Geography – Sundial Class (Odd Year)

Geography Knowledge Matricies			
Topic	**Earth and Space**	**Year**	**Year 4**

National Curriculum Objectives: KS2

Locational knowledge

- 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)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Prior Learning	Future Learning
- Space (Tower class) - Hot & Cold climates (Tower class) - Rainforests (Tower class) - Oceans and Seas (Tower)	- Our European Neighbours (Sundial class) - Galapagos (Sundial class) - Mountains (Sundial class)

What pupils need to know or do to be secure

Earth and Space deepens the children's thinking about the UK and our location in the world. We extend our knowledge of continents in Tower class and Sheldon class, and identify the continents of the Earth on different scale maps and from different perspectives. We consider the impact of the equator on the different continents. The unit develops children's ability to understand and use coordinates and to understand why we need to have different time zones.

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
I can name the continents of the Earth I can identify continents on a map I can locate countries of the world on a map I can name capital cities of countries that I have identified I can identify the Equator on a globe I know the Equator is an imaginary line that divides the Earth into two halves I can locate the Northern and Southern hemispheres I can identify the Tropics of Cancer and Capricorn	**Geographical Enquiry** I can ask and respond to questions and offer their own ideas I can investigate places and themes at more than one scale I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps **Direction/ Location** I can use letter coordinates to locate features on a map with confidence **Using Maps**

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I can describe the features of the Arctic and Antarctic circle I can tell you why day and night occur I can tell you why we need to have time zones I can find the local time in other cities	I can begin to use atlases to find out about other features of places (e.g. capital cities) **Map Knowledge** I can begin to identify significant places and environments **Style of Map** I can use junior atlases I can use map sites on the internet
Key Vocabulary	Europe, North America, South America, Antarctica, Africa Australasia, Asia, Pacific ocean, Indian ocean, Atlantic ocean, Southern ocean, Arctic ocean, map, atlas, globe, equator, north hemisphere, south hemisphere, tropic of cancer, tropic of Capricorn, tropical, temperature, coordinates, latitude, longitude, degrees, location, Arctic circle, Antarctic circle, North Pole, South pole, polar regions, Greenwich Mean Time, GMT, prime meridian, time zones

Geography Knowledge Matricies			
Topic	**Earth and Space**	**Year**	**Year 5**

National Curriculum Objectives: KS2

Locational knowledge

- 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)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Prior Learning	Future Learning
- Space (Tower class) - Hot & Cold climates (Tower class) - Rainforests (Tower class) - Oceans and Seas (Tower) – Continents and Oceans - Galapagos (Sundial class) - Mountains (Sundial class)	-

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- Our European Neighbours (Sundial class)	

What pupils need to know or do to be secure

Earth and Space deepens the children's thinking about the UK and our location in the world. We extend our knowledge of continents in Tower class and Sheldon class, and identify the continents of the Earth on different scale maps and from different perspectives. We consider the impact of the equator on the different continents. The unit develops children's ability to understand and use coordinates and to understand why we need to have different time zones.

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
I can name the continents of the Earth I can identify continents on a map I can locate countries of the world on a map I can name capital cities of countries that I have identified I can identify the Equator on a globe I know the Equator is an imaginary line that divides the Earth into two halves I can locate the Northern and Southern hemispheres I can identify the Tropics of Cancer and Capricorn I can describe the features of the Arctic and Antarctic circle I can tell you why day and night occur I can tell you why we need to have time zones I can find the local time in other cities I can use evidence to explain the impact on lifestyles living in the North or South pole compared to the UK I can identify a location on a map using latitude and longitude. I can identify the latitude of the tropics and the equator	**Geographical Enquiry** I can begin to suggest questions for investigating I can investigate places with more emphasis on the larger scale; contrasting and distant places I can analyse evidence and draw conclusions I can begin to use primary and secondary sources of evidence in their investigations **Direction/ Location** I understand how we use coordinates on maps of different scales I can explain the need and benefit to using coordinates **Using Maps** I can select maps for a specific purpose I can use map sites on the internet with confidence (*Implicit throughout unit)* **Scale and distance** I can find/recognise places on maps of different scales (*Implicit throughout unit).* **Map Knowledge** I can identify significant places and environments using a selection of different maps on different scales **Style of Map** I can use index and contents pages within atlases (*Implicit throughout unit)*

Key Vocabulary	Europe, North America, South America, Antarctica, Africa Australasia, Asia, Pacific ocean, Indian ocean, Atlantic ocean, Southern ocean, Arctic ocean, map, atlas, globe, equator, north hemisphere, south hemisphere, tropic of cancer, tropic of Capricorn, tropical, temperature, coordinates, latitude, longitude, degrees, location, Arctic circle, Antarctic circle, North Pole, South pole, polar regions, Greenwich Mean Time, GMT, prime meridian, time zones

Geography – Sundial Class (Odd Year)

Geography Knowledge Matricies			
Topic	**Bridges**	**Year**	**Year 4**

National Curriculum Objectives: KS2

Locational knowledge

- 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

▪ describe and understand key aspects of:

- 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

▪ 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.

