

Geography Knowledge Matricies			
Topic	Our European Neighbours	Year	Year 4
National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
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 within 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">▪ 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			
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">- France (Shedon class)		<ul style="list-style-type: none">- Bridges (Rivers and streams - Sundial class)- Mountains (Sundial class)	
What pupils need to know or do to be secure			
This topic builds on from the Sheldon class topic of France. Here, although France is touched on and knowledge is recapped, the children look at other European neighbours. The children explore Europe using different maps to help them. The children consider their global citizenship and learn about cultural similarities and differences between the UK and Europe and find out about major European landmarks, looking at the tallest mountain and longest river, all of which builds into/ from other Sundial topics.			

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
<p>To find out about Europe:-</p> <ul style="list-style-type: none"> • I can locate Europe on a map of the world • I know how many countries are in Europe • I know who our closest European neighbours are • I can name the major capital cities in Europe • I can locate countries and major European cities using large scale maps • I can identify key geographical features of major European countries • I can identify cultural similarities and differences between the UK and Europe • I can find out about major European landmarks • I know where the tallest mountain in Europe is • I can name the longest river in Europe • I know different types of land use in Europe 	<p>Geographical Enquiry I can ask and respond to questions and offer their own ideas I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Using Maps I can follow a route on a large scale map. I can locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Scale and distance I can begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Map Knowledge I can begin to identify significant places and environments</p> <p>Style of Map I can use junior atlases I can use large and medium scale OS maps I can use map sites on internet. I can identify features on aerial/oblique photographs</p>
Key Vocabulary	Europe, European, Atlas, Globe, Scale, Boundary, Continent, Human features, Physical features, Aerial photography, Capital city

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Locational knowledge			
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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 within 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">▪ 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			
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">- France (Shedon class)		<ul style="list-style-type: none">- Bridges (Rivers and streams - Sundial class)- Mountains (Sundial class)	
What pupils need to know or do to be secure			
This topic builds on from the Sheldon class topic of France. Here, although France is touched on and knowledge is recapped, the children look at other European neighbours. The children explore Europe using different maps to help them. The children consider their global citizenship and learn about cultural similarities and differences between the UK and Europe and find out about major European landmarks, looking at the tallest mountain and longest river, all of which builds into/ from other Sundial topics.			

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
<p>To find out about Europe:-</p> <ul style="list-style-type: none"> I can locate Europe on a map of the world <i>I can select the best type of map to locate Europe and its countries</i> I know how many countries are in Europe <i>and I can label them on a map highlighting the boundaries of the different countries.</i> I know who our closest European neighbours are I can name the major capital cities in Europe <i>I can locate countries and major European cities using maps of different scales</i> I can identify key geographical features of major European countries I can identify cultural similarities and differences between the UK and Europe I can find out about major European landmarks, including: <ul style="list-style-type: none"> where the tallest mountain in Europe is the name of the longest river in Europe I know different types of land use in Europe <i>and can say which countries these uses link to.</i> 	<p>Geographical Enquiry I can begin to suggest questions for investigating I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life I can begin to use primary and secondary sources of evidence in their investigations</p> <p>Using Maps I can compare maps with aerial photographs I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Map Knowledge I can identify significant places and environments</p> <p>Style of Map I can use index and contents page within atlases. I can use medium scale land ranger OS maps</p>
Key Vocabulary	Europe, European, Atlas, Globe, Scale, Boundary, Continent, Human features, Physical features, Aerial photography, Capital city

Geography Knowledge Matrices			
Topic	Mountains	Year	Year 4
National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- 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			
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, volcanoes and earthquakes, and the water cycle▪ 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			
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">- Oceans and Seas (Tower) - Continents and Oceans- Volcanoes and Earthquakes (Sheldon class)- Our European Neighbours (Sundial class)		<ul style="list-style-type: none">- Bridges (Sundial class - odd year) - Water cycle- Galapagos (Sundial class)	
What pupils need to know or do to be secure			
This topic builds on from Volcanoes in Sheldon class. The focus is physical geography where the children describe and understand mountains. The water cycle is also recapped/ introduced here. The unit provides the great opportunity of using maps to locate the tallest mountains on the planet and look at investigating economic use and distribution of resources.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<p>To find out about Mountains:-</p> <ul style="list-style-type: none"> • I can explain where you will find mountains • I can describe and name the key features of mountains. • I can investigate and locate the world's largest mountains. • I understand how mountains are formed. • I can find out about mountainous climates and the weather • I understand how tourism affects mountain regions. • I can find out about mountains and hills in the United Kingdom. • I can say where the highest mountain in the UK is located. • I can explain how mountains are used by people • I can identify what a mountain looks like on a map 	<p>Geographical Enquiry I can ask and respond to questions and offer my own ideas</p> <p>Representation I know why a key is needed I can begin to recognise symbols on an OS map</p> <p>Using Maps I can follow a route on a large scale map. I can locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Map Knowledge I can begin to identify significant places and environments</p>
<p>Key Vocabulary</p>	<p>Peak, valley, summit, terrain, tectonic plates, fold mountains, ridge, plateaux, contour, slope, Mount Everest, Ben Nevis, Snowdon, Pennines</p>

