



**Barton Hill  
Academy**

# **Geography Booklet 2023-24**



# Barton Hill Academy Geography Knowledge Map

Y1

Y2

Y3

Y4

Y5

Y6

The UK

N Pole

Arctic Ocean

Countries and Capitals of Europe

Atlantic Ocean

Scotland

Canada

N America

USA

Europe

Asia

Northumbria  
Newcastle

Mexico

Atlantic Ocean

Cuba

Africa

Edinburgh

Guatemala

Jamaica

N Ireland

North Sea

Pacific Ocean

Indian Ocean

Y4

Belfast

Lancashire

Yorkshire

S America

Australia

Manchester  
Liverpool

York

Southern Ocean

Y5

Irish Sea

West Midlands  
Birmingham

Norfolk - Norwich  
Suffolk

Y6

Wales

England

Antarctica

Volcanos

Cardiff

Bristol

London

S Pole

Somerset

Kent

Devon

English Channel

Cornwall



Mountains and Rivers



**Barton Hill  
Academy**

# **Geography Progression 2023-24**

**Year 1**

KS1 NC	Year 1: Term 1 The UK and Where I live	Year 1: Term 4 Hot and Cold Countries
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Name and locate Barton Hill and Bristol on a map</li> <li>Know the name of my country – England and capital city - London</li> <li>Name and locate the 4 countries of the UK on a map</li> </ul>	<ul style="list-style-type: none"> <li>Know, name and locate the four countries of the UK</li> <li>Know, name and locate the 3 seas surrounding the UK.</li> <li>Name and locate the continents of Africa, Europe and Antarctica</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Know and name the characteristics of the local area</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>Know the names of and can identify the season and describe weather patterns. OLU</li> <li>Know what rivers, soil, valley, vegetation,</li> <li>Know what ‘office, house, factory and shop’ are.</li> </ul>	<ul style="list-style-type: none"> <li>Know what rivers, soil, valley, vegetation, are (and glacier and desert – non-national curriculum).</li> </ul>

### DISCIPLINARY KNOWLEDGE

Map Work	Fieldwork and sketching	Data Collecting
<ul style="list-style-type: none"> <li>Use local street map to describe features in the locality.</li> <li>Link local street maps to addresses and post codes.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a basic map including appropriate use of pictures to represent key features.</li> <li>Create a not to scale sketch map of a place studied.</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions by counting the number of objects and then order them from smallest to largest.</li> <li>Begin to understand the importance of data and what we learn from it.</li> </ul>

# Long-term overview for Geography

YEAR 1

## What do I know about the UK and where I live? (Barton Hill)

How do we use maps to locate the four countries of the UK, their capital cities and the main seas that surround the UK?

How do we use a local map to find the streets around the school?

What do I know about Barton Hill and Bristol?

What do the road signs tell us? (safety link)

What is an address and postcode and why are they important?

### DISCIPLINARY KNOWLEDGE

#### Map Work

- Use local street map to describe features in the locality.
- Link local street maps to addresses and post codes.

#### Fieldwork and sketching

- Draw a basic map including appropriate use of pictures to represent key features.
- Create a not to scale sketch map of a place studied.

#### Data Collecting

- Answer simple questions by counting the number of objects and then order them from smallest to largest.
- Begin to understand the importance of data and what we learn from it.

# Knowledge Organiser

Year 1

Subject: Geography    Main Learning: Know about where they live

Key knowledge	Vocabulary	
<b>Know about where I live</b>	<b>street</b>	Is usually made up of a group of houses
Know my address and post code	<b>road signs</b>	Gives you information, directions to places
Know what road signs mean	<b>address</b>	Tells you exactly where someone lives by having the house or flat number, street and town names
Know the names of the countries that make up the United Kingdom	<b>post code</b>	Locates exactly where a street or a place is by using letters and numbers
Known how to use a simple map	<b>city</b>	A large and permanent human settlement
Know the difference between a village, town and city	<b>town</b>	A permanent settlement that is smaller than a city and bigger than a village



Prior Knowledge—

# Long-term overview for GEOGRAPHY

## YEAR 1

**Why are some places in the world always hot and others always cold?  
(link to continents)**

**How can you use maps and the globe to locate the equator, the North Pole and the South Pole?  
(compare in relation to UK)**

**How have people adapted to live in hot countries and continents?**

**How have people adapted to live in cold countries and continents?**

**Which animals will we find living naturally in very hot or very cold regions?**

## DISCIPLINARY KNOWLEDGE

### Map Work

- Use local street map to describe features in the locality.
- Link local street maps to addresses and post codes.

### Fieldwork and sketching

- Draw a basic map including appropriate use of pictures to represent key features.
- Create a not to scale sketch map of a place studied.

### Data Collecting

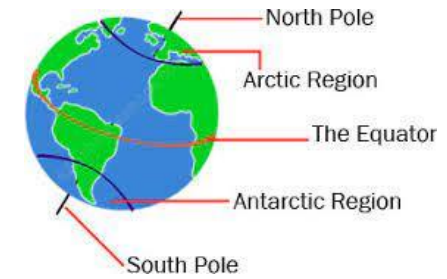
- Answer simple questions by counting the number of objects and then order them from smallest to largest.
- Begin to understand the importance of data and what we learn from it.

# Knowledge Organiser

Year 1

**Subject: Geography**      **Main Learning: Hot and cold places in the world**

Key knowledge	Vocabulary	
Know why some places in the world are always hot and others always cold	<b>North Pole</b>	The northern most place on Earth
Use maps and the globe to locate the equator, the North Pole and the South Pole	<b>South Pole</b>	The southernmost place on Earth
Know how people have adapted to live in a very hot climate	<b>Equator</b>	An imaginary line around the centre of the Earth
Know how people have adapted to live in a very cold climate	<b>Continent</b>	Massive areas of land that are separated by water or other natural features
Know that in the polar regions it can be dark or light all day	<b>desert</b>	A very dry place that experiences little rain and therefore plants don't grow there
Know which natural resources can be found around the equator and the polar regions	<b>glacier</b>	A slowly moving mass or river of ice at the south or north pole



**Prior Knowledge—**





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# **Geography Progression 2023-24**

**Year 2**

KS1 NC	Year 2: Term 1 The Seaside (including Oceans and Seas)	Year 2: Term 4 Comparing life in Somalia with life in the UK (recap continents)
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Know and locate England, Wales, Scotland and Northern Ireland and their capital cities.</li> <li>Know the names of and can locate the five oceans of the world and the three UK Seas</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and can locate the seven continents of the world.</li> <li>Know the location of hot and cold areas of the world</li> <li>Recap where the equator, North Pole and South Pole are on a globe and map.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Know some of the advantages and disadvantages of living by the seaside</li> <li>Know how to keep safe at the seaside.</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between the climate in Bristol and that of a small place in a non-European country: (village in Somalia)</li> <li>Know some of the advantages and disadvantages of living in a city or village</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>Know and describe what 'beach, tide, cliff ,rockpool, coast, sea and ocean' mean</li> <li>Know and describe what 'port' and 'harbour' mean</li> </ul>	<ul style="list-style-type: none"> <li>Know that farms produce food and different foods grow in different regions depending on climate</li> </ul>

## DISCIPLINARY KNOWLEDGE

<b>Map Work</b>	<b>Fieldwork and sketching</b>	<b>Data Collecting</b>
<ul style="list-style-type: none"> <li>Use world maps with compass to work out continents that are to the north, south, east and west of the UK, etc.</li> <li>Use atlases/Google Maps to find out about different geographical hot and cold regions of the world</li> </ul>	<ul style="list-style-type: none"> <li>Use their own basic symbols to create a key.</li> <li>Create a sketch map of a location studied using labels.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> <li>Know how important data collected is according to who collected it and when it was collected.</li> </ul>

# Long-term overview for GEOGRAPHY

YEAR 2

## What is special about the Seaside?

What are the names of the world oceans and UK Seas? (compare in relation to UK and capital cities)

What are the nearest seaside resorts to our school?

What are some of the key physical features of seaside resorts?

Why are hotels, cafés and souvenir shops often found at seaside resorts?

How are people supported to be safe at the seaside?

## DISCIPLINARY KNOWLEDGE

### Map Work

- Use world maps with compass to work out continents that are to the north, south, east and west of the UK, etc.
- Use atlases/Google Maps to find out about different geographical hot and cold regions of the world

### Fieldwork and sketching

- Use their own basic symbols to create a key.
- Create a sketch map of a location studied using labels.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### Data Collecting

- Present geographical data using a tally chart, pictogram, block diagrams and simple tables.
- Know how important data collected is according to who collected it and when it was collected.

# Knowledge Organiser

Year 2

Subject: Geography

Main Learning: Exploring Seaside resorts

Key knowledge
<b>What is special about the seaside?</b>
Name and find the countries of the UK and their capital cities
Known name and locate the UK seas and the oceans of the world
Know physical and human features at the seaside
Know why people might want to visit or live by the sea
Know what we can find at the seaside to help keep us safe.

Vocabulary	
<b>cliff</b>	People coming from a group of countries in a continent called Africa
<b>tide</b>	A long period without rain
<b>resort</b>	Basic houses built from what is available in the area
<b>beach</b>	A very dark black colour, or a south Asian tropical tree with hard, dark-coloured wood
<b>ocean</b>	Aspects of weather over a long time
<b>Harbour</b>	An area of the sea that is closed so that boats can be left there safely
<b>Port</b>	A landing place for ships on a coast, river or lake.



Prior Knowledge-

# Long-term overview for GEOGRAPHY

YEAR 2

## How different would my life be if I lived in Somalia?

Where is Somalia and what are its physical features? (recap hot and cold, continents)

What are the main differences between our climate and that of Somalia?

What would a day be like in a small African village?

How different would our diets be like if we lived in Africa?

Why do Somali people have to worry more than us about droughts?

### DISCIPLINARY KNOWLEDGE

#### Map Work

- Use world maps with compass to work out continents that are to the north, south, east and west of the UK, etc.
- Use atlases/Google Maps to find out about different geographical hot and cold regions of the world

#### Fieldwork and sketching

- Use their own basic symbols to create a key.
- Create a sketch map of a location studied using labels.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

#### Data Collecting

- Present geographical data using a tally chart, pictogram, block diagrams and simple tables.
- Know how important data collected is according to who collected it and when it was collected.

