

Fundamental Knowledge Map: Geography



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This document captures the fundamental knowledge taught in geography at Edale Rise. The units taught at Edale Rise explore more material than this document demonstrates; however, this document states the most fundamental knowledge a child will be able to demonstrate if they are secure in the unit taught.

The purpose of this document is to ensure that:

- A. Teachers know exactly what children should be know or be able to do by the end of the unit
- B. Teachers know what knowledge should be prioritised for retrieval within and between units and years
- C. Teachers know what prior-knowledge should be assessed for before proceeding with subsequent units
- D. Leaders know exactly what knowledge children should be able to articulate during monitoring exercises

For more information regarding the content covered in each unit, please see the [long-term plan](#) available on the school website or request a meeting with a member of the curriculum team.

Understanding the World - The Natural World: F2

My Environment	The Weather and Me	My Big World
Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:
What is our environment? - I know the environment is the world around me and includes my house, school and Sneinton How can we look after our environment? - I know some ways I can help the environment such as recycling, turning off electrical items, saving water What might happen if we don't look after the environment? - I know that plants and animals may be harmed if we don't look after our environment - I know that if we don't recycle and not drop litter, my town won't be clean and tidy to live in.	What are the main types of weather? - I know the weather can change - I know some types of weather and can name them; sunshine, rain, wind, snow, thunderstorms and fog. What is a season and what causes the seasons to change? - I can talk about changes we see in different seasons such as weather getting warmer or colder and leaves falling off the trees, new flowers growing. How to humans prepare for the weather? - I know how to stay safe in different weathers e.g sun cream, sun hat, gloves, scarf	What is in our world? - I know the world is made up of many countries and seas - I can begin to explore maps and globes and identify land and water Are the countries all the same? - I can talk about how some countries are hot, some are cold Who lives here? - I can identify some animals that live in warmer weather and some animals that live in colder weather
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
I can talk about the ways in which humans can impact their environment	- I can make observations of the weather - I can talk about how different weathers affect human daily activities	I can explore maps and globes to talk about my world

Geography: Y1

Where I live	My Country	Weather and Seasons
Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:
What is special about where I live? - I know that I live in Nottingham and that my local area has both human and physical features. - I can identify and describe human and physical features in my local area using photographs and observations. How do maps help us find places? - I know that maps help us find and show where places are. - I can use simple maps and directional language (north, east, south and west) to describe where things are. How do people use places in my local area? - I know that people use different places in my local area for living, learning, working and recreation. - I can describe how different parts of my local area are used and explain why they are important.	What is the United Kingdom? - I know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland. - I can use maps and globes to locate the four countries of the United Kingdom. - I know that the United Kingdom is part of the continent of Europe. What is it like in different parts of the United Kingdom? - I know that different parts of the United Kingdom have different human and physical features, including cities, countryside, rivers and mountains. - I can use photographs, maps and simple atlases to compare different places in the United Kingdom. Why do people live in different places? - I know that people live in towns, cities and rural areas and that places can be used in different ways. - I can describe similarities and differences between where I live and another place in the United Kingdom.	How does the weather change? - I know that the weather can change from day to day and that common types of weather include sunshine, rain, wind, fog, snow and thunderstorms. - I can observe, describe and record the weather using simple symbols and charts. How do the seasons change throughout the year? - I know that there are four seasons and that weather, plants and daylight change throughout the year. - I can describe the typical features of each season and compare seasonal changes. How does weather affect our lives? - I know that weather affects what people wear, what they do and how they prepare for different conditions. - I can explain how weather influences everyday life and describe ways people stay safe in different types of weather.
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
- I can use simple maps, photographs and make observations to find out about my local area. - I can identify and describe human and physical features in the places around me.	- I can use maps, globes, photographs and simple atlases to identify and describe places in the United Kingdom and Europe. - I can compare places and describe what is the same and what is different about them.	- I can make observations about the weather and record what I notice. - I can use simple geographical information, including charts, photographs and symbols, to describe weather and seasonal changes.

Geography: Y2

United Kingdom	Hot and Cold Places	Forests
<i>Substantive and Procedural and Knowledge:</i>	<i>Substantive and Procedural and Knowledge:</i>	<i>Substantive and Procedural and Knowledge:</i>
What is the United Kingdom? - I know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland and that each country has a capital city. - I can use maps and atlases to locate the four countries of the United Kingdom and their capital cities. What are rural and urban places like? - I know that settlements can be villages, towns or cities and that rural and urban areas have different characteristics and purposes. - I can use photographs, maps and aerial images to compare rural and urban places. How is land used across the United Kingdom? - I know that land in the United Kingdom is used in different ways, including farming, housing, industry, transport and recreation. - I can compare how land is used in different parts of the United Kingdom and explain why places may look different.	Where are the world's continents and oceans? - I know that the world is divided into seven continents and five oceans. - I can use maps and globes to locate and name the world's continents and oceans. Why are some places hot and others cold? - I know that places nearer the Equator are usually warmer and places nearer the North and South Poles are usually colder. - I can use maps and globes to identify the Equator, the Arctic and Antarctica and describe whether places are likely to be hot or cold. What is life like in hot and cold places? - I know that people, plants and animals adapt in different ways to survive in hot deserts and polar regions. - I can compare life in a hot place and a cold place using photographs, maps and geographical evidence.	What is a forest? - I know that a forest is a large area of land covered mainly by trees and that forests provide habitats for many living things. - I can use maps and globes to identify where some of the world's major forests are located. Why are forests different around the world? - I know that there are different types of forests, including tropical rainforests, temperate forests and boreal forests, which grow in different climates. - I can use maps, globes and photographs to identify where different types of forests are found and compare their features. Why are forests important? - I know that forests provide homes for animals and resources such as food, timber and oxygen that people rely on. - I can explain how people use forests and describe some ways humans can help protect them.
<i>Disciplinary Knowledge:</i>	<i>Disciplinary Knowledge:</i>	<i>Disciplinary Knowledge:</i>
- I can use maps, atlases, photographs and aerial images to identify and describe places in the United Kingdom. - I can compare places and explain how physical and human features influence what a place is like.	- I can use maps and globes to locate continents, oceans, the Equator and the polar regions. - I can compare different places and describe how location affects what they are like.	- I can use maps, globes, photographs and diagrams to identify and describe different types of forests. - I can describe how people interact with forest environments and explain why forests are important.

Geography: Y3

Oceans and Seas	Volcanoes and Earthquakes
<i>Substantive and Procedural and Knowledge:</i>	<i>Substantive and Procedural and Knowledge:</i>
Why are oceans important? • I know that oceans cover most of the Earth's surface and are important for wildlife, climate and human life. • I can use maps and globes to locate and name the world's five oceans and identify the Equator. What are the different parts of the ocean? • I know that oceans have different zones, and that different plants and animals live in different parts of the ocean. • I can use diagrams and geographical models to describe how ocean environments change from the surface to the deep ocean. How are humans affecting our oceans? • I know that pollution, including plastic waste, can harm ocean environments and the animals that live there. • I can use photographs, maps and other geographical evidence to explain how humans affect oceans and describe actions that can help protect them.	How has the Earth changed over time? • I know that the Earth's surface has changed over millions of years and that the continents were once joined together in a supercontinent called Pangaea. • I can use maps and globes to identify the continents and explain how they have changed over time. Why do volcanoes and earthquakes happen? • I know that the Earth is made up of different layers and that movement within the Earth can cause volcanoes and earthquakes. • I can use diagrams and geographical models to explain how volcanoes and earthquakes occur. How do volcanoes and earthquakes affect people and places? • I know that volcanoes and earthquakes can change landscapes and have significant impacts on people and communities. • I can use case study evidence, maps and photographs to describe how a volcano or earthquake has affected a place.
<i>Disciplinary Knowledge:</i>	<i>Disciplinary Knowledge:</i>
• I can use maps, globes, photographs and diagrams to identify and describe different ocean environments. • I can use geographical evidence to explain how humans interact with and affect oceans.	• I can use maps, globes, photographs and diagrams to identify and describe physical features created by volcanic and tectonic activity. • I can use geographical evidence to explain how natural events can shape landscapes and affect human lives.

