

Geography Knowledge Matricies			
Topic	Bonjour	Year	Year 2
National Curriculum Objectives: <u>KS1</u>: Geographical skills and fieldwork:			
<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 (As this is a mixed year group a KS2 Country is being studied - European)use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a mapuse 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			
Human and physical geography			
<ul style="list-style-type: none">use basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
Prior Learning		Future Learning	
<ul style="list-style-type: none">Life on the farm (Tower) - Learning about the locality of Overbury and in particular its farming context.Rainforests (Tower) - learning about climate differences between UK and countries at the equatorOceans and Seas (Tower)		<ul style="list-style-type: none">Overbury: A Study (Sheldon Class)Rigolo (Study of French across Sheldon and Sundial class)India: A Non European country (Sheldon class)	
What pupils need to know or do to be secure			
This topic focuses on a European country that is close to us. This topic enables the children to learn about another country, France, whilst recapping on the UK and capital cities. Paris is contrasted to Tewkesbury (Overbury's closest Town) including key landmarks for both places. The children learn to create a route using Google Maps through Paris from a chosen location to another via key landmarks.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> - I can say that France is in Europe - I can locate France on a map of Europe - I know that Paris is the capital of France - I can locate Paris on a map of France - I Can label the UK and France on a small scale map - I Can label London and Paris on a small scale map - I can use Google maps to help me plot a route across Paris - I can plot a route on a map of Paris choosing different landmarks to visit - I can use a simple key - I can compare Tewkesbury to Paris and make comparisons - I can name and describe key landmarks in Paris and key landmarks in Tewkesbury and describe similarities and differences 	<p><u>Geographical Enquiry</u> I can ask simple geographical questions; Where is it? What's it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information. I can make simple comparisons between features of different places</p> <p><u>Representation</u> I can begin to understand the need for a key. I can use class agreed symbols to make a simple key.</p> <p><u>Scale and distance</u> I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><u>Map Knowledge</u> I can locate and name on UK map major features e.g. London, River Thames, home location, seas</p> <p><u>Style of Map</u> I can use an infant atlas</p>
<p>Key Vocabulary</p>	<p><i>France, Paris, Eiffel Tower, Notre Dame, Bonjour, Au Revoir, impressionism, cuisine, Napoleon, Wellington, The Revolution, map, key, Europe</i></p>

Geography Knowledge Matricies			
Topic	Bonjour	Year	Year 3
National Curriculum Objectives: KS2:			
Locational knowledge			
<ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
Place knowledge			
<ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country			
Human and physical geography			
<ul style="list-style-type: none">describe and understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones			
Geographical skills and fieldwork			
<ul style="list-style-type: none">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">Life on the farm (Tower) - Learning about the locality of Overbury and in particular its farming context.Rainforests (Tower) - learning about climate differences between UK and countries at the equatorOceans and Seas (Tower) - learning about continents and oceans		<ul style="list-style-type: none">India (non European country)Rigolo (The study of French through Sheldon and Sundial class)	
What pupils need to know or do to be secure			
This topic focuses on a European country that is close to us. This topic enables the children to learn about another country, France, whilst recapping on the UK and capital cities. Paris is contrasted to Tewkesbury (Overbury's closest Town) including key landmarks for both places. The children learn to create a route using Google Maps through Paris from a chosen location to another via key landmarks.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> - I can say what a climate zone is - I can identify climate zones in France and place them on a map - I can say that France is in Europe - I can locate France on a map of Europe - I know that Paris is the capital of France - I can locate Paris on a map of France - I Can label the UK and France on a small scale map - I Can label London and Paris on a small scale map - I can use Google maps to help me plot a route across Paris - I can plot a route on a map of Paris choosing different landmarks to visit - I can use standard symbols - I can compare Tewkesbury to Paris and make comparisons drawing conclusions - I can name and describe key landmarks in Paris and key landmarks in Tewkesbury and describe similarities and differences - I can find the countries that have a French boundary and can find the same boundary on two different maps 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> - I can begin to ask/initiate geographical questions. - I can use NF books, stories, atlases, pictures/photos and internet as sources of information. - I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations <p><u>Representation</u></p> <p>I can use standard symbols.</p> <p>I know why a key is needed.</p> <p><u>Scale and distance</u></p> <p>I can begin to match boundaries (E.g. find same boundary of a country on different scale maps).</p> <p><u>Map Knowledge</u></p> <p>I can begin to identify points on maps A,B and C</p> <p><u>Style of Map</u></p> <p>I can begin to use junior atlases.</p>
<p>Key Vocabulary</p>	<p><i>France, Paris, Eiffel Tower, Notre Dame, Bonjour, Au Revoir, impressionism, cuisine, Napoleon, Wellington, The Revolution, map, key, Europe</i></p>

