

Core Geography Knowledge Overview

Below is an overview of all of the core geography knowledge gained during EYFS, Key Stage One and Two as St Thomas'. For more detailed knowledge, please refer to the Knowledge Organisers and Medium-Term Plans for each unit.



Substantive Knowledge

Key Knowledge

In geography, the substantive knowledge is based on the children's knowledge of 'places' in our world; its continents, countries, cities and towns as well as physical features of our world; oceans, rivers, mountains and our local area.

The children will gain a clear understanding of spatial sense as this is covered in every year group in Key Stage 1 and 2.

The substantive concepts in geography are: maps, location, size, scale, view, landscape, country, city, place, environment, physical, human, climate, weather, diversity and settlement.



Disciplinary Knowledge

Thinking like a geographer

In geography, the disciplinary knowledge is how the children's knowledge of the world is interpreted. The children will compare and contrast the places they learn about. The children will be given opportunities to draw their own maps, follow directions, read maps and interpret compass points. They will also be expected to comment and ask questions about the world and their local environment.

We can break down this knowledge into **Map Skills**, **Enquiry Skills** and **Fieldwork**.

Year Group	Core Knowledge	Substantive Concepts	Assessment Outcome
Early years 	My Home Concept of a map My School Begin to draw basic map Describe a basic journey around school	Map location	To draw a picture of school
	Journeys and where I live (maps of local area and Google Earth) Describe a journey to school using locational knowledge Name and describe landmarks around school area	Location Direction Environment Maps Locality	To draw a map with detail including local landmarks
	Beyond my street/ London and the UK To know that London is the capital of the UK To name some landmarks in London	Place Map Direction City Country Landmark UK Capital City London	To recreate the city of London using small world resources
	Holiday Hotspots around the world To recognise that maps can be in form of a flat 2D map or 3d globe To name some different countries within Europe and across the globe To use locational language such as (distance, near, far)	Map Direction Country Distance (locational knowledge) Physical geography Human geography	To locate the UK on a globe. To name other countries.
	Thinking like a Geographer at EYFS Use play maps. Use small world equipment to create own environments. Comment and ask questions about features of their familiar world. Listen to stories that describe different environments. Arouse awareness of the features of the local environment e.g. on walk in the local area.		

Year One 	Spatial Sense To know that an aerial view means to look at something from above. To understand that maps tell us the location of different places. To describe location. To understand that compass points can be used to show direction. To understand what makes a good map.	View Map Location Direction	Draw a map.
	The United Kingdom To understand that the United Kingdom is a union of four countries. To know Scotland is one of the countries in the United Kingdom. To know Wales is one of the countries in the United Kingdom. To recognise Northern Ireland as one of the countries in the United Kingdom. To recognise England as the country in which we live.	Country Map Location	Name and describe the countries in the United Kingdom.
	Seven Continents To know that continents are very large areas of land. To recognise Europe, Antarctica, Africa, Asia, North America, South America and Australia as the world's seven continents. – Preparing children for a deep understanding and spatial awareness of the world's continents. (P) To explore the diversity, culture and religion of Asia and Africa.	Country Map Location Size Climate Weather	Name the seven continents. Describe Asia and Africa in more detail.
Year 2 	Spatial Sense To know what is located on the site of my school. To know maps show us information about a location. To recognise and locate physical and human features of the local area. To use a map to plan a route. To identify locations on a globe or world map.	Map Location Direction Physical features Human features	Devise a simple map.
	The British Isles To know that The British Isles are a group of islands that include Britain and Ireland. To recognise Scotland as a country of the British Isles. To recognise Wales as one of the countries in the British Isles. To recognise Ireland as the one of the countries in the British Isles. To recognise England as a country within the British Isles.	Country Map location	Devise a simple map.
	Northern Europe To identify the countries in Northern Europe.	Country Map	Locate and describe Northern Europe.

