Nacton C of E Primary School

WE ARE GEOGRAPHERS- Geography Knowledge Gems

In each geography unit we build on our geographical knowledge and skills though our knowledge gems centred around; LOCATION, EXPLORATION and IMPACT. The knowledge gems are the key things we learn and try to remember. We apply our learning using our previous geographical knowledge and skills.

LOCATION	EXPLORATION	INTERPRETATION
We learn to locate nationally and globally significant places of the world using maps. We identify where different places are in the world. We can use compass points and grid references to describe the location of places.	**We explore different places around the world and compare them to our local environment. We learn about key human and physical features of different places and how they change over time.**	**We collect, analyse and interpret a range of data gathered through fieldwork. We can interpret information from maps, aerial photographs, diagrams and globes. We communicate our geographical knowledge in different ways.**

EYFS/Year 1 Knowledge and Understanding of the World (National Curriculum link: Geography) YEAR A

Wonderful Weather

Cycle A Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know how to keep a weather diary.	I know how to observe changes in the weather over a short period of time and record simple data.	I know that the weather in the UK changes depending on the season. I know what the weather is like in each of the 4 seasons.
	I know what a weather forecast is and why they are helpful.	I know that weather can be dangerous and I know ways to keep safe in the sun.	I know how our clothes change in response to the weather.

Oceans and Continents

Spring Cycle A	LOCATION	EXPLORATION	INTERPRETATION

	I know that there are seven continents: Europe, North America, South America, Africa, Asia, Australia and Antarctica.	I know that there are five world oceans: The Pacific, Atlantic, Arctic, Indian, Southern Oceans. All of the oceans are actually connected together.	I know how to use a world map.
		I know the Pacific Ocean is the largest.	I know how to use a globe.

Hot and Cold Places

Cycle A Summer	LOCATION	EXPLORATION	INTERPRETATION
	I know that countries that are on or close to the equator are hot countries	I know there are two poles – the North and South and know some of the animals that live there.	I know that Africa is hot and dry. I know some of the animals (the big 5) that live here.
	I know that countries that are closer to the poles are colder.	I know Antarctica is the coldest place on earth.	I know deserts are large areas of land with almost no water.

EYFS/Year 1 Knowledge and Understanding of the World (National Curriculum link: Geography) YEAR B

The Four Seasons

Cycle B Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know in spring, the weather can be changeable. April is known for its showery weather followed by sunshine. Temperatures rise during spring along with the hours of daylight. Spring flowers start to grow and leaves begin to open. Baby animals are born. Spring takes place in March, April and May	I know in summer, the weather is usually warm. Trees have full green leaves and the amount of time is it light for during the day is longer. The hottest temperatures in the UK take place in summer. Summer takes place in June, July and August	I know in winter we have colder weather and sometimes it snows and can be frosty. The trees have no leaves and the amount of time it is light during the day is at its shortest. The coldest temperatures in the UK take place in winter. Winter takes place in December, January and February.

	I know in Autumn; the hours of daylight get shorter and shorter. In autumn, the weather changes all the time. The leaves change colour and fall off the trees. The weather turns cooler and is often windy and rainy. Some animals, like hedgehogs, hibernate. Autumn takes place in September, October and November.		

Where would you prefer to live – in England or Australia?

Cycle B Spring	LOCATION	EXPLORATION	INTERPRETATION
	I know how to find Australia on a map. I know it is the opposite side of the globe from the UK	I know how to compare the physical geography of a key region of Australia with Nacton. I know how it is the same and different e.g Brisbane, Kangaroo Island, Ayers Rock, Great Barrier Reef	I know some of the animals that live in Australia.
	I know the weather is different in different parts of Australia due to its location.	I know some of the things to do in Sydney. I can compare this with Nacton and Ipswich.	

My class, My school, My road, My grounds.

Cycle B Summer	LOCATION	EXPLORATION	INTERPRETATION
	I know key areas in my class, school, grounds and road.	I know how to use a key on a map to identify physical and human features. I know the surroundings of our school.	I know how to give instructions for getting from one place to another.
	I know what our school looks like on a floor plan.	I know how to identify key physical features on a map.	I know how to construct my own map using simple features and a key.

Year 2

Local area study – exploring our school and the local area

Autumn	**LOCATION**	**EXPLORATION**	**INTERPRETATION**
	I know that our school is in Nacton and that Nacton is in England.	I know our school is surrounded by fields and woodland. I know that there is a river in Nacton and a shoreline.	I know how to take photos, draw a simple pictorial map and draw field sketches to show the physical and human features of our school and surrounding area.
	I know my address and where I live in relation to school.	I know that in Nacton there are 2 schools, a farm estate, church, a village hall and houses. (Field work)	I know how to identify key places in Nacton on a local map/ aerial photograph – school, church, farm, Village Hall.

London

Spring	**LOCATION**	**EXPLORATION**	**INTERPRETATION**
	I know that London is the capital city of England and can locate London on a map of England in relation to where I live.	I know that London, a city, is much bigger and has many more people living there than Nacton, a village.	I know how to use positional language and compass points to navigate between London landmarks.
	I know that the river in London is called the River Thames and can locate it on a map.	I know how to identify and describe landmarks of London and identify them on an aerial map.	I know how to draw a simple map to show where landmarks are located on or near the River Thames: houses of parliament, Big Ben, the River Thames and the London Eye.

Our Country

	LOCATION	**EXPLORATION**	**INTERPRETATION**

Summer			
	I know that the United Kingdom is made of 4 countries: England, Northern Ireland, Scotland and Wales. The capital city of England is London, of Northern Ireland is Belfast, of Wales is Cardiff and of Scotland is Edinburgh.	I know some key physical features of each country: Many parts of England are flat but there is also lots of rural countryside with rolling hills and valleys in the north. Scotland is in the North of the UK. It has many hills, mountains and lakes (called lochs).	I know how to use a map to locate the capital cities that make up the United Kingdom (London, Cardiff, Edinburgh and Belfast).
	I know that the United Kingdom is on the continent of Europe. The UK is surrounded by 4 seas: The North Sea, The Irish Sea, The Celtic Sea and the English Channel.	I know some key physical features of each country: Wales is a mountainous country in the West of the UK. It is famous for its castles. Northern Ireland is the smallest country in the UK. It is famous for Giant's Causeway.	I know how to use a globe to identify the 4 seas that surround the UK: The North Sea, The Irish Sea, The Celtic Sea and the English Channel.

Lower Key Stage Two

Italy

Cycle A Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know that Italy is in Europe and can locate it on a map and globe. I can identify the countries that border Italy.	I know how to compare the physical geography of a key region of Italy with Nacton. I know how it is the same and different.	I know how to use different sources of information, including maps, to find out about a key city in Italy.
	I know the capital city of Italy and the names of at least 2 other key cities. I can locate these on a map of Italy.	I know that landmarks in Italy and the UK have similarities and differences. I know some of these similarities and differences.	I know how to clearly communicate what I have found out to others.

Volcanoes and earthquakes

Cycle A Spring	LOCATION	EXPLORATION	INTERPRETATION
	I know where most of the world's volcanoes and earthquakes are located.	I know about the structure of the Earth and can name and describe the key physical features of a volcano.	I know how volcanoes erupt and can explain some of the positive and negative effects this has on their locality.
	I know that an earthquake is caused by the movement of tectonic plates. I know the names of and locate where the tectonic plates are on a world map.	I know what some of the resulting effects of an Earthquake are and how early detection and precautions are used in countries around the world e.g. Japan.	I know that a seismograph measures shaking in the Earth during an earthquake and I know that the Mercalli scale is another measure based on observations during an earthquake.

Where my food comes from? – Fair trade, global trade, food poverty

Cycle A Summer	LOCATION	EXPLORATION	INTERPRETATION
	I know which countries some of our food is imported to.	I know that land mass, natural resources and the climate of a country determine its imports and exports. For example, a warmer country might export bananas. Global trade gives us access to foods that cannot be grown in the UK.	I know how to plot the journey our food takes on a simple map. I understand what food miles are.
	I know which countries we export food to.	I know what fair trade is and the impact this has on farming and land use in different countries.	I know how to ask and answer geographical questions using evidence, including data I have collected, to support my answers.

Antarctica

Cycle B Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know that Antarctica is the world's southernmost continent and I can locate it on a map.	I know that tourism and research are the main reasons people visit Antarctica. I know about some of the research carried out.	I know how lines of latitude and longitude are used to identify places on a map and what the conditions would be like.

	I know about the key physical features of Antarctica and understand that it has a polar climate and is made up of ice sheets, snow, mountains valleys and plains.	I know about some of the challenges Shackleton faced on his expedition to the South Pole and the ways he overcame them.	I know how to interpret instructions involving compass points to follow directions on a map.