Geography Knowledge Matricies			
Topic	India	Year	Year 2
National Curriculum Objectives: KS1			
Place knowledge			
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			
Geographical skills and fieldwork			
<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 stageuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;devise a simple map;			
Prior Learning		Future Learning	
<ul style="list-style-type: none">Minibeastes (Tower) - The WeatherFrance - A European country study (Sheldon) - Focus on ParisOceans and Seas (Tower) - Continents and Oceans		<ul style="list-style-type: none">Bridges (Sundial class) - Bridges and riversMountains (Sundial class)	
What pupils need to know or do to be secure			
This topic takes the children to the wider world where the children learn about climate zones, biomes and vegetation belts, the river Ganges and Continents. It builds on the weather that the children have learnt about in Tower class, extending the children's knowledge on climate zones. The Ganges starts the children's learning about rivers that will take place in depth in Y4/Y5 in Sundial class.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	
<ul style="list-style-type: none">I can generate questions about IndiaI can say where India is.I can say what the capital of India is.I can find India on a map of the world and label itI can find what continent India is on.I can locate India on both a small scale and large scale map.I can find out key information about India using the internet/ maps and booksI can compare a small place in India to Tewkesbury or Paris, looking at physical/ human elementsI can name Indian landmarks including Taj Mahal, Amber Fort, Red Fort, Ellora Caves, Joq Falls		<u>Geographical Enquiry</u> I can ask simple geographical questions; Where is it? What's it like? I can make simple comparisons between features of different places <u>Scale and distance</u> I can begin to spatially match places (e.g. recognise a country on a small scale and larger scale map) <u>Map Knowledge</u> I can locate and name on a map major features e.g. London, River Thames, home location, seas	

<ul style="list-style-type: none"> - I can use aerial photos to recognise landmarks such as the Himalayas and the Ganges and label them on a map. - I can identify and label the Thar desert on a map 	
Key Vocabulary	<i>Ghandi, Gond, Ganges, Himalayas, Red Fort, Ellora, caves, climate, empire, desertification, continent</i>

Geography Knowledge Matricies			
Topic	India	Year	Year 3
National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
Place knowledge			
<ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America			
Human and physical geography			
<ul style="list-style-type: none">describe and understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle			
Geographical skills and fieldwork			
<ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Prior Learning		Future Learning	
<ul style="list-style-type: none">Minibeastes (Tower) - The WeatherFrance - A European country study (Sheldon) - Focus on ParisOceans and Seas (Tower) - Continents and Oceans		<ul style="list-style-type: none">Bridges (Sundial class) - Bridges and riversMountains (Sundial class)	
What pupils need to know or do to be secure			
This topic takes the children to the wider world where the children learn about climate zones, biomes and vegetation belts, the river <i>Ganges</i> and Continents. It builds on the weather that the children have learnt about in Tower class, extending the children's knowledge on climate zones. The <i>Ganges</i> starts the children's learning about rivers that will take place in depth in Y4/Y5 in Sundial class.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> - I can generate questions about India - I can say where India is. - I can say what the capital of India is. - I can find India on a map of the world and label it - I can find what continent India is on. - I can locate India on both a small scale and large scale map. - I can find out key information about India using the internet/ maps and books - I can compare a small place in India to Tewkesbury and Paris, looking at physical/ human elements and draw conclusions - I can name Indian landmarks including Taj Mahal, Amber Fort, Red Fort, Ellora Caves, Jog Falls - I can use aerial photos to recognise landmarks such as the Himalayas and the Ganges and label them on a map. - I can understand how water travels from the Himalaya's to the Ganges - I can understand different biomes in the Western Ghats - I can identify the Thar desert and explain how we could stop desertification 	<p><u>Geographical Enquiry</u> I can begin to ask/initiate geographical questions I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations</p> <p><u>Scale and distance</u> I can begin to match boundaries (E.g. find same boundary of a country on different scale maps).</p> <p><u>Map Knowledge</u> I can begin to identify points on maps A,B and C</p>
<p>Key Vocabulary</p>	<p><i>Ghandi, Gond, Ganges, Himalayas, Red Fort, Ellora, caves, climate, empire, desertification, continent</i></p>

