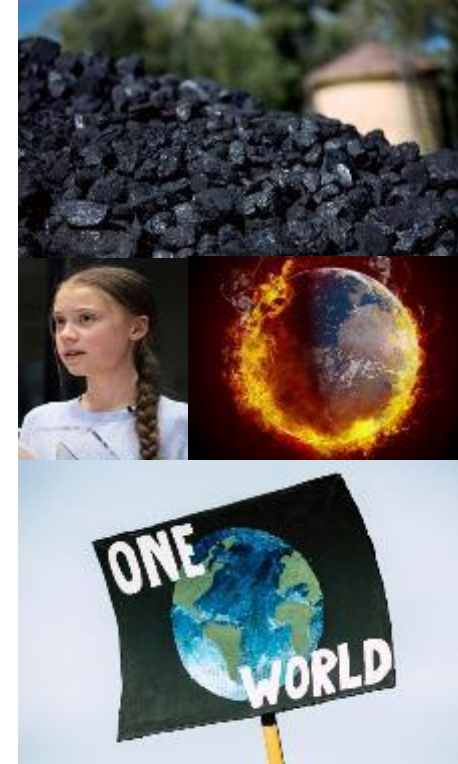
- Reflect on the key changes that have occurred in buildings, trade and population
- Understand the consequence of ignoring climate change
- Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with
- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Set up a geographical fieldwork enquiry, starting with a hypothesis
- Create map displays to communicate their fieldwork investigations

# Geography Year 8 Knowledge Organiser

## Main Learning: Climate change

Key knowledge
Know about the issues associated with industry and climate change
Know what industry is and why it is important
Know what is meant by climate change
Know why climate change is such an urgent issue
Understand why people get passionate about climate change
Know why climate change has such a big impact on the world's poorest countries

Vocabulary	
<b>Greta Thunberg</b>	Environmental activist who is known for challenging world leaders to take immediate action for climate change
<b>fossil fuels</b>	Include petroleum (oil), coal, and natural gas
<b>greenhouse gases</b>	Heat being trapped inside the Earth's atmosphere
<b>Global warming</b>	A greenhouse effect, resulting in the increase in global temperatures
<b>ozone layer</b>	an invisible layer of protective gases that circle the earth
<b>methane</b>	A greenhouse gas produced by cows and landfill site



	<p><b>Prior Knowledge—</b></p>
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# Long-term overview for Geography

**YEAR 8**

## How do maps help us to find our way around?

**What are digimaps and how can they be used to help find out more about the local area?**

**How can Google Earth help to find out more about the world and its continents?**

**What are Ordnance Survey maps and what do the symbols stand for?**

**How can I use six-figure grid references?**

**Why do we have time zones and how do they work?**

### Disciplinary Knowledge

#### Geographical Skills and Fieldwork

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
  - Be familiar with topographical maps and know about contours, etc
    - Know how to use six-figure grid references
    - Know what is meant by latitude and longitude
    - Understand how to use six-figure grid references
  - Set up a geographical fieldwork enquiry, starting with a hypothesis
- To review, apply and consider next steps as a result of their geographical enquiry
  - Create map displays to communicate their fieldwork investigations
    - Use digital mapping software packaged with confidence

# Geography Year 8 Knowledge Organiser

## Main Learning: Mapping

Key knowledge
<b>Know how to find my way around</b>
Know what digimaps are and use them to know more about our area
Use Google Earth to help us know more about the Earth's continents
Know what an Ordnance Survey map is and what the symbols stand for
Know how to use a six-figure grid reference system
Know how to conduct a survey and present my findings appropriately

Vocabulary	
<b>Ordnance Survey</b>	An Ordnance Survey map is a detailed map produced by the mapping agency of the United Kingdom (UK)
<b>grid reference</b>	Numerical grid references consist of an even number of digits. Eastings are written before Northings
<b>aerial photograph</b>	Aerial photography is the taking of photographs of the ground from an elevated/direct-down position
<b>time zones</b>	Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones
<b>map symbol</b>	Used to represent real objects. Both shapes and colours can be used for symbols on maps
<b>cartography</b>	The study of maps and map making. Someone who makes maps is called a cartographer



	<b>Prior Knowledge –</b>
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# Long-term overview for Geography

**YEAR 8**

**What do we know about North America and what are its main geographical features?**

**Where are all the North American countries located?**

**What are the USA's key features, including human and physical issues?**

**What do we know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries?**

**How does life in Mexico differ to that in the USA?**

**Why did immigration play a key part in the development of the USA?**

## Disciplinary Knowledge

### Locational Knowledge

- Appreciate how historically there have been changes to many countries across the world, including changes in names.

