



Geography Curriculum – Junior School

Essential Knowledge

National Curriculum: Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- ☑ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☑ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☑ are competent in the geographical skills needed to:
 - ☑ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ☑ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ☑ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ☑ name and locate the world's seven continents and five oceans.
- ☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- ☑ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ☑ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- ☑ use basic geographical vocabulary to refer to:
 - ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ☑ use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
- ☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key
- ☑ use simple fieldwork and observational skills to study the geography of their school and in its grounds and the key human and physical features of its surrounding environment.

National Curriculum Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ♣ 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)

Place knowledge

- ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ♣ describe and understand key aspects of:
 - ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography –

Geographical skills and fieldwork

- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	Year 3	Year 4	Year 5	Year 6
Human Geography Knowledge	<p><u>Country of focus: UK</u> <i>How do we get what we need in Stonehouse?</i></p> <p><u>Types of settlement (Features of a village, town and city)</u> <u>Key Knowledge and Vocabulary:</u> - Village is a group of houses and other buildings, larger than a hamlet and smaller than a town, situated in a rural area. - Town is a built-up area with a name, defined boundaries, and local government, which is larger than a village and generally smaller than a city. - City is a large human settlement. It can be defined as a permanent and densely settled place with administratively defined boundaries whose members work primarily on non-agricultural tasks.</p> <p><u>Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links in Stonehouse</u> <u>Key Knowledge and Vocabulary:</u> - Local substations provide electricity to homes and businesses for lighting, heating, etc. - Water is supplied from the local water treatment plant. This is supplied to local homes and businesses. - Fuel is bought from shops and petrol stations for use at home and in vehicles. - People go to the shops to get their food, etc. The shops are stocked from local suppliers and beyond.</p>	<p><u>Country of focus: UK/Italy</u> <i>How is Italy different in land use to the UK?</i></p> <p><u>Land use (agricultural, residential, and transportation)</u> <u>Key Knowledge and Vocabulary:</u> - There are two main uses of agricultural land: arable farming (which is land dedicated to growing crops), and pastureland (which includes meadows and pastures used for livestock rearing) - The purpose of residential land is to build homes. This could mean mobile homes, single family homes or even apartment complexes - Transport land is designed for the structures that help people get from one destination to the other. Transport land includes things like roads, airports and train stations</p> <p><u>Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links within the UK</u> <u>Key Knowledge and Vocabulary:</u> - Local substations are connected to the National Grid. There are large power stations that generate electricity across the country. - Electricity can be generated in a number of ways: burning fossil fuels, hydro, wind, waves, solar, etc. - Gas can also be used as a source of energy. This comes from a range of places and is transported in pipes. - Food and fuel is transported across the country through lorries to many locations from large hubs, sometimes where it is manufactured.</p>	<p><u>Country of focus: UK/Brazil</u> <i>Who is responsible for lungs of the world?</i></p> <p><u>Types of settlement (Features of a hamlet, village, favela town, city and metropolis)</u> <u>Key Knowledge and Vocabulary:</u> - Hamlet is a small settlement, generally one smaller than a village, and strictly (in Britain) one without a church. - Favela, nowadays also known as community, is a type of slum in Brazil that has experienced historical governmental neglect. - A metropolis is a large city which is a significant economic, political, and cultural centre for a country or region. An important hub for regional or international connections, trade and communications.</p> <p><u>Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links within Europe</u> <u>Key Knowledge and Vocabulary:</u> - Different countries sell different fuels to each other as some countries have those resources whereas others need to buy it as it is not available in their country. - Food is shipped all across the world. This is because different countries can grow and produce different foods. Also their cuisines are different so food from other cultures is shared. - In depth look at deforestation: What is the wood used for? What happens when the forest is destroyed? Who is affected by deforestation?</p>	<p><u>Country of focus: UK/Russia</u> <i>What impact has the Russia/Ukraine war had upon the world?</i></p> <p><u>Land use (commercial, industrial, and recreational)</u> <u>Key Knowledge and Vocabulary:</u> - Commercial land is designated for businesses, warehouses, shops and any other buildings related to trade. This type of land is commonly used for office buildings, restaurants, shops and other businesses. And while commercial land usually doesn't take up much space, it's critical to the economy of a community. - Recreational land is meant to be used for the enjoyment of the people who use it. This could be anything from parks and open spaces to football pitches, playgrounds and swimming pools.</p> <p><u>Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links on a global scale</u> <u>Key Knowledge and Vocabulary:</u> - Explore and understand how electricity generation is changing in modern times. - When conflict or natural disasters occur, supply can be affected which affects the availability of food and fuel. - In depth study at what happened during the Russia/Ukraine war: fuel shortages, price hikes on food, certain foods being disrupted. Understand why these things happened.</p>
	Physical Geography Knowledge	<p><u>Country of focus: Egypt</u> <u>Rivers - Nile</u> <u>Key Knowledge and Vocabulary:</u></p>	<p><u>Country of focus: Italy</u> <u>Mountains - Etna</u> <u>Key Knowledge and Vocabulary:</u></p>	<p><u>Country of focus: Brazil</u> <u>Rivers - Amazon</u> <u>Key Knowledge and Vocabulary:</u></p>