Geography Knowledge Matricies			
Topic	Islands	Year	Year 2
National Curriculum Objectives: KS1			
Locational knowledge			
<ul style="list-style-type: none">name and locate the world's 5 oceansname, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas			
Place knowledge			
<ul style="list-style-type: none">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			
Human and physical geography			
<ul style="list-style-type: none">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 Equatoruse basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, sea, ocean, vegetation, season and weatherkey human features, including: city, town, village, farm, house, port, harbour and shop			
Geographical skills and fieldwork			
<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 stageuse 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			
Prior Learning		Future Learning	
<ul style="list-style-type: none">Space (Even Year)/ hot & Cold climates (Odd) - The PolesOceans and Seas (Tower) - Continents and Oceans		<ul style="list-style-type: none">Galapagos (Sundial class)Mountains (Sundial class)	
What pupils need to know or do to be secure			
<i>This topic considers the UK as an Island and enables us to compare and contrast Polynesian Islands. It enables us to build on oceans taught in Tower class, and the equator. The children are introduced to the benefits of the UK as an Island and the implications on trade for the UK and smaller islands. This also develops children's learning about how the impact humans can have on the world around them both positively and negatively.</i>			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> - I know that the UK is an island - I know the 4 countries of the UK and their capital cities - I know how the UK is similar and different to the Polynesian islands - I know that the UK weather seasons are affected by being North of the Equator - I know what the weather is like in the Polynesian islands and how this relates to the Equator - I know how to use a map to locate the UK and the Polynesian islands 	<p><u>Geographical Enquiry</u> I can ask simple geographical questions; Where is it? What's it like? I can Investigate my surroundings I can make simple comparisons between features of different places</p> <p><u>Drawing Maps</u> I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p><u>Representation</u> I can begin to understand the need for a key. I can use class agreed symbols to make a simple key</p> <p><u>Using Maps</u> I can use an infant atlas to locate places.</p> <p><u>Scale and distance</u> I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><u>Style of Map</u> I can find land/sea on globe. I can use an infant atlas</p>
<p>Key Vocabulary</p>	<p><i>island, beach, United Kingdom, Polynesian, causeway, poles, Ireland, river, coast, ocean, channel</i></p>

Geography Knowledge Matricies			
Topic	Islands	Year	Year 3
National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">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)identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.			
Place knowledge			
<ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,			
Human and physical geography			
<ul style="list-style-type: none">describe and understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones, volcanoeshuman geography, including: types of settlement, economic activity including trade links			
Geographical skills and fieldwork			
<ul style="list-style-type: none">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">Space (Even Year)/ hot & Cold climates (Odd) - The PolesOceans and Seas (Tower) - Continents and Oceans		<ul style="list-style-type: none">Galapagos (Sundial class - Even)Mountains (Sundial class)	
What pupils need to know or do to be secure			
<i>This topic considers the UK as an Island and enables us to compare and contrast Polynesian islands. It enables us to build on oceans taught in Tower class, and the equator. The children are introduced to the benefits of the UK as an Island and the implications on trade for the UK and smaller islands. This also develops children's learning about how the impact humans can have on the world around them both positively and negatively.</i>			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	
<ul style="list-style-type: none">I know the UK is made up of islandsI know that the UK is North of the EquatorI know that the UK has geographical features influenced by being an island.I know that the UK has climate zones influential by being an islandI know that the Polynesia is a collection of islands near the equator, spread across the Northern and Southern Hemispheres.		Geographical Enquiry I can begin to ask/initiate geographical questions. I can investigate places and themes at more than one scale I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations	

<ul style="list-style-type: none"> - I know that the economic activity of an area is affected by being an island. - I know where some countries are in relation to the equator and the poles. 	<p><u>Drawing Maps</u> I can try to make a map of a short route experienced, with features in correct order; I can try to make a simple scale drawing.</p> <p><u>Representation</u> I know why a key is needed. I can use standard symbols</p> <p><u>Using Maps</u> I can locate places on larger scale maps e.g. map of Europe.</p> <p><u>Scale and distance</u> I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p><u>Style of Map</u> I can begin to use junior atlases</p>
<p>Key Vocabulary</p>	<p><i>island, beach, United Kingdom, Polynesian, causeway, poles, Ireland, river, coast, ocean, channel</i></p>