	To identify physical and human features of northern Europe. To describe the climate in northern Europe. To know that some animals in northern Europe migrate. To know that Roald Amundsen was an explorer.	Location Climate Physical features Human features	
	Thinking like a Geographer at Key Stage One Use world maps, atlases and globes to identify the seven continents, The United Kingdom and its countries and Northern Europe. Use infant maps and atlases to label or draw their own simple maps. Use compass directions; North, East, South, West. Ask and answer questions about their maps e.g. Which country is north of England? Use aerial photographs and images to help construct their own simple maps with basic symbols in a key Talk about their own map, ask and answer simple geographical questions e.g. Which playground is bigger? How can you tell? What does this symbol represent? Ask and answer questions about their local area and locations further afield. Describe their own experiences/observations of the local area, other parts of the UK and other countries. Use maps and images to talk about everyday life e.g. where they live, which places they frequent, their journey to and from school. Use simple features to compare and contrast locations around the world e.g. hotter/colder, drier/wetter. Talk about physical and human features of places studied. Follow directions; up/down, left/right, behind/in front of. Use locational and directional language; near/far, forwards/backwards, straight on, opposite. Use observational (human and physical) and fieldwork skills (compass directions, locational and directional language, simple map reading) to study the geography of their school and the local area		
Year Group	Core Knowledge	Substantive Concepts	Assessment Outcome
Year 3 	Spatial sense To know what a compass is and why they are important To know that symbols give us information about locations on a map. To know grid references help us to locate places on a map. To identify physical similarities and differences between two places. To identify similarities and differences in human features of two places.	Country Map Location Scale View Physical features Human features	Compare and contrast a location studied with a location in the UK.

	Settlements To know what a settlement is. To identify different types of settlements. To compare and contrast different areas. To examine population density. To identify the reasons for the location of settlements.	Country Location Place Physical features Human features	Name and describe different settlements.
	Rivers To know about the different stages of a river and how they are helpful to people. To know about the different rivers in Europe. To know about the different rivers in Africa. To know about the different rivers in Asia. To know about the rivers in North America, South America and Australia.	Country Location Place Physical features Human features	Describe different stages of a river and how they are helpful to people Name, locate and describe key rivers in all continents (except Antarctica).
	UK Geography: The South West To identify the region of South West England To explore the coastal areas of the South West and understand the effects of erosion. (1) To explore the tourism of the South West of England and recognise important landmarks. To understand the climate and how it impacts agriculture in the South West of England. To know how the South West has changed over time. (2) To show what I know about the South West of England.	Erosion Landmarks Climate	Create a powerpoint on each area of the South West to present to class.
	Asia - China and India To know that India and China are both countries in the continent of Asia. To understand that India's landscape is diverse. To know the Indus and Ganges Rivers are important Indian Rivers. To recognise physical and human features of China. (4) To understand The Great Wall of China was built to defend China. To know that, most of the world's ancient civilisations started near a river, the human and physical features of China and India.	County Landscape Human features Physical features	An essay to discuss the similarities and differences between the human and physical features of India and China.
Year 4 	Spatial Sense To recognise geographical tools on a globe. To know that scale tells us the distance between places on a map. To use grid references to describe location on a map. To recognise key features of the local area. To know how our local area has changed over time.	Map Scale Location Physical features	Describe changes to Lydiat over time.

	Western Europe To know the names of countries located in Western Europe. To know that Western Europe has a temperate climate. (3) To know that trade means buying and selling goods. To locate and describe France. To find and interpret information to compare two cities.	Country Map Location Climate Physical features Human features	Compare and contrast London and Paris.
	Mediterranean Europe To know that Mediterranean Europe is located in the southern part of Europe. To know that the Mediterranean climate is warm and dry in the summer, cool and wet in the winter. To know that the warm, dry climate in Mediterranean Europe allows olives to grow. To know that the Alps, the Apennines and the Pyrenees are mountain ranges in Europe. Athens and Venice are settlements in Mediterranean Europe.	Location Climate Landscape Settlements weather	Describe and understand key physical and human features of Mediterranean Europe.
	UK Geography: London and the South East of England To identify the region of South Eastern England on a map of the UK. To know London is a conurbation. (6 – population and urbanisation) To know that the Thames Barrier can stop a high tide coming up the Thames to flood London. To identify key features of Canterbury (8) To learn about the difference between coastal erosion and weathering. (5)	Erosion Location Physical features	Create a tourist plan for where to visit in the South East of England. Draw maps.
	Asia-Japan To locate Japan on a map of the world. To know that air masses from land and from sea create a varied climate in Japan. To recognise physical geographical features of Japan. To know Tokyo and Kyoto are important cities in Japan. To understand that in the past, Japan had a feudal system.	Location Map Climate Physical features	Describe Japan's human and physical geography.
	Year 5  Spatial sense To understand that map makers draw imaginary lines to divide the world into sections. To know about the Eastern and Western hemispheres. To use coordinates to locate places on a map. To know how scale is used on a map. To know that a relief map shows heights on the map. (6)	Map Scale Hemisphere	Read and understand how to use a range of maps.
	Mountains To know what a mountain is. To understand key features of The Alps. To understand key features of the Himalayas. To understand the key features of American mountain ranges.	Landscape mountain	Write a non-chronological report about mountains.