<ul style="list-style-type: none"> - Know that rivers have the following parts and explain what they are: bank, bed, floodplain, meander, mouth, source, delta, stream, waterfall - Rivers play a big role in the water cycle by transporting water from source to sea - Famous rivers: Nile, Amazon, Ganges, Danube, Severn, Yangtze, Volga, Mississippi, Zambezi, Thames 	<ul style="list-style-type: none"> - Know that mountains have the following parts and explain what they are: base, face, foot, peak, slope, snow line, summit - Mountains are high areas of land, rising more than 600 metres from the surrounding land, and often they're found in groups called mountain ranges - Understand the volcanic nature of - Famous mountains: Elbrus, Etna, Kilimanjaro, Everest, Fuji 	<ul style="list-style-type: none"> - Know that rivers have the following parts and explain what they are: tributary, delta, estuary, rapids, valley, oxbow lake, spring - From land drainage to ecosystems, rivers have a variety of uses which are important for all life on Earth - Rivers change course because of erosion and deposition. Erosion is when materials, like soil or rocks, are moved by wind or water. All these materials are called sediments. Deposition is when those sediments are deposited, or dropped off, in a different location. 	<ul style="list-style-type: none"> - Know that mountains have the following parts and explain what they are: crevice, outcrop, ridge, tree line, foothills, plateau - There are five basic kinds of mountains: fold mountains, fault-block mountains, dome mountains, volcanic mountains and plateau mountains - Know and explain how each of the five types of mountain are formed - Famous mountain ranges: Himalayas, Alps, Andes, Ural
<p><u>Water Cycle</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Water starts at the source of a river. It makes its way along the river's path to the sea. From the sea, it makes its way to the clouds and then moves over the land and then rains. Water goes back into the rivers, down through the soil and rocks to underground rivers and it also gets back to the source. 	<p><u>Earthquakes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Natural disasters are major negative events that are caused by natural processes on the Earth - Tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. These plates are constantly moving, and volcanoes, earthquakes and sometimes mountains are found at the plate boundaries. - Most earthquakes happen where these plates meet. Some of these plates slide past each other, causing friction to build up. While some move towards each other, causing a build-up of pressure. When these forces - friction or pressure - are released, they produce a violent jolt that shakes the land: an earthquake. 	<p><u>Water Cycle</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Recap Year 4 Science knowledge and understanding. - The water table is an underground boundary between the soil surface and the area where groundwater saturates spaces between sediments and cracks in rock. This supports knowledge and understanding of what a spring is. 	<p><u>Earthquakes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - The Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth. - Tectonic plates are located all over the world. They cover the Earth's inner layers and act as a sort of shell below the ground and the sea. The plates that are below the continents (land) are known as continental plates. The plates that are covered by ocean are called oceanic plates. These are thinner and heavier. - There are seven major tectonic plates that cover most of the Earth. These are the African, Antarctic, Eurasian, North American, South American, Indo-Australian, and Pacific Plates.
<p><u>Floods</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Natural disasters are major negative events that are caused by natural processes on the Earth - A flood is a large amount of water covering an area of land that is usually dry. Floods can happen anywhere in the world. - Flooding is normally caused by natural weather events such as: heavy rainfall over a short period or prolonged, extensive rainfall. - Not all flooding is bad. While floods bring hazards, they also bring nutrients and essential components for life. Seasonal floods can renew ecosystems, providing life-giving waters in more ways than one. Floods transport vital nutrients to the surrounding land. Used in agriculture. 	<p><u>Volcanoes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape - The three states of volcanoes are: active, dormant and extinct - The main parts of a volcano are: ash cloud, crater, conduit, vent, magma chamber, magma and lava 	<p><u>Floods</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Flooding can be made worse by factors such as: deforestation, buildings and hard surfaces, steep hills, very wet ground that cannot soak up any more water and hard, dry ground that will not let any water soak in. - Types of flooding: river flooding, surface water flooding, flash flooding, flooding from sewers and pipes, coastal flooding and reservoir flooding - Identify that there is a huge impact from flooding both on people emotionally and financially as well as the environment that is flooded. 	<p><u>Volcanoes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - The type of magma in the earth creates four different types volcanoes: shield volcanoes, composite volcanoes, cinder cones and lava domes - Volcanoes erupt when molten rock called magma rises to the surface. Magma is formed when the earth's mantle melts. Melting may happen where tectonic plates are pulling apart or where one plate is pushed down under another. Magma is lighter than rock so rises towards the Earth's surface.
<p><u>Climate</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Climate is a description of the average weather conditions in a certain place for the past 30 or so years. Different areas of the world have different climates. We call these climate zones. - Climate is influenced by lots of different things, including: how near or far a place is from the Equator, how near or far it is from the sea, how high or low the ground is or its position on a continent - Investigate the climate of different parts of the UK and Egypt. 	<p><u>Vegetation Belts</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. - There are five major vegetation belts: forest, grassland, tundra, desert and ice sheet. 	<p><u>Biomes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is - There are six main types of biomes: rainforests, deserts, savannahs, woodlands, grasslands and tundra. - Grassland: Grasslands are areas of land that are vast and open. Grasses are the main plants. - Woodland: Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than in the summer. - Savannah: The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. 	<p><u>Biomes</u> <u>Key Knowledge and Vocabulary:</u></p> <ul style="list-style-type: none"> - Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is - There are six main types of biomes: rainforests, deserts, savannahs, woodlands, grasslands and tundra. - Rainforest: Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. - Desert: Deserts are dry all year round. Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler. - Tundra: The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.

