

Knebworth Primary School Geography Matrix



Children will develop a passion to understand and protect the planet we live on and a commitment to solve the inevitable problems facing its future.

“Geography underpins a lifelong conversation about the earth as the home of humankind.”

Geography association

Overarching ideas – **modern context** and how they can be applied in today's world (i.e. maps not just paper). Link to **responsibility** value – our responsibility as citizens to look after environment (human impact). This is to be covered in the majority of topics across the geography curriculum.

Key: **Physical geography** **Human geography**

<i>Deep Roots</i>	Autumn		Spring		Summer		Key Vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
<p>Y1</p> <p>Hands on Geography: Termly visit (2 visits one term if possible so all seasons observed) to Knebworth recreation</p>	<p>To identify key features of different seasons.</p> <p>To compare and contrast seasons.</p> <p>- Physical features</p>	<p>Golden Nuggets</p> <p>- To know the differences and similarities between seasons.</p> <p>- To know what a season is and how many there are.</p> <p>Village. Seasons.</p> <p>To know the differences and</p>	<p>Environmental wellbeing – looking after the oceans, dangers for animals. SKILL – To understand human impact on environment. To have an opinion about human impact.</p>	<p>Continents and oceans</p> <p>Golden Nuggets</p> <p>-To know there are 7 continents and 5 oceans</p> <p>- To know the UK is made up of 4 countries.</p> <p>-To know the UK is in Europe</p>	<p>Mapwork</p> <p>To locate areas of coast on a map.</p> <p>To explain what things you may find at the seaside (either natural or human built) and why.</p>	<p>Golden Nuggets</p> <p>- To know a key is used to read a map</p> <p>- To know a seaside town is by an ocean</p> <p>- To know that left and right describe location/direction</p> <p>Seaside –</p>	<p>Autumn</p> <p>Season; autumn; winter; spring; summer; equator; north; south.</p> <p>Spring</p> <p>Continent or country; Europe; Asia; Africa; N. America; S. America; Australasia;</p>

<p>ground to observe seasonal changes – photographic display or collages to record.</p>	<p>- Human differences in behaviour</p> <p>Fieldwork – To observe and record features of the different seasons.</p> <p>- To observe and record seasonal changes</p>	<p>similarities between seasons.</p> <p>To know what a season is and how many there are.</p> <p>To know that seasons aren't at the same time everywhere in the world (i.e. summer in UK = July, summer in Australia = December).</p> <p>To know simple ways human behaviour changes between seasons. (e.g. BBQ in summer because it's hot, skiing in winter because there is snow)</p>	<p>Mapwork –</p> <p>To interpret a map to locate continents and oceans.</p> <p>To recognise maps are not to scale.</p> <p>To compare size and distance (i.e. Asia is next to Europe).</p> <p>To compare different climates.</p> <p>To explain simply the relationship between countries and continents (i.e. multiple countries make up a continent)</p>	<p>To know there are 7 continents and what they are called.</p> <p>To know there are 5 oceans and know what they are called.</p> <p>To know why not all bodies of water are oceans.</p> <p>To know the simple difference between continents and countries.</p> <p>To know that humans can impact these.</p> <p><u>UK</u></p> <p>To know that the UK is made up of four countries.</p> <p>To know where they are on a map.</p> <p>To know that the UK is part of Europe.</p>	<p>To interpret and make a simple key for a map.</p> <p>To draw a basic map with key.</p> <p>To understand and use and use directional language.</p>	<p>To know what is meant by seaside.</p> <p>To know some key common human and physical features of the seaside</p> <p>Focus on Chatelaillon Plage (Twinned town in France)</p> <p>To know the purpose of a key for a map.</p> <p>To know and understand why maps are normally from an aerial view.</p> <p>To know common human uses of the seaside.</p>	<p>Antarctica; Oceans; Pacific; Atlantic; Indian; Arctic; Southern (Antarctic). England, Wales, Scotland, Northern Island.</p> <p>Summer</p> <p>Map; aerial; key; coast; shore; near; far; left; right</p>
---	--	--	---	---	--	---	---

