

| Geography Knowledge Matricies   |                   |  |        |
|---|-------------------|--|--------|
| Topic   | Overbury: A Study | Year   | Year 2 |
| <b>National Curriculum Objectives:</b> <a href="#">KS1</a>  |                   |  |        |
| <b>Place knowledge</b> <ul style="list-style-type: none"><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (in this instance comparing Overbury [village] and of a small area in a contrasting non-European country.</li></ul>   |                   |  |        |
| <b>Human and physical geography</b> <ul style="list-style-type: none"><li>use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul></li></ul>   |                   |  |        |
| <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"><li>use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li><li>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</li></ul>   |                   |  |        |
| Prior Learning  |                   | Future Learning  |        |
| <ul style="list-style-type: none"><li><b>Life on the farm</b>- Learning about the locality of Overbury and in particular its farming context.</li><li><b>African Animals</b> - Comparing Overbury to a small village in Africa</li></ul>  |                   | <ul style="list-style-type: none"><li><b>Islands (Sheldon class)</b> - The UK as an Island</li><li><b>Galapagos</b> (Sundial class)</li><li><b>Mountains (Sundial class)</b></li></ul> |        |
| What pupils need to know or do to be secure   |                   |  |        |
| 'Overbury - A study' enables the children to start using their map reading skills. The children will gain an awareness of their local area through frequent orienteering trips as well as the creation, curation and consideration of different types of maps. The children will plot and follow a route to the top of Bredon Hill, considering the geographical features along their route, before then embarking on this trek and drawing a map of the local area from this high vantage point. |                   |  |        |
| Core Knowledge - Expected Outcomes  |                   | Geography procedural knowledge outcomes  |        |

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| <ul style="list-style-type: none"> <li>- I can name key human geography features in the village</li> <li>- I can name key physical geography features around the hill</li> <li>- I know what an OS map is</li> <li>- I can describe features of an OS map</li> <li>- I know what a key is and can use class determined symbols</li> <li>- I can follow a route and arrive at my destination</li> <li>- I know what a key is and how to use one</li> <li>- I can use positional and directional language</li> <li>- I can compare Overbury to a contacting non-European country</li> </ul> | <p><b><u>Geographical Enquiry</u></b><br/> I can ask simple geographical questions; Where is it? What's it like?<br/> I can use NF books, stories, maps, pictures/photos and internet as sources of information (<i>implicit</i>).<br/> I can investigate my surroundings</p> <p><b><u>Drawing Maps</u></b><br/> I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p><b><u>Representation</u></b><br/> I can begin to understand the need for a key.<br/> I can use class agreed symbols to make a simple key.</p> <p><b><u>Using Maps</u></b><br/> I can follow a route on a map.</p> <p><b><u>Perspective</u></b><br/> I can look down on objects to make a plan view map</p> <p><b><u>Direction/ Location</u></b><br/> I can describe a route with accuracy using directional and positional language</p> <p><b><u>Style of Map</u></b><br/> I can use teacher drawn base maps.<br/> I can use large OS maps</p> |
| <p>Key Vocabulary</p>   | <p>human features, physical features, village, locality, land use, farming, observations, recording, venn diagram, bar chart, OS map, Ordnance survey, key, symbols, grid references, key, symbols, grid references, aerial photos, birds eye view, plan view, compass, North, South, East, West, NE, SE, NW, SW, near, far. Left, right</p>   |

| Geography Knowledge Matricies  |                   |   |        |
|--|-------------------|---|--------|
| Topic  | Overbury: A Study | Year  | Year 3 |
| <b>National Curriculum Objectives:</b> <a href="#">KS2</a>   |                   |   |        |
| <b>Locational knowledge</b><br>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  |                   |   |        |
| <b>Place knowledge</b><br>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America  |                   |   |        |
| <b>Human and physical geography</b><br>describe and understand key aspects of: <ul style="list-style-type: none"><li>- physical geography, including: rivers</li><li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul>   |                   |   |        |
| <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"><li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>- 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.</li></ul> |                   |   |        |
| Prior Learning   |                   | Future Learning   |        |
| <ul style="list-style-type: none"><li>- <b>Life on the farm/ Here we Grow</b>- Learning about the locality of Overbury and in particular its farming context.</li><li>- <b>African Animals</b> - Comparing Overbury to a small village in Africa</li></ul>   |                   | <ul style="list-style-type: none"><li>- <b>Islands (Sheldon class)</b> - The UK as an Island</li><li>- <b>Bridges (Sundial class)</b> - local fieldwork</li></ul> |        |
| What pupils need to know or do to be secure  |                   |   |        |
| "Overbury - A study' enables the children to start using their map reading skills. The children will gain an awareness of their local area through frequent orienteering trips as well as the creation, curation and consideration of different types of maps. The children will plot and follow a route to the top of Bredon Hill, considering the geographical features along their route, before then embarking on this trek and drawing a map of the local area from this high vantage point.                |                   |   |        |
| Core Knowledge - Expected Outcomes   |                   | Geography procedural knowledge outcomes   |        |