# Knowledge Organiser

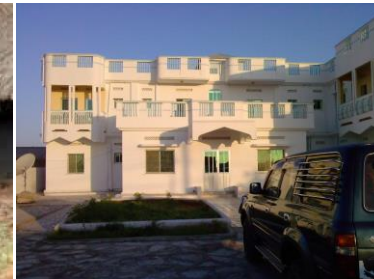
Year 2

**Subject: Geography**     **Main Learning: Contrasting small village in a non-European country**



Key knowledge
<b>Know what are the main differences are between my life and life in a small village in Africa</b>
Know where Africa is and begin to know about its physical features
Know what the main differences are between our climate and that of Africa
Understand what a day in school would be like if they lived in a small African village
Understand what food they would eat and where they would get it from
Understand why Somali people worry about drought (lakes/rivers)

Vocabulary	
<b>African</b>	People coming from a group of countries in a continent called Africa
<b>drought</b>	A long period without rain
<b>huts</b>	Simple houses built from what is available – such as branches
<b>Modern building</b>	A new type of building that has been designed not long ago
<b>ebony</b>	A very dark black colour, or a south Asian tropical tree with hard, dark-coloured wood
<b>climate</b>	Aspects of weather over a long time
<b>European</b>	To belong to a group of countries in a continent called Europe.



**Prior Knowledge–**



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# **Geography Progression 2023-24**

**Year 3**

## KS2 NC

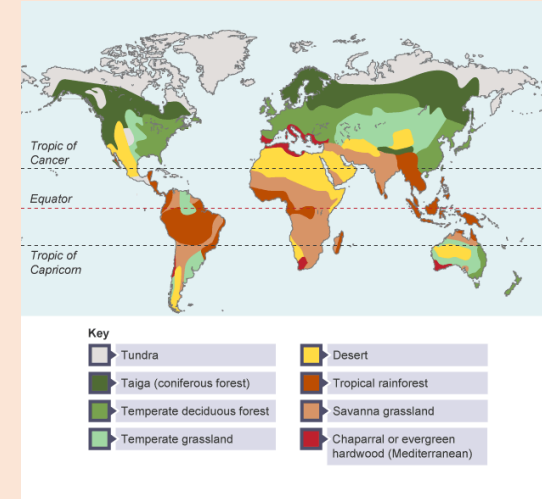
## Year 3: Term 1 Tropical Guatemala

## Year 3: Term 4 Biomes

### Locational Knowledge

- Know and locate of the Northern and Southern Hemisphere in relation to the equator
- Know the location of the tropic of Cancer and Capricorn, arctic and Antarctic circle, and the features of tropical regions.
- Know and locate North, South (retrieval) and central America.
- Know and locate Guatemala
- Know that Guatemala has three main regions: mountains and volcanos, jungle, coast
- Know that Guatemala has a tropical climate
- Know that the capital of Guatemala is Guatemala City and the official language is Spanish and the currency is quetzal.
- <https://kids.nationalgeographic.com/geography/countries/article/guatemala>

- Know the location of biomes in relation to climate zones.



### Place Knowledge

- Know geographical similarities and differences through the study of human and physical geography of England and a region in a region in North or South America: Guatemala
- I know the main forms of trade in Guatemala *coffee, followed by sugar, bananas, crude petroleum, and cardamom. The exports of vegetables, fresh fruits, cut flowers, and seafoods are of increasing importance*

- Know and recognise the physical conditions necessary for the creation of different biomes
- Contrast the main features found in two different biomes, e.g., tundra and desert

### Human & Physical Geography

- Describe and understand key aspects of: climate zones, mountains and volcanos, vegetation belts

- Know what the term 'biome' means.
- Know the names of the different types of biome: aquatic, grassland, forest, desert, tundra
- Know the ecological features of each biome - including the layers of the rainforest
- Know the meaning of climate zone and vegetation belt
- Know the impact of deforestation



## DISCIPLINARY KNOWLEDGE

**Map Work**

- Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g., 'Move three steps north-east then 3 steps west'.
- Use 8 points of a compass to describe locations of two places in relation to each other. e.g., 'The school is north-west of the shops.'

**Fieldwork and sketching**

- Draw a map of a local location and include human and physical features.
- From their sketches, they are able to use positional and directional language to locate key features.

**Data Collecting**

- Solve one and two step problems by looking at charts, pictograms and tables.
- Link data to conclusions, understanding that different sources are more reliable than others.

# Long-term overview for GEOGRAPHY

YEAR 3

## What is special about Guatemala?

Where in the World is Guatemala?

What are Guatemala's main physical and human features?

What is the climate like in Guatemala?

What are the main forms of trade in Guatemala?

What are the main differences between Guatemala and the UK?

## DISCIPLINARY KNOWLEDGE

### Map Work

- Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g., 'Move three steps north-east then 3 steps west'.
- Use 8 points of a compass to describe locations of two places in relation to each other. e.g., 'The school is north-west of the shops.'

### Fieldwork and sketching

- Draw a map of a local location and include human and physical features.
- From their sketches, they are able to use positional and directional language to locate key features.

### Data Collecting

- Solve one and two step problems by looking at charts, pictograms and tables.
- Link data to conclusions, understanding that different sources are more reliable than others.