<p>Y2</p> <p>Hands on Geography: Summer term – Making an Island 3D – to include key island features</p>	<p>Mapwork: To plot their own map using symbols and keys.</p> <p>To locate UK countries and capital cities on a map.</p> <p>To use a compass and directional language.</p> <p>To interpret simple ariel photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map.</p> <p>To compare London and a different UK capital – physical and human (lifestyle/culture / buildings etc) elements</p>	<p>UK countries and capitals – London focus</p> <p>Golden Nuggets - To know what a capital city is. - To know the 4 UK countries and capital cities. - To know where the UK countries and capital cities are on a map. - To know the 4 compass points.</p> <p>UK and Rivers</p> <p>To know the 4 UK countries and capital cities</p> <p>Physical – To know basic weather patterns in UK (link to Y1 seasons)</p> <p>To know what a capital city is.</p> <p>To know the evidence of a capital city – what are you likely to find in a capital?</p>	<p>Jamaica</p> <p>Mapwork – human physical To use locational knowledge and map skills to locate key areas of Jamaica and other Caribbean islands.</p> <p>To compare simple maps of Jamaica and another Caribbean island. – physical features and human features.</p> <p>To compare Jamaica’s characteristics with the UK. (E.g. climate, terrain, capital city, tourist attractions, jobs and industry)</p>	<p>Continents – (Focus on North America) To know that Jamaica is in North America.</p> <p>To know where the Caribbean is.</p> <p>To know features both physical and human of Jamaica.</p> <p>To know and explain why Jamaica speaks English but also has its own language of ‘Patois’ (discuss colonial links – human impact on the environment and settlement.</p> <p>Golden Nuggets: - To know Jamaica is an island in the Caribbean - To know Jamaicans speaks English</p>	<p>Mapwork To locate and recognise islands on a map.</p> <p>To build on map reading skills and the idea of keys.</p> <p>To have an opinion about what makes a good environment to reside – is this island home a place you would want to live? Why might others disagree?</p> <p>To compare the island home with a town or city inland – human features, natural features etc.</p>	<p>Island home Key text – Katie Morag.</p> <p>Golden Nuggets - To know an island is land surrounded by water. - To know that islands are not all the same climate</p> <p>To know what classifies as an island.</p> <p>To know some pros and cons of living on an island (does this differ from island to island?)</p> <p>To know common key features (human and physical) of an island.</p>	<p>Autumn North; south; east west; London; Cardiff; Edinburgh; Belfast; River Thames Spring North America; island; natural; man-made. Summer Island; coast;</p>
--	--	---	--	---	---	---	--

		(e.g. parliament, palace in a monarchy etc.)					
Y 3 Hands on Geography: classroom river	<p>To compare areas inhabited in the Stone Age to today.</p> <p>To accurately use directional language.</p> <p>To compare how areas have changed.</p> <p>Research skills (multimedia)</p> <p>To locate Stone age settlements and important sites on a map. (Map skills – where settlements were and what they are today)</p> <p>To compare geographical features of the areas.</p>	<p>Stone age physical geography</p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To accurately use directional language. - To know what geographical features made a good location for settlements. - To know how humans changed the environment (to make it liveable, human impact) – both positives and negatives. <p>To know what geographical features made a good location for settlements.</p> <p>To know how humans changed the environment (to make it liveable, human impact) –</p>	<p>Name and locate countries and cities in the UK, geographical regions and their identifying and human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>To recognise and locate rivers on a map.</p> <p>To identify characteristics of the location of rivers and their sources. Including human geography of surrounding areas and uses.</p>	<p>Rivers</p> <p>Physical and human themes</p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To know the 'journey' of a river - To know humans have an impact on rivers - To recognise and locate rivers on a map <p>To know the name of some UK rivers. (Thames known already from Y2).</p> <p>To know regions where rivers are found.</p> <p>To know the major rivers around the world.</p> <p>To know the 'journey' of a river (source to mouth).</p> <p>Human impact on rivers – recycling.</p>	<p>To identify human and physical characteristics of volcanoes and the surrounding area (Vesuvius/ Italy focus), key topographical features</p> <p>To identify and form an opinion on the land use of the area around Vesuvius and how it has changed since the eruption (preservation of Pompeii).</p> <p>Map skills, physical and human geography– place study Italy – research skills using physical and digital sources.</p> <p>To understand and explain the impact volcanoes on humans and the environment -</p>	<p>Volcanoes</p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To know a volcano is an opening in the Earth's surface. - To know volcano eruptions release poisonous gases - To know some volcanoes are active and some are inactive <p>To know what a volcano is.</p> <p>To know where Mount Vesuvius is located.</p> <p>To know the impact of Mount Vesuvius' eruption on Pompeii and other local areas.</p> <p>To know that Pompeii has been preserved/is no longer inhabited and the some of</p>	<p>Autumn</p> <p>Stonehenge; settlements</p> <p>Spring:</p> <p>Source; mouth; bed; water cycle; erosion; pollution; river bank; canal; meander; spring</p> <p>Summer</p> <p>Eruption; magma; lava; active and inactive</p> <p>Potential Book: <i>Escape from Pompeii (Cross-curricular)</i></p>