Prior Learning	Future Learning
- Here we grow Tower) - Life on the farm (Tower) - Oceans and Seas (Tower) – Continents and Oceans - Overbury: A study (Sheldon class) - Britain from Above (Sheldon class)	- Mountains (Sundial) - Our European Neighbours (Sundial)

What pupils need to know or do to be secure

In this topic we undertake a number of local studies looking at local rivers and streams as well as those around the world. We also consider the water cycle and take a deeper look into land use from this particular perspective. The children meet different people from the Estate who work and manage the land around us. This experience provides a reflective opportunity to talk with the gardeners, forestry managers, insect specialist, potter and carpenter and discuss how they look after our beautiful surroundings and the impact we as people have. It provides a wonderful opportunity to participate in local fieldwork studies, to record and take measurements and make detailed observations of their local area.

Geography – Sundial Class (Odd Year)

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
I can identify the parts of a river (Source, meander, mouth) and understand how land use is different along the river's course and areas around (flood plains.) I know how erosion, deposition and flooding can affect people. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent.) I can name and locate the River Rhine (longest river in Europe.) I can name the main rivers that flow through Tewkesbury I can say what the water cycle is I can explain how important water is	**Geographical Enquiry** I can ask and respond to questions and offer their own ideas I can collect and record evidence with some aid. **Drawing maps** I can make a map of a short route experienced, with features in correct order I can make a simple scale drawing **Representation** I know why a key is needed I can begin to recognise symbols on an OS map **Using Maps** I can follow a route on a large scale map. **Style of Map** I can use large and medium scale OS maps
Key Vocabulary	River, flood, source, meander, mouth, tributary, erosion, flood plain, flooding, deposition, water- cycle, River Severn, River Avon, River Thames, River Trent, River Rhine

Geography Knowledge Matricies			
Topic	**Bridges**	**Year**	**Year 5**

National Curriculum Objectives: KS2

Locational knowledge

- 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

▪ describe and understand key aspects of:

Geography – Sundial Class (Odd Year)

- 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

▪ 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.

Prior Learning	Future Learning
- Here we grow (Tower) - Life on the farm (Tower) - Oceans and Seas (Tower) - Overbury: A study (Sheldon class) - Britain from Above (Sheldon class) - Mountains (Sunial class) - Our European Neighbours (Sundial class)	

What pupils need to know or do to be secure

In this topic we undertake a number of local studies looking at local rivers and streams as well as those around the world. We also consider the water cycle and take a deeper look into land use from this particular perspective. The children meet different people from the Estate who work and manage the land around us. This experience provides a reflective opportunity to talk with the gardeners, forestry managers, insect specialist, potter and carpenter and discuss how they look after our beautiful surroundings and the impact we as people have. It provides a wonderful opportunity to participate in local fieldwork studies, to record and take measurements and make detailed observations of their local area.

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
I can identify the parts of a river (Source, meander, mouth) and understand how land use is different along the river's course and areas around (flood plains.) I can say how land use along the River Severn may have changed over time I can explain the process of erosion and deposition (at either the coast or in a river.) I know how erosion, deposition and flooding can affect people. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent.) I can name and locate the River Rhine (longest river in Europe.) I can name the main rivers that flow through Tewkesbury	**Geographical Enquiry** I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in their investigations I can collect and record evidence without aid. **Drawing Maps** I can begin to draw a variety of thematic maps based on their own data (Y5). **Representation** I can draw a sketch map using symbols and a key I can use/recognise OS map symbols

Geography – Sundial Class (Odd Year)

I can explain why Tewkesbury is unique (it's location at the congruence of the River Avon and the River Severn). I can say what the water cycle is and use graphs and/ or digital technologies to explain it I can explain how important water is	**Style of Map** I can use different scale OS maps with confidence
Key Vocabulary	River, flood, source, meander, mouth, tributary, erosion, flood plain, flooding, deposition, water- cycle, River Severn, River Avon, River Thames, River Trent, River Rhine, precipitation, run-off, infiltration, surface flow, evaporation, transportation, condensation, hydrological cycle

Geography Knowledge Matricies			
Topic	**Non European Country study – North America and Canada**	**Year**	**Year 4**

National Curriculum Objectives: KS2

Locational knowledge

- 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

- 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

- describe and understand key aspects of:
  - 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

Geography – Sundial Class (Odd Year)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Prior Learning	Future Learning
- Overbury A Study (Tower class) – Physical and human features - India (Sheldon Class) – Physical and human features, use of maps - France (Sheldon Class) – Physical and human features, use of maps - Islands (Sheldon Class) – Northern & Southern hemisphere, physical and human geography, use of maps - Earth & Space (Sundial class) – Equator, North and South hemispheres, Tropics of Cancer and Capricorn	- Our European Neighbours (Sundial class – Even) - Mountains (Sundial class - Even) - Galapagos (Sundial class – even)

What pupils need to know or do to be secure

Key Concepts:
Settlements – To explore some of the most important human and physical features of North America
Climate and weather – To understand the climate across Canada and draw comparisons with the UK
Maps - Use of a range of maps for different purposes to investigate physical features of a place

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
- To know the continent of North America is made up of 24 countries, one of which is Canada - To know that North America and Canada is in the Northern Hemisphere - To name the provinces and territories of Canada - To name and locate major cities, including Ottowa, Toronto and Montreal - To identify some of the physical features of Canada - To identify some of the human features of Canada, including life and culture - To say what a climate zone is - To explore climate in the UK, France and Canada and draw comparisons	**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 **Using Maps** I can locate places on large scale maps, (e.g. Find UK or India on globe) **Map Knowledge** I can begin to identify significant places and environments **Style of Map** I can use junior atlases I can use map sites on internet.

Key Vocabulary	North America, Canada, Northern hemisphere, map, globe, city, province, territory, The Northern Territories, The West Coast, The Atlantic Provinces, The Prairie Provinces, Central Columbia, Ottowa, Toronto, Montreal, physical, human, natural resources, mountains, rivers, population, natural resources, minerals, weather, rainfall, temperatures, climate zone

Geography – Sundial Class (Odd Year)

Geography Knowledge Matricies			
Topic	**Non European Country study – North America and Canada**	**Year**	**Year 5**

National Curriculum Objectives: KS2

Locational knowledge

- 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

- 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

- describe and understand key aspects of:
  - 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Prior Learning	Future Learning
- Overbury A Study (Tower class) – Physical and human features - India (Sheldon Class) – Physical and human features, use of maps - France (Sheldon Class) – Physical and human features, use of maps - Islands (Sheldon Class) – Northern & Southern hemisphere, physical and human geography, use of maps - Earth & Space (Sundial class) – Equator, North and South hemispheres, Tropics of Cancer and Capricorn - Our European Neighbours (Sundial class – Even)	

Geography – Sundial Class (Odd Year)

- Mountains (Sundial class - Even) - Galapagos (Sundial class – even)	

What pupils need to know or do to be secure

Key Concepts:
Settlements – To explore some of the most important human and physical features of North America
Climate and weather – To understand the climate across Canada and draw comparisons with the UK
Maps - Use of a range of maps for different purposes to investigate physical features of a place

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
- To know the continent of North America is made up of 24 countries, one of which is Canada - To know that North America and Canada is in the Northern Hemisphere - To name the provinces and territories of Canada - To name and locate major cities, including Ottowa, Toronto and Montreal - To identify some of the physical features of Canada - To identify some of the human features of Canada, including life and culture - To find out about the population in Canada and compare different regions. - To find out about the distribution of natural resources including energy and minerals - To say what a climate zone is - To explore climate in the UK, France and Canada and draw comparisons	**Year 5** **Geographical Enquiry** I can begin to suggest questions for investigating I can investigate places with more emphasis on the larger scale; contrasting and distant places 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 **Using Maps** 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.) **Scale and distance** I can find/recognise places on maps of different scales. (E.g. river Nile.) **Map Knowledge** I can identify significant places and environments **Style of Map** I can use index and contents page within atlases.

Key Vocabulary	North America, Canada, Northern hemisphere, map, globe, city, province, territory, The Northern Territories, The West Coast, The Atlantic Provinces, The Prairie Provinces, Central Columbia, Ottowa, Toronto, Montreal, physical, human, natural resources, mountains, rivers, population, natural resources, minerals, weather, rainfall, temperatures, climate zone