# Knowledge Organiser

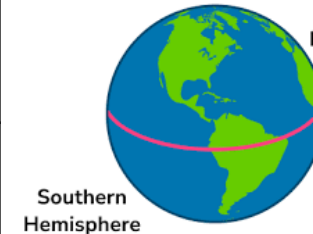
Year 3

Subject: Geography

Main Learning: Biomes: Tundra and Deserts

Key knowledge
<b>Know the key features of Guatemala</b>
Know where Guatemala is in relation to other areas of significance
Know what the physical and human features of Guatemala are
Describe the climate in Guatemala
Explain the main types of trade in Guatemala
Compare Guatemala to the UK

Vocabulary	
<b>Hemisphere</b>	half of the earth, usually as divided into northern and southern <u>halves</u> by the <u>equator</u> ,
<b>Equator</b>	An imaginary line drawn across the middle of the Earth – to divide the southern and northern hemispheres
<b>climate</b>	The usual weather conditions over a long period of time
<b>tropical climate</b>	A climate that is warm-hot and moist most of the year
<b>Tikal</b>	Complex Mayan ruins in the rainforest of northern Guatemala
<b>rainforest</b>	An area of dense forest, rich in biodiversity – with high rainfall all year round.
<b>Quetzal currency</b>	Type of money used in Guatemala



Northern Hemisphere



Prior Knowledge –

# Long-term overview for GEOGRAPHY

YEAR 3

## What are biomes and how are they created?

What are different types of biomes and what creates them?

What are the main features of a rainforest?

What are the main features of tundra and deserts?

Where are the different regions in the world where different biomes exist?

Can you carry out an in-depth study of a type of biome and present findings to others in the class

## DISCIPLINARY KNOWLEDGE

### Map Work

- Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g., 'Move three steps north-east then 3 steps west'.
- Use 8 points of a compass to describe locations of two places in relation to each other. e.g., 'The school is north-west of the shops.'

### Fieldwork and sketching

- Draw a map of a local location and include human and physical features.
- From their sketches, they are able to use positional and directional language to locate key features.

### Data Collecting

- Solve one and two step problems by looking at charts, pictograms and tables.
- Link data to conclusions, understanding that different sources are more reliable than others.

# Knowledge Organiser

Year 3

Subject: Geography

Main Learning: Biomes: Tundra and Deserts

Key knowledge
<b>Know the similarities and differences between a Tundra and a Desert</b>
Know what is meant by a 'tundra' and locate them across the world
Know where the world's most famous and largest deserts are situated
Explain the main features of a tundra
Know how people have adapted to live in tundra and deserts
List the main differences between a tundra and a desert

Vocabulary	
<b>biome</b>	A large region of Earth that has a certain climate and certain types of living things
<b>tundra</b>	A cold and frozen landscape with a short growing season
<b>desert</b>	Areas of the Earth that are extremely dry and don't get much rain
<b>landscape</b>	Part of the Earth's surface that can be viewed at one time from one place
<b>marine biome</b>	Large expanse of water such as oceans
<b>grasslands</b>	Large open areas of grass and although trees can be present, but they are infrequent



Prior Knowledge –



**Barton Hill  
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# **Geography Progression 2023-24**

**Year 4**

KS2 NC	Year 4: Term 1 Italy	Year 4: Term 3 & 4 Rivers and Mountains
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Know and locate Italy in Europe on a world map</li> <li>• Know and locate the capital city: Rome</li> <li>• Know and locate the Mediterranean region and sea</li> <li>• Know and locate the Alps mountain range and the Apennine hills</li> <li>• Know that Vatican city is a separate micro-state and the headquarters of the Catholic church.</li> <li>• Know and locate the four major rivers (Po, Tiber, Adige, Arno)</li> <li>• Know and locate significant cities: Milan, Venice, Pisa, Rome</li> <li>• <a href="https://kids.nationalgeographic.com/geography/countries/article/italy">https://kids.nationalgeographic.com/geography/countries/article/italy</a></li> </ul>	<p>Term 3 rivers:</p> <ul style="list-style-type: none"> <li>• I know and can describe the main features of a river</li> <li>• I know, name and locate 4 major rivers and one local</li> <li>• I can explain the features of the water cycle</li> <li>• I know how rivers erode, transport and deposit materials</li> <li>• I know about the physical features of coasts</li> <li>• I know and locate Nile, Amazon, Yangtze, Severn Avon</li> </ul> <p>Term 4 mountains:</p> <ul style="list-style-type: none"> <li>• know and name the eight points of the compass</li> <li>• know, name and locate the world’s major mountain ranges and some significant mountains (Himalayas, Andes, Alps, Mt. Everest, Ben Nevis)</li> <li>• Know and locate areas where earthquakes and volcanoes are more likely to occur (must include Mount Etna and Vesuvius)</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that the official language is Italian, and the currency is the Euro.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of Bristol (England) and a region in a European country, Rome (Italy)</li> <li>• Know that Italy has mountainous and coastal regions.</li> <li>• Know that climate and physical features has an important part to play when considering where and how people live</li> </ul>	<p>Term 3 rivers</p> <ul style="list-style-type: none"> <li>• Know the use of and importance of rivers in Bristol and Italy</li> </ul> <p>Term 4 mountains</p> <ul style="list-style-type: none"> <li>• Know how mountains and volcanoes affect influence tourism in Italy</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>• Know about the key human and physical differences between living in the UK and a different European country (Italy focus)</li> </ul>	<p>Term 3 rivers</p> <p>Know that the human race impacts physical geography of the world.</p> <ul style="list-style-type: none"> <li>• I know how plastic pollution impacts the environment</li> <li>• I can name countries, regions and oceans and discuss them in terms of ocean pollution</li> </ul>

**DISCIPLINARY KNOWLEDGE****Map Work**

- Compare two landscapes using maps and aerial photographs.
- Find and recognise places on maps of different scales.
- Describe and follow a journey between two places or features using coordinates as the start and finish.