	<p>Directional language used accurately</p> <p>To locate key locations for pilgrimage on a map.</p>	<p>both positives and negatives.</p> <p>To know what was distinct about stone age settlements.</p> <p><u>Pilgrimage</u> Mecca Lords</p> <p>To know how and why people travel.</p> <p>To know religious features (human or physical) of these places.</p>		<p>To know the water cycle.</p> <p>To know the difference between a river and a canal</p>	<p>Pompeii specific as volcanoes more generally studied in Year 6.</p> <p>To compare the impact of Pompeii to other surrounding areas. Tourism and economy.</p> <p>To analyse why there are so many people living in the area likely to be affected if it erupts.</p>	<p>the reasons for this.</p> <p>To know that approximately 13,000-20,000 people died from this eruption.</p> <p>To know that the impact was not just caused by lava but also debris and poisonous gas.</p> <p>To know the difference between an active and inactive volcano.</p> <p>Consequences of eruptions – specific study</p> <p>Place study - Pompeii</p>	
--	---	--	--	---	---	---	--

<p>Y4 Hands on Geography: Summer term fieldwork: Knebworth Village</p>	<p>Mapwork To apply knowledge of longitude and latitude to map reading. To locate countries with a given longitude/latitude or relation to the equator. To describe the location of a country with reference to: hemisphere, equator, longitude, latitude as appropriate. To recognise common features shared between countries of similar location.</p>	<p>Locational knowledge. Golden Nuggets - To know the significance of the equator on climate. - To know what longitude and latitude are.</p>	<p>Comparison study – region of UK, region of European country, region within N or S America. Trade links 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. 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.</p>	<p>Regions studied may vary based on cohort. Place knowledge - Capital cities - Continents - Population - Regions within the country and the specific region the cities are in. - Culture of the cities/region. - Physical geographical features of the region - Human features of the region Mixture of physical and human.</p>	<p>Fieldwork Mapwork To compare ordnance survey maps to online sources and atlases and compare their uses – what would be most useful in different situations. To use fieldwork to observe, measure, record and present the human and physical features of a local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Golden Nuggets - To know that there are different types of maps - To know that ordnance survey maps are used to navigate an area Ordnance survey maps - <u>Skill based topic.</u> - Knowledge should be of what different maps there are and situations they are useful in, - Real life application of learning. To know that different maps/globes show different features (some show human as well as physical, some just show outlines of continents or countries etc.)</p>	<p><u>Autumn</u> Climate; equator; northern hemisphere; southern hemisphere; longitude; latitude. <u>Spring</u> (key vocabulary will be place dependent – places could change based on particular class backgrounds or interests). <u>Summer</u> Human feature; physical feature</p>
---	---	---	---	--	--	--	--

<p>Y5</p> <p>Hands on Geography: Potential Mountains VR workshop (cost dependent) https://www.planmyschooltrip.co.uk/1053/Mountains-VR-Workshop.php</p> <p>Biomes – create a biome</p>	<p>Maps</p> <p>To use the 8 points of a compass.</p> <p>To use four and six figure grid references.</p> <p>To use symbols and key (including OSM) to build their knowledge of the UK and the wider world.</p> <p>To explore the impact on the human geography and culture of the regions – change of boundaries as result of war etc.</p> <p>To use maps and directional knowledge to locate countries.</p> <p>To compare features of European</p>	<p><u>Europe</u></p> <p>Golden Nuggets - To know the 8 points of a compass. - To know that country boundaries have changed over time</p> <p>To know key facts about a variety of European countries (e.g. language, capital city, EU membership, cultural differences, etc.)</p> <p>To know some European cities and locate them on maps.</p> <p>Focus: European refugees</p> <p>To know what Urbanisation means and explore this within a European context.</p>	<p>Tourism and mountains – link to Nepal</p> <p>To independently use 8 points of a compass, four and six figure grid references, symbols and key (including OSM).</p> <p>To identify the position and significance of latitude and longitude, equator, Northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic, GMT and time zones (including day and night)</p> <p>To recognise and locate mountains on a map.</p> <p>To understand and explain how different mountain types were formed</p>	<p>Mountains and looking after the planet</p> <p>Golden Nuggets - To know that the summit of a mountain is cooler. - To know there are 5 main types of mountains. - To know that tourists have both a positive and negative impact on mountains</p> <p>To know that the climate differs on a mountain to the surrounding area.</p> <p>To know the different types of mountains and how they are formed.</p> <p>To know to recognise some different mountain types.</p> <p>To know how humans have changed mountains – tourism impact.</p>	<p>Mapwork Fieldwork</p> <p>To identify the position and significance of latitude and longitude, equator, Northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic, GMT and time zones of biome areas.</p> <p>To compare and contrast biomes.</p> <p>To analyse why certain animals live in and plants grow in certain biomes and not others.</p> <p>To recognise key features of the different biomes.</p> <p>To analyse the biomes humans have inhabited and the reasons.</p>	<p><u>Biomes</u></p> <p>Golden Nuggets: - To know there are 6 common land biomes. - To know a biomes is an area with similar climate/landscape/ animals/plants</p> <p>To know that biomes are areas of our planet with similar climates, landscapes, animals and plants.</p> <p>To know the 6 different common biomes and a basic definition of each.</p> <p>To know reasons for the locations of the different biomes in the world with ability to reference some of the key vocabulary.</p>	<p><u>Autumn</u> North East, South East, South West, North West. <u>Spring</u> Compass points as in Autumn – able to use accurately and in a variety of contexts. Fold; faultblock; dome; volcanic; plateau Tourism <u>Summer</u> Longitude, latitude, hemisphere, tropics of cancer, tropics of Capricorn, arctic, Antarctic, GMT zone Tundra, Savanna, Rainforest, Grasslands, Desert, Taiga, Forest/woodland</p>
---	--	---	---	---	---	--	---