Geography: Y4

Rivers	Climate & Climate Change	Arctic and Antarctica
Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:
How does water move around our planet? - I know that water moves through the water cycle using the processes of evaporation, condensation and precipitation. - I can use diagrams and geographical models to explain how water moves around the Earth. How do rivers shape the landscape? - I know that rivers begin at a source and flow towards a mouth, shaping the land as they move through different stages of a river's course. - I can use maps and photographs to identify key river features including source, channel, meander, floodplain and mouth and locate major rivers including the Trent and Amazon. How has the River Trent shaped Nottingham? - I know that the River Trent has influenced settlement, transport, industry, recreation and land use in Nottingham over time. - I can use historical and modern maps, photographs and geographical evidence to explain how the River Trent has shaped Nottingham.	Why do different places have different climates? - I know that climate is the average weather of a place over a long period of time and that different parts of the world have different climates. - I can use maps to identify the Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle and Antarctic Circle and explain how location affects climate. What are the world's main climate zones? - I know that tropical, temperate and polar climates have different temperatures, rainfall patterns and seasonal changes. - I can use climate maps, atlases and geographical data to compare the characteristics of different climate zones. How does climate affect how people live? - I know that climate influences the homes, clothing, jobs and daily lives of people around the world and that human activities can contribute to climate change. - I can compare how people adapt to living in different climates and describe some ways humans affect the environment.	Why are the polar regions so cold? - I know that the Arctic and Antarctica are located near the North and South Poles and receive less direct sunlight than other parts of the world. - I can use maps and globes to identify the Arctic, Antarctica, Equator, Northern Hemisphere and Southern Hemisphere and explain how location affects climate. How do plants, animals and people survive in the polar regions? - I know that living things in polar regions have adaptations that help them survive in extremely cold conditions. - I can compare how people and animals adapt to life in polar environments. How are humans affecting the polar regions? - I know that human activities can affect polar environments and the plants and animals that live there. - I can use geographical evidence to explain how people both damage and protect polar environments.
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
- I can use digital maps, maps, aerial photographs and geographical evidence to identify and describe river features. - I can explain how physical and human geography are connected using the River Trent as a case study.	- I can use climate maps, atlases and geographical information to identify and describe climate patterns around the world. - I can compare evidence from different places to explain how climate influences environments and human activity.	- I can use digital maps, globes, atlases photographs and geographical information to describe and compare polar environments. - I can use evidence to explain relationships between location, climate and human activity in the polar regions.