**Fieldwork ad sketching**

- Draw a map, linked to fieldwork, with features included accurately.
- Draw an annotated sketch that includes positional and directional language.

**Data Collecting**

- Recognise how data may change over time according to the time of day and the time of year.
- Recognise that initial ideas may change as a result of our observations.



# Long-term overview for GEOGRAPHY

## YEAR 4

### Why do so many British people go to the Mediterranean for their holidays? (Italy focus)

Where exactly is Italy and the Mediterranean?

Which countries border the Mediterranean Sea and what do we know about them?

How do the human and physical features of the UK differ from those of the Italy?

How can we compare and contrast a holiday resort in Italy with that of one in the UK?

What is Brexit and why is it important to know about it?

## DISCIPLINARY KNOWLEDGE

### Map Work

- Compare two landscapes using maps and aerial photographs.
- Find and recognise places on maps of different scales.
- Describe and follow a journey between two places or features using coordinates as the start and finish.

### Fieldwork and sketching

- Draw a map, linked to fieldwork, with features included accurately.
- Draw an annotated sketch that includes positional and directional language.

### Data Collecting

- Recognise how data may change over time according to the time of day and the time of year.
- Recognise that initial ideas may change as a result of our observations.

# Knowledge Organiser

Year 4

Subject: Geography

Main Learning: The Mediterranean for holidays

## Key knowledge

**Know why the Mediterranean is an attractive holiday destination**

Locate the Mediterranean on a map and globe

Know which countries are on the Mediterranean coast

Consider the climate of the UK and that of the Mediterranean each month

Compare and contrast a holiday resort on the Mediterranean with that of one in the UK

Consider similarities and differences of food, language, lifestyle, especially jobs

## Vocabulary – to change in the progression documents too

<b>Rome</b>	Capital city of Italy
<b>Vatican City</b>	a landlocked independent country, city-state, microstate, and enclave within Rome, Italy.
<b>Micro-state</b>	a sovereign state having a very small population or land area
<b>Alpes</b>	the highest and most extensive mountain range that is entirely in Europe
<b>Europe</b>	a continent comprising the westernmost peninsulas of Eurasia, located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere.
<b>Mediterranean Sean</b>	is a sea connected to the Atlantic Ocean, surrounded by the <b>Mediterranean Basin</b> and almost completely enclosed by land



**Prior Knowledge –**

# Long-term overview for GEOGRAPHY

YEAR 4

## How are rivers formed?

What are the main features of a river?

What is a water cycle and why it is so important?

What are the features of the upper, middle and lower courses of a river?

Why have so many cities been created close to a river?

How would you carry out a river study?

## DISCIPLINARY KNOWLEDGE

### Map Work

- Compare two landscapes using maps and aerial photographs.
- Find and recognise places on maps of different scales.
- Describe and follow a journey between two places or features using coordinates as the start and finish.

### Fieldwork ad sketching

- Draw a map, linked to fieldwork, with features included accurately.
- Draw an annotated sketch that includes positional and directional language.

### Data Collecting

- Recognise how data may change over time according to the time of day and the time of year.
- Recognise that initial ideas may change as a result of our observations.

# Knowledge Organiser

Year 4

Subject: Geography Main Learning: Know how a river is formed

## Key knowledge

### Know how a river is formed

Know that most rivers' source are in a mountain

Know that rivers end up entering the sea and this is called the estuary

Know the names of and can locate many of the UK's longest rivers

Know the name of and can locate many of the world's longest rivers

Know that most of the world's main cities are situated close to a river

## Vocabulary

<b>estuary</b>	An estuary is an area where a freshwater river or stream meets the ocean
<b>source</b>	The source of a river is where it begins, usually on high ground
<b>meander</b>	A meander is a winding curve or bend in a river
<b>tributary</b>	When one stream or river meets another and merge together, the smaller stream or river is known as a tributary
<b>erosion</b>	Erosion occurs when the fastest currents in the river carve into the banks
<b>deposition</b>	Rocks and sediments eroded from one part of the river are deposited in another part



Prior Knowledge –

# Long-term overview for GEOGRAPHY

YEAR 4

**How are mountains formed and what causes an earthquake, tsunami or volcano?**

**What lays beneath our feet?  
(tectonic plates etc)**

**Which are the most well  
known mountains in the  
UK and the rest of the  
world?**

**How can a relief map be  
transformed into a model  
of a mountain?**

**What causes an  
earthquake?**

**What causes a volcano?**

## DISCIPLINARY KNOWLEDGE

### Map Work

- Compare two landscapes using maps and aerial photographs.
- Find and recognise places on maps of different scales.
- Describe and follow a journey between two places or features using coordinates as the start and finish.

### Fieldwork and sketching

- Draw a map, linked to fieldwork, with features included accurately.
- Draw an annotated sketch that includes positional and directional language.

### Data Collecting

- Recognise how data may change over time according to the time of day and the time of year.
- Recognise that initial ideas may change as a result of our observations.