Around the UK

Cycle B Spring	**LOCATION**	**EXPLORATION**	**INTERPRETATION**
	I know what a county is and can locate some on a map of the UK. I know that we live in the county of Suffolk.	I know what the key physical and human features of Suffolk are.	I know how to use digital technologies, including online maps, to find out about Suffolk and what it is like.
	I know the names of some key cities around the UK and where they are.	I know how to find out about other counties in the UK and compare them to Suffolk.	I know how to communicate what I have learnt about different counties in a clear way that includes a map.

Local studies

Cycle B Summer	**LOCATION**	**EXPLORATION**	**INTERPRETATION**
	I know that Nacton is a rural village in the county of Suffolk, near the towns of Ipswich and Felixstowe.	I I know and can show on a map the different physical and human features of Nacton Village using a key.	I know how to recognize symbols and use keys on an Ordnance Survey to build my knowledge of Nacton.
	I know how land is used in different areas of the village from using maps, photos and field work.	I know how to use aerial photographs to recognise local landmarks and basic human and physical features of Nacton Village.	I know how to use fieldwork to observe, measure, record and present physical features of our school site and surrounding area (plans and graphs).

Upper Key Stage Two

Local study - Rivers

Cycle A Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know how to locate important rivers in the UK including; Thames, Exe, Tamar, Great Ouse, Severn, Wye, Trent, Little Ouse, Tyne and Tweed, Orwell, Stour, Gipping on a map of the UK.	I know the different parts of a river including; source, oxbow lake, tributaries, distributary, confluence, floodplain, meander, bank and mouth.	I know how to use the 8 compass points to describe a location on a map. I can use a compass direction to find a location on a map. I can use the 8 compass points to describe a location relative to another place.
	I know that the river in Nacton is called the river Orwell. I know that the river Orwell feeds into the North Sea.	I know that the water cycle is the process of water moving in a cycle between the Earth's oceans, atmosphere and land.	I know how to create sketch maps/ plans of my local area showing the rivers journey.

Brazil

Cycle A Spring	LOCATION	EXPLORATION	INTERPRETATION
	I know that there are 12 countries in South America. Brazil is the largest country and covers almost half the continent.	I know the key physical characteristics of a rainforest (climate, layers of the rainforest, plant and animal life) and can make comparison with my local area.	I know how to identify areas of rainforests on a physical map using a key (shading/colours).
	I know the capital city of Brazil is Brasilia. I know that the largest rainforest in the world is the Amazon Rainforest, that the Amazon River is the second longest river in the world.	I know that lots of indigenous tribes live in the Amazon Rainforest. They live a traditional way of life that hasn't changed for hundreds of years. One of the largest tribes in the Amazon rainforest is the Yanomami.	Using data collection, I know how to compare the weather and climate in Nacton to the Amazon rainforest in Brazil.

Galapagos islands

Cycle A Summer	LOCATION	EXPLORATION	INTERPRETATION
	I know what biomes are and identify major biomes around the world. I know how to locate biomes around the world focusing on aquatic, desert, forest, grassland and tundra.	I know how to describe and compare the animals and the habitats they live in based on the biome I have studied in the UK and Galapagos Islands.	I know how to create a topographical map of the Galapagos islands with different scales.
	I know how to locate and describe where the Galapagos islands are.	I know the key features of the biomes and vegetation belts I have studied and know how to make comparisons between them.	I know how to explore a range of maps of the Galapagos islands to understand key geographical features.

Global Issues

Cycle B Autumn	LOCATION	EXPLORATION	INTERPRETATION
	I know how to identify the areas we are learning about on a map.	I know how human activity is impacting on different climates.	I know how to interpret graphs and online maps with data layers.
	I know how to identify different climate zones and explain why different places have different climates.	I know key ways that humans are reducing climate change.	I know how to create graphs and maps to highlight a key global issue.

Coasts

Cycle B Spring	LOCATION	EXPLORATION	INTERPRETATION
	I know how to identify key areas of the coast in the UK and map these out.	I know what is causing erosion, and know key ways to stop erosion from happening.	I know that Felixstowe is an important for trade, and how import and exports work.

	I can use 6 figure grid references to locate key areas of the Suffolk coast.	I know how the coast at Dunwich has changed over time due to erosion.	I know that Felixstowe is visited by tourist, and how Felixstowe has changed over time to accommodate tourists.

Oceans

Cycle B Summer	**LOCATION**	**EXPLORATION**	**INTERPRETATION**
	I know how to 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).	I know how to describe the physical characteristics of o the ocean and he ocean floor.	I know how to use different types of maps to explore a range of ocean habitats.
	I know how to identify the names of oceans and seas and identify where they are located	I know about the theories of the origins of the ocean and can explain how they have changed over time.	I know how to ask geographical questions about the human effects on oceans and use enquiries to test them.