

Geography Knowledge Matricies			
Topic	Life on the farm	Year	Yr/ Y1
National Curriculum Objectives Geographical skills and fieldwork: <ul style="list-style-type: none">- 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- To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map EYFS: Understanding the World The Natural World ELG <ul style="list-style-type: none">- Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; People Culture and Communities ELG <ul style="list-style-type: none">- Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.			
Prior Learning		Future Learning	
<ul style="list-style-type: none">- Here we grow (YR/YA - Even Year) - Learning about their locality- Children know about similarities and differences in relation to places and objects. They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)		<ul style="list-style-type: none">- Here we grow (YR/YA - Even Year) - Learning about their locality- Overbury a study: Sheldon Class (Odd year) - children go deeper into land use and map reading skills- Bridges - Rivers and water - Sundial class - Local studies - looking at rivers and streams	
What pupils need to know or do to be secure			
This is a topic that enables our young children to have an understanding of where Overbury First school is and its rural setting. It introduces children to farming and land use, and enables them to start to think about their environment and what is special about their locality. Children start to learn about sustainability and the importance of our local farming.			
Knowledge Outcomes		Procedural Knowledge Outcomes	
<ul style="list-style-type: none">- I know my school is in the village of Overbury		<u>Geography Enquiry</u>	

<ul style="list-style-type: none"> - I know what is in my local surroundings, including a farm, church, houses - I can say what type of buildings are in my local area - I can say where something is using words like close to, far away from using village/ tow/ city names - I know what a map is - I can make drawings of an area I am finding out about - I can say when farming began at Overbury 	<ul style="list-style-type: none"> • I can ask and respond to simple closed questions • I can use information books/pictures as sources of information. • I can investigate their surroundings • I can make observations about where things are e.g. within school or local area and plan perspectives • I can recognise landmarks and basic human and physical features. <p><u>Directions/ Location</u> I can follow directions (Up, down, left/right, forwards/backwards)/ I can say where something is relative to something else</p> <p><u>Using Maps</u> I can recognise that it is about a place locally</p> <p><u>Style of Map (SoM)</u> I can use picture maps and globes</p>
<p>Key Vocabulary</p>	<p>human features, physical features, landscape, map, globe, atlas, key, symbol, direction, school, building, trees, forest, Location, place, home, school, village, town, city, buildings, hill, field, road, land, map, globe, atlas</p>

Geography Knowledge Matricies			
Topic	Rainforests	Year	YR/ Y1
<p>National Curriculum Objectives</p> <p>EYFS:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>KS1:</p>			

Human and physical geography

- 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
- 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 countries, continents and oceans studied at this key stage

Prior Learning

Future Learning

- Here we grow (YR/YA - Even Year) - Comparing of Overbury to a contrasting location in the UK
- Overbury a study: Sheldon Class (Odd year) - children go deeper into land use and map reading skills

What pupils need to know or do to be secure

In this topic children look at the continents of the world and in which continents rainforests can be found and where they are located on the equator. They look at the different weather in the UK and compare it to the tropical rainforests. They look at the physical features of a rainforest and why they are all important. They use geographical vocabulary to refer to vegetation and weather. The children's global citizenship is also targeted though considering how important the rainforests are and the impact on the world if they are taken away. **This topic has led to the children developing their global citizenship and fundraising for a cause that they are passionate about.**

Core Knowledge - Expected Outcomes

Geography procedural knowledge outcomes

<ul style="list-style-type: none"> - I can say what a continent is - I can name the 7 continents of the world - I can locate the continents on a basic map - I can locate the equator on a map/ globe - I know what a rainforest is - I can say where tropical rainforests are located in the world - I can say which continents rainforests are likely to be in - I can talk about a rainforest that is linked to the children's interests - I can describe the weather in the UK - I can describe the weather in the tropical rainforests and how this is different to the UK - I can say why rainforests are important for the world - I can use geographical vocabulary to describe physical features of the rainforest 	<p><u>Geographical Enquiry</u></p> <p>I can ask and respond to simple closed questions I can use information books/pictures as sources of information.</p> <p><u>Representation</u></p> <p>I can use own symbols on imaginary map.</p> <p><u>Using Maps</u></p> <p>I can use a simple picture map to move around</p> <p><u>Style of map</u></p> <p>I can use picture maps and globes</p>
<p>Key Vocabulary</p>	<p>Continents. World, Asia, Africa, North America, South America, Antarctica, Europe, Australasia, United Kingdom, physical features, landscape, vegetation, weather, climate, map, globe, atlas, equator, rainforests, tropical, rainfall, humid, layers, forest floor, understorey, canopy, emergent layer, environment, deforestation</p>

Geography Knowledge Matrices			
Topic	Seas and Oceans	Year	YR/ Y1
<p>EYFS:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>National Curriculum Objectives</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> - 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 			
Prior Learning		Future Learning	

<ul style="list-style-type: none"> - Children know about similarities and differences in relation to places and objects. They talk about the features of their own immediate environment and how environments might vary from one another. (ELG) - Rainforests (Odd year) - continents 	<ul style="list-style-type: none"> - African Animals (Even year) - Continent of Africa - India - Sheldon Class - Islands - Sheldon Class - Earth & Space - Sundial class
<p align="center">What pupils need to know or do to be secure</p>	
<p>This is a topic that enables the children to start thinking about the wider world and the seas and oceans that are in it. The children start to think about how the UK is an Island with water all around it. The children start to name the Oceans and use picture books as sources of information and investigate physical features of the ocean. This topic enables the children to think about the challenges for the Great Barrier Reef and to consider what we can do to help.</p>	
<p align="center">Core Knowledge - Expected Outcomes</p>	<p align="center">Geography procedural knowledge outcomes</p>
<ul style="list-style-type: none"> - To identify the countries that make up the United Kingdom and can say the continent the UK is in. - To know the names of the 5 oceans - To locate the 5 oceans on a basic world map - To know key facts about the 5 oceans - To know the different layers of the ocean and name some of them. - To be able to say 1 fact about 2 or more of the ocean layers - To identify a physical feature of the Pacific Ocean - To identify a continent that the Pacific Ocean is in - To identify a challenge that is faced by the oceans 	<p>Geographical Enquiry</p> <p>In response to teacher led enquiries, I can ask and respond to simple closed questions I can use information books/pictures as sources of information</p> <p>Style of map</p> <p>I can use picture maps and globes</p>
<p>Key Vocabulary</p>	<p>England, Scotland, Wales, Northern Ireland, United Kingdom, island, continent, city, human features, physical features, landscape, map, globe, atlas, Northern Hemisphere, Southern Hemisphere, Continents: Europe, Africa, Asia, North America, South America, Oceania, Antarctica, Oceans: Pacific, Atlantic, Indian, Arctic, Southern</p>