# Knowledge Organiser

Year 4

## Geography: Main Learning: Mountains, Earthquakes and volcanoes

Key knowledge
<b>Know how mountains were formed and what causes earthquakes or volcanoes</b>
Know what tectonic plates are
Know how mountains are formed
Know and locate the most well-known mountains in the UK and the world
Know what causes an earthquake
Know what causes a volcano

Vocabulary	
<b>tectonic plates</b>	Slabs of moving rock on the Earth's outer shell
<b>lava</b>	Hot, molten or semi-fluid rock
<b>strata</b>	Layers of rock
<b>eruption</b>	An explosion of steam or lava from a volcano
<b>summit</b>	The very top of the mountain
<b>tsunami</b>	A long, high wave usually caused by an earthquake in the ocean



Prior Knowledge –



**Barton Hill  
Academy**

# **Geography Progression 2023-24**

**Year 5**

KS2 NC	Year 5: Term 1 UK Geography (counties and cities)	Year 5: Term 4 Avonmouth
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Know and locate counties of the United Kingdom, (e.g., Northumberland, Yorkshire, Lancashire, West Midlands, Norfolk, Suffolk, Somerset, Devon, Cornwall (chosen to link to Anglo Saxon kingdoms and local)</li> <li>• Know and locate cities of the United Kingdom e.g., Newcastle, York, Manchester, Liverpool, Birmingham, Norwich, Exeter (Links to Vikings). Recap Bristol.</li> <li>• Know where the main cities for population and trad are (also reference cost of living)</li> </ul>	<ul style="list-style-type: none"> <li>• Know and locate Avonmouth Docks as a place where commodities are sent and received.</li> <li>• Know that Avonmouth Docks are one of the UKs main ports for importing chilled foods, especially fruit and vegetables</li> <li>• Know that Avonmouth Docks exports cars and scrap metal.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Know the purpose of having counties and cities (e.g. local governance, public services, postal addresses and even sports teams such as cricket).</li> <li>• Know the advantages and disadvantages of traveling to different cities by different modes of transport.</li> <li>• Know some advantages and disadvantages of living in Bristol compared to other UK cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that food distribution varies by country and region and suggest reasons for this.</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>• Know and locate historic human features from UK cities</li> <li>• Know physical landmarks in different UK counties and cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is meant by the term ‘trade’</li> <li>• Name countries, regions and oceans and discuss them in terms of ‘trade’</li> <li>• Know that countries and regions trade goods</li> <li>• Know why ports are important for world trade</li> </ul>



KS2 NC

Term 1  
UK Geography

Term 4  
Avonmouth

**DISCIPLINARY KNOWLEDGE**

**Map Work**

- Identify the locations of features using coordinates.
- Locate places and features on a range of small-scale maps (maps of the world).
- Use four-figure grid references to identify features on a map, including the use of a key. Use lines of latitude and longitude on a map of the world to locate a place (e.g., a country)

**Fieldwork ad sketching**

- Draw a map of a journey taken (to the Church etc) that includes human and physical features (not to scale).
- Use sketches as evidence in an investigation.

**Data Collecting**

- Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables.
- Select evidence from the range that is most reliable considering validity and bias.

# Long-term overview for GEOGRAPHY

YEAR 5

**What are differences between cities and counties of the UK?**

**What do we mean by a “counties” and what is their purpose?**

**What are some of the oldest UK cities and why do people visit them?**

**What are the major cities for trade and industry?**

**Where are the major UK football cities and what is the best way to travel to them from Bristol?**

**What are the advantages and disadvantages of living in the city of Bristol?**

## DISCIPLINARY KNOWLEDGE

### Map Work

- Identify the locations of features using coordinates.
- Locate places and features on a range of small-scale maps (maps of the world).
- Use four-figure grid references to identify features on a map, including the use of a key. Use lines of latitude and longitude on a map of the world to locate a place (e.g., a country)

### Fieldwork ad sketching

- Draw a map of a journey taken (to the Church etc) that includes human and physical features (not to scale).
- Use sketches as evidence in an investigation.

### Data Collecting

- Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables.
- Select evidence from the range that is most reliable considering validity and bias.

# Knowledge Organiser

Year 5

Subject: Geography

Main Learning: UK Counties and Cities

## Key knowledge

**Know the advantages and disadvantages of UK counties and cities**

Know and locate UK countries and cities

Know the purpose of having countries and cities

Know the main UK cities for population and trade

Know key human and physical features in different UK cities

Know the best type of transport to get to major cities from Bristol

Know the advantages and disadvantages of living in Bristol compared to different UK cities

## Vocabulary

**Country**

Areas of land, cities and towns that are used for different purposes

**County council**

An organization that runs local government in a county

**Public services**

Services that are provided by the government for people ( e.g. police, fire, and ambulance services)

**Central Business District (CBD)**

The main business and commercial area of a town or city

**Historic landmarks**

A building, site or structure with historical importance.