### Place Knowledge

- Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

### Human and Physical Geography

- Reflect on the key changes that have occurred in buildings, trade and population

### Geographical skills and fieldwork


- To review, apply and consider next steps as a result of their geographical enquiry
- Create journey booklets, to include maps, sketches and samples to capture what a place is like
- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

# Geography Year 8 Knowledge Organiser

## Main Learning: North America

Key knowledge	Vocabulary	
<b>Know where North America is and what its main geographical features are</b>	<b>American state</b>	The U.S. is a country of 50 states covering a vast swathe of North America.
Know and locate all North American countries	<b>Cherokee</b>	A member of an American indigenous people formerly inhabiting much of the southern US.
Find out about the USA's key features, including human and physical issues	<b>The 'big apple'</b>	This is the nickname associated with New York City (NYC). The nickname became common from the 1920s.
Know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries	<b>Chichén Itzá</b>	Chichén Itzá is a complex of Mayan ruins in Mexico. It is a massive step pyramid.
Contrast life in Mexico with that of the USA	<b>A buck</b>	A nickname for the American dollar.
Know why immigration played a key part in the development of the USA	<b>Statue of Liberty</b>	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.



	<p><b>Prior Knowledge –</b></p>
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# Additional, or Alternative Units



# Long-term overview for Geography

YEAR 1

## How do I find out about patterns in our weather and how to record it?

Know how to find out how to find out about rainfall, temperature and cloud cover each day

Know how to keep an on-going record of the rainfall, temperature and cloud cover each day

Know how to use symbols to represent rainfall, cloud cover, temperature, etc.

Know how to make use of the information gathered to make assumptions and predictions

**Locational Knowledge**

**Place Knowledge**

**Human and Physical Geography**

**Geographical Skills and Fieldwork**

- Know that different places in the world experience different weather patterns to the UK

- Know and recognise main weather symbols

- Keep an on-going chart of the weather experienced in a given locality.

# Long-term overview for Geography

YEAR 2

## What are the main differences between the UK and China?

Using a map of the UK and China, locate key places like capital cities

Know about the climate in China and compare it to the climate in the UK

Know what it would be like to live in China

Know the main similarities and differences between schools in China and the UK

Know the main differences between living in an urban and rural place in the UK and China

### Locational Knowledge

- Know which is N, E, S and W on a compass
- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world

### Place Knowledge

- Recognise some of the human issues associated with living in China, i.e. Cycling a way of life

### Human and Physical Geography

- Know that life is different according to where you live

### Geographical Skills and Fieldwork

- Use a world map and globe to pinpoint China
- Recognise the ocean that surrounds China

# Long-term overview for Geography

YEAR 2

## How different are the environments close to our school?

Know about the area around a river considering plants, animals, noise levels, etc.

Carry out a study of an urban area, considering main features, such as noise level, traffic, etc.

Consider the main differences between the two environments

Use local OS maps to find out about how features are recorded

Make sketches, take photographs and use maps to help support their studies

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Locate the places visited on a local map
- Know that there are certain features associated with different places in our extended environment.
- Know why people would live in certain environments but not others.
- Make sketches of areas visited so that further study can happen in the classroom

# Long-term overview for Geography

YEAR 3

## What do we mean by the tropics and how different is the climate there to the UK?

Locate the tropics and know the countries that lay within the tropics

Know about the climate within the tropics

Compare the climate in the tropics to that of the UK

Consider what can be grown in the tropics that cannot be grown in the UK

Know how different your life would be if you lived within the tropics

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map

- Understand why the climate in the tropics is very different to the UK

- Know that the lifestyle of people living in the tropics is very different to those living in the UK
- Know that what can be grown in the tropics is different to what can be grown in the UK

# Long-term overview for Geography

YEAR 4

## How can we be more environmentally friendly?

Know what  
'environmentally friendly'  
means

Know why litter is a  
problem to us all

Know we have different  
coloured bins and why it  
is important to recycle

Know why plastic is  
good and bad

Create a portfolio of  
photographs to capture the  
problem of litter in your locality

Locational Knowledge

Place Knowledge

Human and Physical  
Geography

Geographical Skills and  
Fieldwork

- Know why litter is a problem to us all
- Know why recycling is important
- Know how people can have an impact on keeping our planet safe
- Take photographs to emphasise the issues related to litter, plastic, bins, recycling plants, etc.