Geography: Y5

Water Security & Deserts	Volcanoes & Earthquakes
Substantive and Procedural and Knowledge: How does water move around our planet? • I know that water moves around the Earth through evaporation, condensation and precipitation. • I can explain how the water cycle affects different places. What is a desert and where are deserts found? • I know that deserts are places that receive very little rainfall and can be found in both hot and cold regions of the world. • I can use maps, atlases, four-figure grid references, latitude and longitude to identify and describe the location of major deserts in Africa, Asia, Australia and North America. How do plants, animals and humans survive in deserts? • I know that plants, animals and humans have adaptations that help them survive in desert environments. • I can explain how Aboriginal peoples have adapted to living in Australia's desert environments. Why do some places have more water than others? • I know that water security means having enough safe water to meet people's needs and that climate, population and pollution can affect water availability. • I can explain how physical and human factors affect water availability and how this influences where and how people live.	Substantive and Procedural and Knowledge: Why do volcanoes and earthquakes happen? • I know that the Earth's crust is divided into tectonic plates that move slowly over time. • I can explain how tectonic plate movement causes volcanoes and earthquakes. Where are the world's volcanoes and earthquakes found? • I know that many volcanoes and earthquakes occur along the boundaries of tectonic plates. • I can use maps, atlases, four-figure grid references, latitude and longitude to locate major volcanoes and earthquake zones. How and why did the Haiti earthquake have such a significant impact? • I know that a powerful earthquake struck Haiti in 2010, causing widespread destruction and loss of life. • I can explain why the impacts of the Haiti earthquake were severe for many communities. How can people reduce the impact of earthquakes and volcanoes? • I know that communities can reduce the impact of natural hazards through planning, monitoring, education and building design. • I can describe how people prepare for, respond to and recover from earthquakes and volcanic eruptions.
Disciplinary Knowledge: • I can use digital maps, atlases, four-figure grid references, latitude and longitude to identify and describe the location of major deserts. • I can explain how physical and human factors affect water availability and how this influences where and how people live.	Disciplinary Knowledge: • I can use digital maps, atlases, four-figure grid references, latitude and longitude to locate major volcanoes and earthquake zones. • I can use geographical evidence from a case study to explain the impact of a natural hazard on people and places.

Geography: Y6

Biomes and Conservation	Climate Change	Nottingham: How places change over time
Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:	Substantive and Procedural and Knowledge:
Why do different biomes exist around the world? - I know that biomes are large regions with similar climates, plants and animals, and that climate influences where different biomes are found. - I can use digital maps, atlases and geographical data to identify and compare the location of major world biomes in South America, Africa and Asia. How does human activity change biomes? - I know that humans use biomes for resources such as farming, mining, timber and tourism, which can alter environments over time. - I can explain how human activities affect the characteristics of different biomes and the species that live there. Why is balancing conservation and human needs difficult? - I know that habitat loss, farming, deforestation and poaching threaten big cat populations and create conflicts between conservation and human development. - I can use evidence from a big cat conservation case study to evaluate different viewpoints and justify possible solutions.	Why do different places have different climates? - I know that climate is the long-term pattern of weather in a place and that factors such as latitude, distance from the equator and altitude influence climate. - I can use climate maps, atlases and climate graphs to compare the climate of different places around the world. How and why is Earth's climate changing? - I know that increasing greenhouse gases from human activity are warming the Earth's climate and can lead to hazards such as flooding, droughts, heatwaves and rising sea levels. - I can interpret climate graphs, geographical data and case study evidence to identify and explain changes in climate over time. What can people do to create a more sustainable future? - I know that renewable energy, changes in land use and collective action can help reduce the impact of climate change. - I can evaluate different responses to climate change and explain their advantages and limitations.	How did Nottingham become a city? - I know that urbanisation means people moving from rural areas to towns and cities and that Nottingham's population grew rapidly during the Industrial Revolution. - I can use historical and modern maps to identify how Nottingham has changed over time. How did industry change life in Nottingham? - I know that factories, transport links and employment opportunities attracted people to Nottingham but also created challenges such as overcrowding and poor living conditions. - I can explain how economic activity influences where people live and how settlements develop. How is Nottingham still changing today? - I know that cities continue to change because of housing, transport, regeneration and environmental improvements. - I can use maps, including six-figure grid references, to locate and compare different areas of Nottingham and explain how human decisions continue to shape places.
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
- I can use digital maps, atlases and geographical data to identify patterns between climate, biomes, land use and environmental change. - I can evaluate geographical evidence from different sources to reach and justify conclusions about conservation issues.	- I can use climate maps, atlases, graphs and geographical data to draw conclusions about climate patterns and change. - I can evaluate geographical evidence from different sources to explain how climate change affects people, places and environments.	- I can use historical and contemporary maps, photographs and geographical data to explain how a place changes over time. - I can explain how economic, social and environmental factors influence where people live and work.