**Economy**

The wealth and resources of a country or place



Prior Knowledge –





**Barton Hill  
Academy**

# **Geography Progression 2023-24**

**Year 6**

KS2 NC	Term 1 North America	Term 6 Europe
Locational Knowledge	<ul style="list-style-type: none"> <li>• Know the names of, and locate, key North American countries including – USA, Canada, Mexico,, Cuba and Jamaica</li> <li>• Name and locate the capital cities of USA, Canada, Mexico, Cuba and Jamaica</li> <li>• Name and locate key rivers, lakes and human landmarks (see human and physical geography)</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of at least 6 European countries and capitals (WWII) <ol style="list-style-type: none"> <li>1.France - Paris</li> <li>2.Spain - Madrid</li> <li>3.Italy - Rome</li> <li>4.Germany - Berlin</li> <li>5.Greece – Athens</li> <li>6.Poland - Warsaw</li> </ol> </li> <li>• Know and locate Russia and its capital Moscow</li> <li>• Know and locate key landmarks (see physical and human geography)</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>• Know how many state the USA has and that they cover different timezones (CC. maths opportunity)</li> <li>• Know why the USA is a wealthy and has developed successful trade around the World. Know key differences between living in the UK, living in Mexico and living in the USA</li> </ul>	<ul style="list-style-type: none"> <li>•Know similarities and differences between the UK and European countries - Italy, Germany, France Spain and Greece (compare/contrast: Population, climate, key trade, tourism, wealth and political influence)</li> </ul>
Human & Physical Geography	<ul style="list-style-type: none"> <li>• Identify, locate and discuss the importance of key physical features in USA such as coastlines, named lakes and rivers (above) and the Grand CanyonName and locate the Mississippi river, Missouri river. The River Grande River and the Yukon River</li> <li>• Name and locate Lake Superior, Lake Huron, Lake Michigan, Great Bear Lake, Great Slave Lake and Lake Erie</li> <li>• Identify and locate human landmarks in the USA such as: The Whitehouse, the Statue of Liberty, Golden Gate Bridge, Statue of Liberty, The Pentagon</li> </ul>	<ul style="list-style-type: none"> <li>•Know and recognise many of Europe’s key human landmarks. Explore case studies of the following landmarks: Kremlin Russia (Europe/Asia), Eiffel Tower, Louvre Arc de Triomphe (France), Brandenburg Gate (Germany), Acropolis (Greece/Athens), Pantheons (Rome) Pantheon (Athens), The Colosseum (Rome), Tower of Pisa (Italy)</li> <li>•Know and recognise many of Europe’s physical landmarks. The Ural mountains, Mont Blanc, The Alps, The Pyrenees, The River Danube, The Rhine River, The Rhone River</li> </ul>

# Long-term overview for GEOGRAPHY

YEAR 6

## What do we know about North America and what are its main geographical features?

Where are all the North American countries located?

What are the USA's key features, including human and physical issues?

What do we know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries?

How does life in Mexico differ to that in the USA?

Why did immigration play a key part in the development of the USA?

### DISCIPLINARY KNOWLEDGE

Map Work	Fieldwork and sketching	Data Collecting
<ul style="list-style-type: none"><li>• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time.</li><li>• Understand how time zones work and be able to relate time of places compared with Greenwich meantime.</li><li>• Use six-figure grid references to identify features on a map, including the use of a key.</li></ul>	<ul style="list-style-type: none"><li>• Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio).</li><li>• Evaluate their own annotated sketches (against the criteria).</li></ul>	<ul style="list-style-type: none"><li>• Construct line graphs and pie charts arising from your own line of enquiry.</li><li>• As a result of their findings, know what the next set of questions are to ask.</li></ul>

# Knowledge Organiser

Year 6

Subject: Geography Main Learning: North America

Key knowledge
<b>Know where North America is and what its main geographical features are</b>
Know and locate all North American countries
Find out about the USA's key features, including human and physical issues
Know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries
Contrast life in Mexico with that of the USA
Know why immigration played a key part in the development of the USA

Vocabulary	
<b>American state</b>	The U.S. is a country of 50 states covering a vast swathe of North America.
<b>Cherokee</b>	A member of an American indigenous people formerly inhabiting much of the southern US.
<b>The 'big apple'</b>	This is the nickname associated with New York City (NYC). The nickname became common from the 1920s.
<b>Chichén Itzá</b>	Chichén Itzá is a complex of Mayan ruins in Mexico. It is a massive step pyramid.
<b>A buck</b>	A nickname for the American dollar.
<b>Statue of Liberty</b>	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.



Prior Knowledge –

# Long-term overview for GEOGRAPHY

YEAR 6

## What makes Europe unique?

Where are influential European countries located?

Which European countries attract the most tourism? (climate, culture, coastline and history focus)

What famous physical landmarks can be found in Europe?

What are the greatest human made landmarks in Europe?

Which European countries have the greatest wealth? (population, trade and GDP)

### DISCIPLINARY KNOWLEDGE

Map Work	Fieldwork and sketching	Data Collecting
<ul style="list-style-type: none"><li>• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time.</li><li>• Understand how time zones work and be able to relate time of places compared with Greenwich meantime.</li><li>• Use six-figure grid references to identify features on a map, including the use of a key.</li></ul>	<ul style="list-style-type: none"><li>• Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio).</li><li>• Evaluate their own annotated sketches (against the criteria).</li></ul>	<ul style="list-style-type: none"><li>• Construct line graphs and pie charts arising from your own line of enquiry.</li><li>• As a result of their findings, know what the next set of questions are to ask.</li></ul>



# Long-term overview for GEOGRAPHY

YEAR 6

## What makes Europe unique?

Where are influential European countries located?

Which European countries attract the most tourism? (climate, culture, coastline and history focus)

What famous physical landmarks can be found in Europe?

What are the greatest human made landmarks in Europe?