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National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- 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			
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, volcanoes and earthquakes, and the water cycle▪ 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			
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">- Oceans and Seas (Tower) - Continents and Oceans- Volcanoes and Earthquakes (Sheldon class)- Our European Neighbours (Sundial class)- Bridges (Sundial class) - Water cycle		<ul style="list-style-type: none">- Galapagos (Sundial class)	
What pupils need to know or do to be secure			
This topic builds on from Volcanoes in Sheldon class. The focus is physical geography where the children describe and understand mountains. The water cycle is also recapped/ introduced here. The unit provides the great opportunity of using maps to locate the tallest mountains on the planet and look at investigating economic use and distribution of resources.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<p>To find out about Mountains:-</p> <ul style="list-style-type: none"> • I can name the continents of the world (recap) • I can explain where you will find mountains, both on land and in the oceans • I can describe and name the key features of mountains. • I can describe the different types of mountains • I can investigate and locate the world's largest mountains. • I understand how mountains are formed. • I can find out about mountainous climates • I can research and explain what animals and plant life may be found on mountains and why • I can find out about mountains and hills in the United Kingdom. • I can say where the highest mountain in the UK is located. • I can identify what a mountain looks like on a map • I can explain how mountains are used by people • I understand how tourism affects mountain regions. • I can say how mountains impact trade and why 	<p>Geographical Enquiry I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in their investigations</p> <p>Representation I can draw a sketch map using symbols and a key I can use/recognise OS map symbols</p> <p>Using Maps I can compare maps with aerial photographs I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Map Knowledge I can identify significant places and environments</p> <p>Style of Map I can use index and contents page within atlases. I can use medium scale land ranger OS maps</p>
<p>Key Vocabulary</p>	<p>Peak, valley, summit, terrain, tectonic plates, fold mountains, ridge, plateaux, contour, slope, Mount Everest, Ben Nevis, Snowdon, Pennines</p>

Geography Knowledge Matricies			
Topic	Galapagos	Year	Year 4
National Curriculum Objectives: KS2			
Locational knowledge			
<ul style="list-style-type: none">- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
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 within 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, volcanoes and earthquakes, and the water cycle- 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			
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">- Oceans and Seas (Tower) – Continents and Oceans- Islands (Sheldon class)- Mountains (Sundial class)		<ul style="list-style-type: none">- Non European country study (North America)	
What pupils need to know or do to be secure			
This topic builds on from Seas and Oceans in Tower class and Islands in Sheldon class. The children look deeper at understanding geographical similarities and differences between non-European countries. The topic also focuses on the historical figure Charles Darwin. This topic supports our global neighbours work and allows children to investigate and find out about the environment impact of climate change and the role that humans have played in the changing face of our natural environment and the impact on flora and fauna.			

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
<p>To find out about the Galapagos:-</p> <ul style="list-style-type: none"> • I can explain where the Galapagos Islands are and can show this on large scale maps • I can find out what is so significant about the Galapagos. • I can explain what is so unique about the Galapagos Islands • I can explain the reasons for conservation and the impact of humans • I understand the significance of Charles Darwin's exploration on board the Beagle • I can investigate the local animals and plants in the locality and compare these with those found in the Galapagos • I can explore and understand food chains • I can find out about coasts • I can explain how humans are impacting on the environment 	<p>Geographical Enquiry I can ask and respond to questions and offer their own ideas</p> <p>Using Maps I can follow a route on a large scale map. I can locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Map Knowledge I can begin to identify significant places and environments</p> <p>Style of Map I can use junior atlases I can use large and medium scale OS maps I can use map sites on internet. I can identify features on aerial/oblique photographs</p>
Key Vocabulary	Environment, coast, adaptation, species, evolution, colonisation, equator, archipelago, island, herbivore, Pacific ocean, Ecuador, Charles Darwin, natural selection

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Geographical skills and fieldwork			
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Prior Learning		Future Learning	
<ul style="list-style-type: none">- Oceans and Seas (Tower) - Continents and Oceans- Island (Sheldon class)- Mountains (Sundial class)- Non European country study (North America) - Sundial class		-	
What pupils need to know or do to be secure			
This topic builds on from Seas and Oceans in Tower class and Islands in Sheldon class. The children look deeper at understanding geographical similarities and differences between non-European countries. The topic also focuses on the historical figure Charles Darwin. This topic supports our global neighbours work and			

allows children to investigate and find out about the environment impact of climate change and the role that humans have played in the changing face of our natural environment and the impact on flora and fauna.	
Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
<p>To find out about the Galapagos:-</p> <ul style="list-style-type: none"> I can explain where the Galapagos Islands are and can show this on large scale maps I can select an appropriate map to show where the Galapagos islands are located I can find out what is so significant about the Galapagos. I can explain what is so unique about the Galapagos Islands I can explain the reasons for conservation and the impact of humans I understand the significance of Charles Darwin's exploration on board the Beagle I can investigate the local animals and plants in the locality and compare these with those found in the Galapagos and can record this in charts and/ or using technology I can explore and understand food chains I can find out about coasts I can explain how humans are impacting on the environment I can explain how the Galapagos islands are changing I can research and find out what is being done to protect unique places like the Galapagos 	<p>Geographical Enquiry I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in my investigations</p> <p>Using Maps I can compare maps with aerial photographs I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Map Knowledge I can identify significant places and environments</p> <p>Style of Map I can use index and contents page within atlases. I can use medium scale land ranger OS maps</p>
Key Vocabulary	Environment, coast, adaptation, species, evolution, colonisation, equator, archipelago, island, herbivore, Pacific ocean, Ecuador, Charles Darwin, natural selection