	<p>countries and cities.</p>		<p>and how to recognise them.</p> <p>To consider the impact of humans on mountains and mountain regions.</p> <p>To form a reasoned opinion on whether tourism to these regions is positive or negative.</p>	<p>To know some of the reasons for living near or visiting a mountain.</p> <p>Human geography: Transport Economy and Trade</p>			
--	------------------------------	--	---	--	--	--	--

<p>Y6</p> <p>Hands on Geography: Volcanoes – make one</p>	<p>Maps – To accurately locate the location of battles, where were people evacuated to and evaluate using both research and map skills why these areas were suitable (human geographical elements to be considered). As well as precautions that were taken to change certain aspects (e.g. lights off to stop being seen at night)</p> <p>To analyse the geographical aspects of key battles and why they were so important.</p> <p>To understand how environments</p>	<p><u>WWII links</u></p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To know the location of key battles in WW2 and their geographical features - proximity to sea, in the air etc. - Local geography link – new towns post WW2. - To describe how places were changed by war. <p>To know key facts about evacuees and the geographical significance – where they went, why they went there and did they adapt the environment to protect people.</p> <p>To know the location of key battles and their geographical features - proximity to sea etc. Use</p>	<p>Natural disasters</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe their features (human and physical).</p> <p>To clearly explain how and why earthquakes occur.</p> <p>To explain what happens when a volcano erupts.</p> <p>To compare the impact between earthquakes and volcano eruption.</p> <p>To consider why humans still inhabit places more likely to experience natural disasters.</p>	<p><u>Earthquakes and volcanoes</u></p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To know the difference between an earthquake and a tsunami - To know why people live in high risk areas <p>To know what the ring of fire is.</p> <p>To know what an earthquake is and when it is a tsunami.</p> <p>To know the connection between mountains and volcanoes.</p> <p>To know socio and economic reasons why people live in high risk areas.</p> <p>Hands on Geography.</p>	<p>Natural Disasters cont.</p> <p>Possible topics: Tsunamis, avalanches, tornados.</p> <p>Local area</p> <p>To map a known area including plotting key features and considering scales.</p> <p>To use online maps to determine routes to a given location – which is best? What problems might there be? (could used for routes to location of Y6 show etc).</p> <p>To analyse planned routes for suitability for different groups of people.</p>	<p><u>Fieldwork</u></p> <p>Golden Nuggets</p> <ul style="list-style-type: none"> - To know that routes have a purpose - To know different modes of transport impact the environment <p>To know what makes a route fit for purpose.</p> <p>To know the different resources that can be used for planning routes and which are most suitable – i.e. if I want route from school to local church a globe will not be any use.</p>	<p><u>Autumn</u> Evacuation; coastline; accessible; cities.</p> <p><u>Spring</u> Dormant; geysers; ring of fire; fault line, tectonic plates</p> <p><u>Summer</u> Scaling; purpose.</p> <p>Vocabulary from previous years to be revisited where appropriate and built upon to gain a deeper understanding of meaning and application.</p>
--	---	--	---	--	---	---	--

	<p>were adapted to help keep people safe.</p> <p>To describe how the places were changed by war (bombs, explosives, new towns).</p> <p>To explore and evaluate the new towns – what was there before, why were they located where they are etc. – do they still serve the same purpose? – how have the landscapes changed.</p>	<p>previous skills and terminology (hemisphere, longitude, latitude, time zone etc.)</p> <p>To know the cultural and ideological differences between forces.</p> <p>Local geography link – new towns post WWII (Stevenage) – design and purpose</p>			<p>To consider the environmental impact of different travel methods.</p> <p>To evaluate appropriateness of different map sources for this purpose.</p>		
--	--	--	--	--	--	--	--