Place Knowledge	Understand human geographical similarities and differences between the UK and Egypt - Compare famous landmarks	Understand human geographical similarities and differences between the UK and Italy - Compare farming and foods	Understand human geographical similarities and differences between the UK and Brazil - Compare houses	Understand human geographical similarities and differences between the UK and Russia - Compare industry
	Understand physical geographical similarities and differences between the UK and Egypt - Compare rivers	Understand physical geographical similarities and differences between the UK and Italy - Compare climates	Understand physical geographical similarities and differences between the UK and Brazil - Compare areas of woodland	Understand physical geographical similarities and differences between the UK and Russia - Compare biomes between countries
	Begin to explain what it is like and what happens there	Explain, with evidence, what it is like and what happens there	Explain, with evidence, what it is like and what happens there and begin to explain how it is changing	Explain, with evidence, what it is like and what happens there and explain how and why it is changing
Locational Knowledge	Name and locate the countries and capital cities of the UK	Name and locate the major hills and mountains of the UK	Name and locate the main rivers of the UK	Name and locate the counties of the UK
	Name and locate major countries and their capital cities in Western Europe	Name and locate major countries and their capital cities in Eastern Europe	Name and locate major countries and their capital cities in South America	Name and locate major countries and their capital cities in across the world
	Identify the position and purpose of the northern hemisphere, southern hemisphere and equator	Identify the position and purpose of the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle	Identify the position and purpose of the Prime/Greenwich Meridian and time zones (including day and night)	Identify the position and purpose of the lines of latitude and longitude
Geographical and Fieldwork Skills	Begin to use 4 compass points to follow/give directions	Use 4 compass points to follow/give directions confidently	Begin to use 8 compass points to follow/give directions	Use 8 compass points to follow/give directions confidently
	Begin to use letter/number co-ordinates to locate features on a map	Use letter/number co-ordinates to locate features on a map confidently	Use 4 figure grid references to locate features on a map	Use 6 figure grid references to locate features on a map
	Begin to use standard symbols and a key	Begin to recognise symbols on an OS map with a key	Recognise and begin to use symbols on an OS map with a key	Recognise and use symbols on an OS map with a key confidently
	Locate places on larger scale maps (e.g. map of Europe or Africa on an atlas or globe)	Locate places on large scale maps, (e.g. Find UK, Greece and Italy on an atlas or globe)	Locate places on smaller scale maps (e.g. Find villages, towns and cities on an OS map)	Select a map for a specific purpose. (E.g. Pick atlas to find Brazil, OS map to find villages, towns and cities in the UK)
	Begin to compare maps with aerial photographs	Compare maps with aerial photographs	Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
	Begin to use map sites on internet (e.g. Google Earth)	Use map sites on internet confidently (e.g. Google Earth)	Begin to use digital maps to represent data (e.g. National Geographic Mapmaker)	Use digital maps to convey information and data effectively (e.g. National Geographic Mapmaker)
	Draw a sketch of a simple feature from observation or photo	Pick out the key lines and features of a view in the field using a viewfinder to help	Annotate their sketch with descriptive and explanatory labels	Annotate sketches to describe and explain geographical processes and patterns
	Draw a sketch map from a high view point	Draw a plan view map with some accuracy	Draw a sketch map from a high view point using symbols and a key	Draw a plan view map accurately using symbols and a key
	Begin to ask/initiate geographical questions	Ask and respond to questions and offer their own ideas	Begin to suggest questions for investigating	Suggest questions for investigating
	Gain confidence in speaking to an unfamiliar person prepared questions	Suggest questions to ask as part of an investigation	Prepare questions for an interview	Select interviewing as an appropriate method for collecting evidence, deciding on an appropriate interviewee
	Record findings on a prepared pro-forma	Use appropriate geographical vocabulary in questions	Use questions that are responsive to the interviewee's views and make brief notes	Prepare and carry out interview, sometimes in a formal situation
	Begin to collect and record evidence	Collect and record evidence with some aid	Collect and record evidence unaided	Collect and record evidence unaided
	Analyse evidence and begin to draw conclusions between two locations	Analyse evidence and draw conclusions between two or more locations	Analyse evidence and draw conclusions between more than two or more locations and its' impact on life	Analyse evidence and draw conclusions from field work data