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| <ul style="list-style-type: none"> <li>- I can name key human geography features in the village</li> <li>- I can name key physical geography features around the hill</li> <li>- I know what an OS map is</li> <li>- I can describe features of an OS map</li> <li>- I know what a key is and can use class determined symbols</li> <li>- I can use standard symbols for my key to a map</li> <li>- I can follow a route and arrive at my destination</li> <li>- I know what a key is and how to use one</li> <li>- I can present the human and/ or physical features of Overbury in a graph and/ or using digital technologies</li> <li>- I can talk about the use of land in Overbury and the impact it has on the distribution of natural resources</li> <li>- I can use positional and directional language</li> <li>- I can use 8 compass points</li> <li>- I can compare Overbury to a region in a European country</li> </ul> | <p><b><u>Geographical Enquiry</u></b><br/>           I can begin to ask/initiate geographical questions.<br/>           I can use NF books, stories, atlases, pictures/photos and internet as sources of information (<i>implicit</i>)<br/>           I can begin to collect and record evidence<br/>           I can make observations and start to make comparisons</p> <p><b><u>Drawing Maps</u></b><br/>           I can try to make a map of a short route experienced, with features in correct order;</p> <p><b><u>Representation</u></b><br/>           I can use standard symbols<br/>           I know why a key is needed.</p> <p><b><u>Using Maps</u></b><br/>           I can follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p><b><u>Perspective</u></b><br/>           I can begin to draw a sketch map from a high view point.</p> <p><b><u>Direction/ Location</u></b><br/>           I can start to use 8 compass points to follow/give directions:<br/>           I can use letter/no. co-ordinates to locate features on a map.)</p> <p><b><u>Style of Map</u></b><br/>           I can begin to identify features on aerial/ oblique photos</p> |
| <p>Key Vocabulary</p>  | <p>human features, physical features, village, locality, land use, farming, observations, recording, venn diagram, bar chart, OS map, Ordnance survey, key, symbols, grid references, key, symbols, grid references, aerial photos, birds eye view, plan view, compass, North, South, East, West, NE, SE, NW, SW, near, far. Left, right</p>   |

| Geography Knowledge Matrices   |   |  |        |
|--|---|--|--------|
| Topic  | Volcanoes and Earthquakes   | Year   | Year 2 |
| <u>Year 2</u>  |   |  |        |
| Human and physical geography   |   |  |        |
| Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather   |   |  |        |
| Geographical skills and fieldwork:   |   |  |        |
| Use world maps, atlases and globes to identify the UK and its countries. As well as the countries, continents and oceans studied at this key stage.  |   |  |        |
| Prior Learning   |   | Future Learning  |        |
| <ul style="list-style-type: none"><li>- Space (Even Year) / hot &amp; Cold climates (Odd) - The Poles</li><li>- Oceans and Seas (Tower) - Continents and Oceans</li></ul>  |   | <ul style="list-style-type: none"><li>- Galapagos (Sundial class)</li><li>- Mountains (Sundial class)</li></ul>  |        |
| What pupils need to know or do to be secure  |   |  |        |
| In this topic the children develop their knowledge and skills in human and physical geography. This topic links closely to science where rocks and minerals are taught and helps prepare the children to learn about mountains in Sundial class. <i>The children consider how lives have been impacted by volcanoes and how others have supported communities affected by natural disasters and how they can help too.</i>   |   |  |        |
| Core Knowledge - Expected Outcomes   |   | Geography procedural knowledge outcomes  |        |
| <p>I can say what the different layers of the Earth are</p> <p>I can say what the different parts of a volcano are</p> <p>I can say what the 5 deadly features of a volcano are</p> <p>I can say what the ring of fire is.</p> <p>I can say what causes a volcano using geographical vocabulary</p> <p>I can explain what tectonic plates are.</p> <p>I can explain what causes an earthquake</p> <p>I can say what the 5 deadly features of an earthquake are</p> |   | <p><u>Year 2</u></p> <p><u>Geographical Enquiry</u></p> <p>I can ask simple geographical questions; Where is it? What's it like?</p> <p>I can use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>I can make appropriate observations about why things happen</p> <p><u>Using Maps</u></p> <p>I can use picture maps with confidence</p> |        |
| Key Vocabulary   | natural disaster, Injured, homeless, Core, inner core, outer core, mantel, crust, chimney, throat, ash cloud, gas, molten rock, crater, main vent, secondary vent, lava flow, volcanic bomb, magma chamber, fumarole, dormant, active, extinct, eruption, avalanche, scorching hot volcanic ash, lava flow, pyroclastic flow, mud flow (or 'lahar'), jigsaw, crust, core, mantle, tectonic plate, fault line, boundary line, Ring of Fire |  |        |

| Geography Knowledge Matrices  |                           |   |        |
|---|---------------------------|---|--------|
| Topic   | Volcanoes and Earthquakes | Year  | Year 3 |
| <b>National Curriculum Objectives:</b> <a href="#">KS2</a>  |                           |   |        |
| <b>Year 3</b>   |                           |   |        |
| <b>Human and physical geography</b>   |                           |   |        |
| Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  |                           |   |        |
| <b>Geographical skills and fieldwork:</b>   |                           |   |        |
| Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  |                           |   |        |
| Prior Learning  |                           | Future Learning   |        |
| <ul style="list-style-type: none"><li>- Space (Even Year )/ hot &amp; Cold climates (Odd) - The Poles</li><li>- Oceans and Seas (Tower) - Continents and Oceans</li></ul>   |                           | <ul style="list-style-type: none"><li>- Galapagos (Sundial class - Even)</li><li>- Mountains (Sundial class)</li></ul>  |        |
| What pupils need to know or do to be secure   |                           |   |        |
| 'In this topic the children develop their knowledge and skills in human and physical geography. This topic links closely to science where rocks and minerals are taught and helps prepare the children to learn about mountains in Sundial class. <i>The children consider how lives have been impacted by volcanoes and how others have supported communities affected by natural disasters and how they can help too.</i>   |                           |   |        |
| Core Knowledge - Expected Outcomes  |                           | Geography procedural knowledge outcomes   |        |
| <p>I can say what the different layers of the Earth are</p> <p>I can say what the different parts of a volcano are</p> <p>I can describe the different parts of a volcano</p> <p>I can say what the 5 deadly features of a volcano are</p> <p>I can describe the 5 deadly features of a volcanic eruption</p> <p>I can say what the ring of fire is.</p> <p>I can say what causes a volcano using geographical vocabulary</p> <p>I can explain what tectonic plates are.</p> <p>I can explain what causes an earthquake</p> |                           | <p><b>Year 3</b></p> <p><b>Geographical Enquiry</b></p> <p>I can begin to ask/initiate geographical questions.</p> <p>I can use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>I can investigate places and themes at more than one scale</p> <p>I can begin to collect and record evidence</p> <p>I can analyse evidence and begin to draw conclusions</p> <p><b>Style of Map</b></p> <p>I can begin to use map sites on internet</p> <p>I can begin to identify features on aerial/ oblique photos</p> <p>I can begin to use junior atlases</p> |        |

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| <p>I can say what the 5 deadly features of an earthquake are</p> <p>I can describe the 5 deadly features of an earthquake</p> |  |
| Key Vocabulary  | <p>natural disaster, Injured, homeless, Core, inner core, outer core, mantel, crust, chimney, throat, ash cloud, gas, molten rock, crater, main vent, secondary vent, lava flow, volcanic bomb, magma chamber, fumarole, dormant, active, extinct, eruption, avalanche, scorching hot volcanic ash, lava flow, pyroclastic flow, mud flow (or 'lahar'), jigsaw, crust, core, mantle, tectonic plate, fault line, boundary line, Ring of Fire</p> |

| Geography Knowledge Matricies   |                    |   |        |
|---|--------------------|---|--------|
| Topic   | Britain from above | Year  | Year 2 |
| <b>National Curriculum Objectives:</b> <a href="#">KS1</a>  |                    |   |        |
| <b>Locational knowledge</b>   |                    |   |        |
| <ul style="list-style-type: none"><li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li></ul>  |                    |   |        |
| <b>Human and physical geography</b>   |                    |   |        |
| <ul style="list-style-type: none"><li>use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul></li></ul>   |                    |   |        |
| <b>Geographical skills and fieldwork</b>  |                    |   |        |
| <ul style="list-style-type: none"><li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>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</li><li>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</li></ul> |                    |   |        |
| <b>Prior Learning</b>   |                    | <b>Future Learning</b>  |        |
| <ul style="list-style-type: none"><li>Knights and Castles – Tower class – Countries of the UK</li><li>Seas and Oceans – Tower class</li></ul>   |                    | <ul style="list-style-type: none"><li>Our European Neighbours (Sundial class)</li></ul> |        |
| <b>What pupils need to know or do to be secure</b>  |                    |   |        |