# Long-term overview for Geography

YEAR 4

## What are biomes and how are they created?

Know about different types of biomes and what creates them

Know what are the main features of a rainforest

Know what the main features of tundra and deserts are

Locate different regions in the world where different biomes exist

Carry out an in-depth study of a type of biome and present findings to others in the class

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Know what is meant by the term 'biome'

- Recognise the physical conditions necessary for the creation of different biomes

- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is

- Know how to use graphs to record features such as temperature or rainfall across the world

# Long-term overview for Geography

YEAR 4

## Where are the main differences between the Amazon Rainforest, the Lake District and Antarctica?

Know about the main features of the Amazon Rainforest

Know about the main features of the Lake District

Know about the main features of Antarctica

Know how the features of each of these three impact on daily life

Know how your life would differ if you lived in each of the three regions

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Locate the three places on a world and UK map.
- Use a globe to locate the Antarctica and the Amazon basin.

- Begin to appreciate the difference climate experiences in each of the three places.

- Understand why people would live in each of three places and what life would be like for them.

- Use OS maps and contour maps to appreciate the different regions.

# Long-term overview for Geography

YEAR 4

## What is meant by a climate zone?

Find out about each of the following climate zones:  
Tropical, Sub Tropical,  
Temperate, Polar, Highland.

Use world maps and a globe to locate each of these climate zones

Carry out an in-depth study of one and present findings to the class

Make a list of the main positive and negative features associated with each climate zone

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Identify the different climate zones, tropical, sub-tropical, temperate, polar and highland.

- Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.

- Begin to discuss issues related to climate warming
- Use maps to identify different climate zones.
- Ask questions to find out what affects the climate

# Long-term overview for Geography

YEAR 5

## What is so special about Africa?

Locate the countries that make up Africa on a map

Choose one African country to focus on and find out about climate, what they grow, export and key features

Share information about country studied with others in class

Know what life is like in different countries and regions within Africa

Know what the main challenges that faces several African countries

### Locational Knowledge

- Locate Africa on a globe and world map.
- Locate individual countries

### Place Knowledge

- Compare two different places in Africa, rural and urban.
- Consider how much of Africa is covered by a desert.

### Human and Physical Geography

- Consider the following features in specific areas in Africa: Climate, Weather, Homes, School, Shops, Transport & Lifestyle.

### Geographical Skills and Fieldwork

- Study photographs, maps, pictures to help make comparisons with a region in the UK

# Long-term overview for Geography

YEAR 5

## How has land use and industry changed over time in the UK?

Know about the main regions of the UK, i.e. North East, North West, London, Midlands, etc.

Know where the river basins and mountain regions are

Use digimaps to investigate an area of the UK and how its land use has changed

Know how industry has changed in the UK over the past century

Understand how different places have had to adapt and make changes due to changes in industry

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Locate the main regions of the UK, i.e., the North East

- Begin to explain why people live/ lived in a given area in the first place.
- Appreciate that many people move location because of industry and jobs

- Use digimaps to appreciate how regions have changed over time
- Ask appropriate questions about changes in a region

# Long-term overview for Geography

YEAR 6

## How can I find my way around?

Know what digimaps are and use them to know more about our area

Use Google Earth to help us know more about the Earth's continents

Know what an Ordnance Survey map is and what the symbols stand for

Know how to use a six-figure grid reference system

Know how to conduct a survey and present my findings appropriately

### Locational Knowledge

### Place Knowledge

### Human and Physical Geography

### Geographical Skills and Fieldwork

- Know about time zones and work out differences

- Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Know how to use digimaps
- Be familiar with topographical maps and know about contours, etc
- Know how to use six-figure grid references
- Know what is meant by latitude and longitude

# Long-term overview for Geography

YEAR 6

## How has Europe been redrawn and what impact does it have on Europe as a whole?

Know what Europe looked like immediately after WW2

Know about the new European countries that have been formed since

Understand why eastern Europe looks so different now

**Locational Knowledge**

**Place Knowledge**

**Human and Physical Geography**

**Geographical Skills and Fieldwork**

- Locate different European countries on an atlas and a globe

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Be familiar with topographical maps and know about contours, etc
- Know what is meant by latitude and longitude

# Long-term overview for Geography

YEAR 6

## Why do people decide to resettle? (focus on immigration to North America)

Know the main reasons why people would decide to move from the country they live

Know why immigration has been important for the USA

Know why immigration has been important for the UK

Know how people moving to another country often recreate their cultural heritage

Know about the importance of immigration to Australia

**Locational Knowledge**

**Place Knowledge**

**Human and Physical Geography**

**Geographical Skills and Fieldwork**

- Know key differences between living in the UK and in a country in either North or South America

- Know about the key human and physical differences between living in the UK and a different European country
- Know why ports are important for world trade

- Know how to use graphs to record features such as temperature or rainfall across the world