Which European countries have the greatest wealth? (population, trade and GDP)

### DISCIPLINARY KNOWLEDGE

Map Work	Fieldwork and sketching	Data Collecting
<ul style="list-style-type: none"><li>• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time.</li><li>• Understand how time zones work and be able to relate time of places compared with Greenwich meantime.</li><li>• Use six-figure grid references to identify features on a map, including the use of a key.</li></ul>	<ul style="list-style-type: none"><li>• Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio).</li><li>• Evaluate their own annotated sketches (against the criteria).</li></ul>	<ul style="list-style-type: none"><li>• Construct line graphs and pie charts arising from your own line of enquiry.</li><li>• As a result of their findings, know what the next set of questions are to ask.</li></ul>

# Knowledge Organiser

Year 6

Subject: Geography Main Learning: Europe

Key knowledge
<b>Name, locate and describe key European countries and related physical and human landmarks</b>
Know and locate a range of influential European countries
Know similarities and differences between significant European countries
Know physical and human landmarks in Europe
Know how powerful European countries attract their wealth

Vocabulary	
<b>Acropolis</b>	A complex or fortress build on a high hill/high ground.
<b>Pantheon</b>	A religious temple (linked to the Ancient Greeks and Romans)
<b>Pyrenees</b>	A mountain range between Spain and France
<b>Customs duty</b>	A charge added to goods, sent from abroad
<b>European Union</b>	A partnership between 27 European Countries
<b>Gross domestic product</b>	A measure of the size and health of a countries; economy



	<p><b>Prior Knowledge –</b></p>
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# Geography Assessment overview: Key Stage 1

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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## Year 1: What do I know about the UK and where I live? (Barton Hill)

Name the four countries that make up the United Kingdom	2 points		
Name the three seas that surrounds the United Kingdom	2 points		
Know that Barton Hill is part of Bristol	2 points		
Name another place that is part of Bristol	2 points		
Know their address, including post code	2 points		

## Year 1: Why are some places in the world always hot and others always cold?

Explain where the equator is	2 points		
Know where the North and South Poles are	2 points		
Name some countries close to the equator	2 points		
Name some animals that live in the North Pole	2 points		
Name some animals that live close to the equator	2 points		

# Geography Assessment overview: Key Stage 1

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
<b>Year 2: What is special about the Seaside?</b>			
Name the seven continents of the world	2 points		
Name the five oceans of the world	2 points		
Name a seaside resort close to Bristol	2 points		
Name three physical features associated with the coast	2 points		
Know who helps us to keep safe at sea	2 points		
<b>Year 2: How different would my life be if I lived in Somalia?</b>			
Find Somalia on a map of the world	2 points		
Know two features of Somalia's climate	2 points		
Know two features of a small African village	2 points		
Know what is meant by the term draught	2 points		
Know which fruit grows naturally in Somalia	2 points		

Geography Assessment overview: Lower Key Stage 2			
Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
<b>Year 3: What is special about Guatemala?</b>			
Know which continent Guatemala is in and find it on a world map	2 points		
Know the main physical features associated with Guatemala	2 points		
Know the main human features associated with Guatemala	2 points		
Know about the main things that Guatemala produces	2 points		
Three differences between Guatemala and the United Kingdom	2 points		
<b>Year 3: What are biomes and how are they created?</b>			
Name three different types of biomes	2 points		
Using a world map, point to a desert and a rainforest	2 points		
Know three features of a rainforest	2 points		
Know three features of a tundra	2 points		
Know three features of a desert	2 points		

Geography Assessment overview: Lower Key Stage 2			
Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
<b>Year 4: Why do so many British people go to the Mediterranean for their holidays? (Italy focus)</b>			
Using a map of Europe, point to the Mediterranean sea	2 points		
Name three countries that touches the Mediterranean Sea	2 points		
Name three Italian towns or cities, including its capital city	2 points		
Name two foods associated with Italy	2 points		
Name Italy's language, their currency and draw their flag	2 points		
<b>Year 4: How are rivers formed?</b>			
Name three main British rivers, including the one closest to Bristol	2 points		
Explain the water cycle	2 points		
Name the features of the upper and lower course of a river	2 points		
Use a world map to identify the Amazon river and the River Nile	2 points		
Know why many major cities are created close to a river	2 points		

## Geography Assessment overview: Lower Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
<b>Year 4: How are mountains formed and what causes an earthquake, tsunami or volcano?</b>			
Know what a tectonic plate is	2 points		
Use a world map to locate the Andes and the Himalayas	2 points		
Describe how a volcano is formed	2 points		
Describe how an earthquake happens	2 points		
Know the difference between an earthquake and a tsunami	2 points		

# Geography Assessment overview: Upper Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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## Year 5: What are differences between cities and counties of the UK?

Name three English counties, including the one Bristol is in	2 points		
Name five English cities, not including Bristol	2 points		
Name the main motorway that links Bristol to the rest of the United Kingdom	2 points		
Name two cities in Yorkshire (use a map of the UK if you need to)	2 points		
Name three English counties that are situated close to the coast	2 points		

## Year 5: What do mean by the term 'trade and industry'?

Know what is meant by the term trade	2 points		
Know what is meant by the terms import and export	2 points		
Know why Avonmouth is important for trade	2 points		
Know what goes on at a dock	2 points		
Know what happens to goods when they are off-loaded from a ship	2 points		



Geography Assessment overview: Upper Key Stage 2			
Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
<b>Year 6: What do we know about North America and what are its main geographical features?</b>			
Name three North American countries	2 points		
Know the main human and physical features of the USA	2 points		
Know three main places where immigrants to the USA came from	2 points		
Name which natural resources has helped to make the USA wealthy	2 points		
Know that there are some similarities and differences between Mexico and the USA	2 points		
<b>Year 6: What makes Europe unique</b>			
Name six European countries and six European capitals other than the UK and London	2 points		
Name four famous European landmarks	2 points		
Know what Brexit is and its importance to trade	2 points		
Know why certain countries in Europe attract many British holiday makers in the summer	2 points		
Name four European countries that do not have a coastline	2 points		