	To understand the key features of African mountains.		
	Australia and New Zealand To know Australia is a large, diverse country in the Southern Hemisphere. To know that a biome is a large ecosystem, containing many different living organisms that have adapted to the environment. To know that Australia's biodiversity is under threat. To know New Zealand is located in the South Pacific Ocean. To understand New Zealand experiences earthquakes because it is located on a plate boundary. Children show understanding of place, space and environment in the context of Australia.	Diversity Environment Human features Settlement Location Human geography Climate Diversity Earthquake Tectonic plates	Label a map of Australia (can children label cities, rivers, shade biomes? Population?) Describe the country using the knowledge goals.
	Africa To know that Africa is a diverse continent. To know that Ancient African Empires traded gold and salt across the Sahara Desert.(12) To understand that desertification is a process that changes productive land into desert. To understand that food security is when people have access to affordable, nutritious food. To know that Kenya is a diverse African country with varied environments. To show an understanding of issues faced by some African countries, including desertification(12) and food security.	Environment Climate Diversity Physical geography	Explain a major issue faced by some African countries. Choose from: A) Desertification B) Food Security
	Local Study To know that local councillors are elected to represent the views of local residents. To understand that a sketch map is a simple map drawn from memory. To know that Geographers think about problems in local areas and suggest ways they can be solved. To know that data can be collected and recorded to give us more information about a particular issue. To know that a graph is a mathematical drawing that shows information using lines, shapes and colours. To use knowledge from fieldwork to explain an important local issue.	Map Location	Write a letter explaining an issue in the local area that you are concerned about. Use data and sketch maps to explain the problem.
Year 6 	Spatial Sense Sense Lines of longitude and latitude divide the world into sections. Lines of latitude tell us about the climate of regions, the further from the equator the colder the climate. The world is divided into 24 hourly time zones. Map projection is a method that involves representing our round Earth on a flat piece of paper. Maps can help us to understand data about places, people and the environment.	Map Location Size Scale	Use knowledge of the world and information from maps to show development is uneven across the globe.

	British Geographical Issues To know that the air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. (10) To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. To know that litter is waste left in open, public spaces. It can cause environmental damage. To understand how our local area responds to the challenge of (insert relevant issue).	Human features Physical features Climate landscape Environment	Explain some of the environmental challenges we face in Britain. (include data and maps)
	World Geography – North America To know that North America is a continent, the countries of Canada, USA Mexico and other countries are located there. To know that North America is a large continent with many contrasting biomes. To know that North America's rivers are important sources of fresh water, act as transport routes, and are a source of water for irrigation. To know that urbanisation in North America's cities can create problems such as pressure on services and pressure on the environment. (11) To compare and contrast Anchorage with London. (change as appropriate)	Country Human geography Environment	North America is a large and diverse continent. Explain why a geographer might say this.
	World Geography – South America To know that South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina. To know the Incan Empire was located in South America, despite the challenging geography of the area. To know that the Andes mountains have varied terrain including deserts, lakes, forests and volcanoes. To know that farming and energy production are important to Brazil's economy. To know that deforestation is a major threat to biodiversity in the Amazon Rainforest. To explain human and physical features of South America.	Country Landscape Human features Physical features Diversity	Produce a written report on South America.
	Globalisation To know that globalisation is a process of interaction among people, companies and governments around the world. To understand that economic globalisation can create wealth but can also lead to exploitation. To understand that political globalisation has led to governments co-operating with one another. To understand that globalisation has spread ideas and culture around the world. To know that there are advantages and disadvantages of globalisation. To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world.	Human geography	Explain globalisation.



Thinking like a Geographer at Key Stage Two

Use the 8 points of a compass, 4- and 6-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 and understand map, globe and atlas terminology

Use maps with a key and standard OS symbols.

Use differently scaled maps to locate places.

Draw and label own maps with increasing accuracy.

Compare map scale through scale reading and drawing.

Use maps, atlases, globes and digital/computer mapping to locate countries and cities and describe features studied.

Draw on knowledge, understanding and available resources to respond to and identify a range of geographical questions and to investigate places and themes.

Offer explanations for observations and judgements about places.

Think about the location of certain human and physical features. E.g. settlements – Why have people chosen to settle there?

Reach conclusions and present findings orally, graphically and in writing.

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.

Learn the 8 points of a compass as well as 6 figure grid references.

Make a map of a short route. Follow a route on a small-scale OS map.

Observe, measure and record human and physical geographical features in the local area.

Record accurately using sketch maps, plans, graphs and digital technology.

Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied.