



YEAR FIVE / SIX KNOWLEDGE ORGANISER GEOGRAPHY: How is climate change affecting the world?

IMAGES (LINKED TO THIS TOPIC EG. MAPS)



KEY KNOWLEDGE

- To know what climate change is
- To understand the causes of climate change
- To know about 'The Greenhouse Effect'
- To know the key arguments for reducing carbon emissions
- To know what the cause and effect of rising sea levels will be
- To understand the threat to wildlife from climate change

SIGNIFICANT PERSONS



Sir David Attenborough Greta Thunberg

LINKED TEXTS



KEY VOCABULARY

Aerosols, emissions, carbon dioxide, CO₂, polar ice caps, atmosphere, global warming, sea level, greenhouse effect solar radiation, fossil fuels, carbon neutral, zero carbon

SUBJECT SPECIFIC SKILLS

- To use maps, atlases, globes and digital/computer mapping (Google Earth)
- To locate countries, principal cities and ports
- To investigate 'fair/unfair' distribution of resources (Fairtrade)
- To understand geographical similarities and differences through the study of places linked to other topic areas

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

How can we live more sustainably? Lower KS2

Why does it matter where our food comes from? KS1





YEAR FIVE / SIX KNOWLEDGE ORGANISER GEOGRAPHY: Why is Fair Trade Fair?

IMAGES (LINKED TO THIS TOPIC EG. MAPS)



KEY KNOWLEDGE

- To know about the principles of the Fair Trade organisation
- To know about how agriculture is organised in the developing world
- To be familiar with products associated with Fair Trade movement
- To know key features of world trade in general
- To know about imports and exports
- To know where key ports in UK are located

SIGNIFICANT PERSON



Rosine Bekoin – cocoa farmer

LINKED TEXTS

<https://www.fairtrade.org.uk/farmers-and-workers/>



KEY VOCABULARY

Continent, ocean, agriculture, import, export, origin, Fair Trade, produce, poverty, cocoa, bananas, coffee, port, docks, container, cargo, less economically developed countries, natural resources

SUBJECT SPECIFIC SKILLS

- To use maps, atlases, globes and digital/computer mapping (Google Earth)
- To locate countries, principal cities and ports
- To investigate 'fair/unfair' distribution of resources (Fairtrade)
- To understand geographical similarities and differences through the study of places linked to other topic areas

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

How can we live more sustainably? Lower KS2

Why does it matter where our food comes from? KS1





YEAR FIVE / SIX KNOWLEDGE ORGANISER GEOGRAPHY: Who are Britain's National Parks for?

IMAGES (LINKED TO THIS TOPIC EG. MAPS)



KEY KNOWLEDGE

- To know what a National Park is
- To know the names and locations of some National Parks in the UK
- To know and understand the principles behind National Parks
- To know about the counties of the UK
- To know key landscape features associated with National Parks
- To know about geographical and political divisions in the UK

SIGNIFICANT PERSONS



LINKED TEXTS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/328881/2014_KS2_English_reading_sample_materials.pdf

KEY VOCABULARY

Village, custom, tradition, culture, heritage, community, tourists, visitors, Area of Outstanding Natural Beauty, region, Contour lines, erosion, land use, economic activity, government

SUBJECT SPECIFIC SKILLS

- To use maps, atlases, globes and digital/computer mapping (Google Earth)
- To locate counties, cities and NP's in the UK
- To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

Why are mountains so important? Upper KS2

How and why is my local environment changing? KS1

Our environment, how we can care for it. FS