| This topic consolidates the children's knowledge about the UK countries taught in Tower class, looking more deeply at the capital cities and <i>counties of the UK</i>   |   |
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| Core Knowledge - Expected Outcomes   | Geography procedural knowledge outcomes   |
| <p>I can locate the countries that make up the UK on a map.</p> <p>I can name the capital cities of the countries of the UK.</p> <p>I can name the seas surrounding the UK.</p> <p>I can name some of the UK's main rivers.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map.</p> <p>I can use aerial photographs to recognise landmarks</p> <p>I can tell you the names of some areas of high ground in the UK.</p> <p>I can find areas of high ground on a map of the UK.</p> <p>I can use a legend to find areas of high ground on a map.</p> <p>I can identify key human and physical features of London</p> <p>I can identify how and why these have changed over the years</p> <p>I can identify London on a map</p> <p>I can describe how the UK population has changed over time.</p> <p>I can tell you where some immigrants to the UK came from.</p> <p>I can identify similarities and differences between my daily routine and that of a child from another historical period.</p> | <p><b><u>Geographical Enquiry</u></b></p> <p>I can ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p><b><u>Direction/ Location</u></b></p> <p>I can follow directions (as yr 1 and inc'. NSEW)</p> <p><b><u>Scale and distance</u></b></p> <p>I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b><u>Map Knowledge</u></b></p> <p>I can locate and name on UK map major features e.g. London, River Thames, home location, seas</p> <p><b><u>Style of Map</u></b></p> <p>I can find land/sea on globe</p> <p>I can use an infant atlas and start to use a junior atlas</p> |
| Key Vocabulary   | <p>United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west. River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, county, country, town, Mountain, hill, range, peak, height, legend, City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian, Population, immigration, migrants.</p>  |



| Geography Knowledge Matricies   |                    |  |        |
|---|--------------------|--|--------|
| Topic   | Britain from Above | Year   | Year 3 |
| <b>National Curriculum Objectives: <a href="#">KS2</a></b>  |                    |  |        |
| <b>Locational knowledge</b>   |                    |  |        |
| <ul style="list-style-type: none"><li>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</li><li>To identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul> |                    |  |        |
| <b>Geographical skills and fieldwork</b>  |                    |  |        |
| <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li></ul>   |                    |  |        |
| <b>Prior Learning</b>   |                    | <b>Future Learning</b>   |        |
| <ul style="list-style-type: none"><li>Knights and Castles – Tower class - Countries of the UK</li><li>Seas and Oceans – Tower class</li></ul>   |                    | <ul style="list-style-type: none"><li>Our European Neighbours (Sundial class)</li></ul>  |        |
| <b>What pupils need to know or do to be secure</b>  |                    |  |        |
| This topic consolidates the children's knowledge about the UK countries taught in Tower class, looking more deeply at the capital cities and <i>counties of the UK</i> .  |                    |  |        |
| <b>Core Knowledge - Expected Outcomes</b>   |                    | <b>Geography procedural knowledge outcomes</b>   |        |
| <p>I can locate the countries that make up the UK on a map.</p> <p>I can name the capital cities of the countries of the UK.</p> <p>I can label key cities in the UK on a map.</p> <p>I can name the seas surrounding the UK.</p> <p>I can name some of the UK's main rivers.</p> <p>I can name the seas some rivers flow into.</p> <p>I can follow a river on a map to find where it starts and ends.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map.</p>                          |                    | <p><b><u>Geographical Enquiry</u></b></p> <p>I can begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes at more than one scale</p> <p><b><u>Direction/ Location</u></b></p> <p>I can start to use 8 compass points to follow/give directions:</p> <p>I can use letter/no. co-ordinates to locate features on a map.</p> <p><b><u>Scale and distance</u></b></p> <p>I can begin to match boundaries (E.g. find same boundary of a country on different scale maps) - <b>comparing the UK on a map of the world and a map of Europe</b></p> <p><b><u>Map Knowledge</u></b></p> <p>I can begin to identify points on maps A,B and C</p> <p><b><u>Style of Map</u></b></p> <p>I can begin to use map sites on internet</p> |        |

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| <p>I can use aerial photographs to recognise landmarks</p> <p>I can identify some physical features</p> <p>I can tell you the names of some areas of high ground in the UK.</p> <p>I can find areas of high ground on a map of the UK.</p> <p>I can use a legend to find areas of high ground on a map.</p> <p>I can find the height of a peak on a map</p> <p>I can identify key human and physical features of London</p> <p>I can identify how and why these have changed over the years</p> <p>I can identify London on a map</p> <p>I can identify the location of the prime meridian</p> <p>I can describe how the UK population has changed over time.</p> <p>I can tell you where some immigrants to the UK came from.</p> <p>I can identify similarities and differences between my daily routine and that of a child from another historical period.</p> | <p>I can begin to identify features on aerial/ oblique photos</p> <p>Use junior atlases</p>  |
| <p>Key Vocabulary</p>  | <p>United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west. River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, county, country, town, Mountain, hill, range, peak, height, legend, City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian, Population, immigration, migrants.</p> |