



Updated July 2021	Geography Essential Knowledge						
Embedding our learning culture	Curricular Goal:						
	<p>KS2: How do I show that I know about the different people, places, resources and natural and human environments of the world that I live in?</p> <p>KS1: How do I show that I know about different places and people?</p>						
	Component 1: Location Knowledge						
Learning to Live Learning about the local area, country and world that we live in Living to Love Developing an appreciation for the differences and similarities of the people and places of the world that we live in Loving to Learn	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 Essential Knowledge
	<p>Discuss locations using words like “in front of” and “behind”</p> <p>Understand position through words alone</p> <p>Draw information from a simple map</p> <p>Describe their immediate environment using knowledge from maps (when appropriate)</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea (Our Country, Our school and surrounding area):</p> <p>name and locate the world’s seven continents and five oceans Our country, Kenya, What a wonderful world</p>		<p>Locate countries of Europe (including Russia) and North and South America on a map (European region and Brazil topics).</p> <p>On a world map, locate areas of similar environmental regions: temperate, rainforest, polar (Europe and Brazil topics, rainforests and biomes topic)</p> <p>Locate main countries, cities, rivers, volcanoes, rainforest (physical characteristics) in Europe and South America (volcanoes, rivers, cities, rainforest, European region and Brazil topics)</p> <p>name and locate counties, cities and key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom. (The UK topic, cities topic)</p>	<p>On a world map, locate the major countries of Asia (China topic)</p> <p>On a world map, locate areas of similar environmental regions: temperate, rainforest, polar (China topic)</p> <p>Locate main countries, cities, in Asia (China and trade topic)</p>		

<p>Loving learning about the different places and features of the world that we live in</p>			<p>Compare two geographical regions in the UK and their identifying human and physical characteristics (rural/urban) (local area and major cities topic-comparing local area to London OR the UK topic-comparing two localities)</p> <p>Describe how land use has changed over time in an area of the UK (Local area topic, The UK topic, cities topic)</p> <p>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) (Brazil topic)</p>	<p>Describe differences in the economic characteristics between countries around the world. (China and trade topic)</p>
	Component 2: Place knowledge			
<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>know that there are different countries in the world and talk about the differences that they have experienced or seen in photos</p> <p>Recognise some similarities and differences between life</p>	<p>Be able to describe the human and physical features of a small area of the UK (Kildwick). (Our school and surrounding area topic)</p> <p>Be able to describe the human and physical features of a small area of a non-European country (Kenya). (Kenya topic)</p> <p>Compare similarities and differences of a small area of the UK and a small area of a non-European country, concentrating on villages (Kenya topic)</p>	<p>Understand the human and physical geography of a region of the UK (The UK topic, Local area)</p> <p>Understand the human and physical geography of a region of a European country (European region topic)</p> <p>Compare the geographical similarities and differences of a region of the UK with a region in a European country (European region and the UK topic)</p> <p>Understand the human and physical geography of a region of South America (Brazil topic)</p> <p>Compare the geographical similarities and differences of a region of the UK with a region in South America (Brazil and the UK topics)</p>	<p>Compare the geographical similarities and differences of a region of the UK and a region of China, giving reasons for the similarities and differences (China topic)</p>	

	<p>in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>			
Component 3: Understanding human and physical geography				
	<p>Use all their senses in hands on exploration of natural materials</p> <p>Explore the natural world around them</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand some important processes</p>	<p>Be able to describe seasonal and daily weather patterns in the United Kingdom (wonderful weather topic, Our country topic)</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles What a wonderful world topic</p> <p>use geographical vocabulary for physical features, including: beach, cliff, coast forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, (Rainforest topic, Brazil topic) rivers and the water cycle (Rivers topic and Brazil topic) mountains (Volcanoes and mountains topic, European region topic) volcanoes (Volcanoes and mountains topic, European region topic)</p> <p>- human geography, including: types of settlement and land use (Major cities topic, the UK , Brazil and European region topic)</p>	<p>describe and understand key aspects of: -human geography, including: Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water (Trade</p>

	<p>and changes in the natural world around them, including the seasons</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and (when appropriate) maps</p>	<p>use geographical vocabulary for human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Our country topic: mountain, sea, river, weather, coast, village, city, town</p> <p>Kenya: village, house, vegetation, hill, sea, ocean, river, weather</p> <p>Wonderful word: ocean, river, sea, mountain, city</p> <p>Seaside: ocean, coast, beach, cliff, port, harbour, house, shop, town, weather</p> <p>Local area: hill, river, vegetation, valley, weather, village, town, city, factory, farm, house, shop</p> <p>Wonderful weather: seasons and weather, vegetation</p>		<p>topic, China topic)</p> <p>types of settlement and land use (China topic, Earthquakes topic)</p> <p>physical geography, including: earthquakes (China topic)</p>
<p>Component 4: Geographical skills and fieldwork</p>				
	<p>Understand position through words alone. For example “The bag is under the table.” with no pointing</p> <p>Explore the natural world around them</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like “in front of” and “behind”</p>	<p>Find the UK and its countries on a world map, atlas and globe</p> <p>Find the continents and oceans of the world on a world map, atlas and globe</p> <p>Our country, Kenya, What a wonderful world, Wonderful weather</p> <p>Find Kenya on a world map, atlas or globe Kenya topic</p> <p>use simple compass directions (North, South, East and 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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (the UK, Brazil, Europe topics, features topics)</p> <p>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 and the wider world (Local area topic, the UK topic, European region topic)</p> <p>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 (Local area topic)</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Trade, China topics)</p> <p>use the eight points of a compass, four and six-figure grid references,</p>

	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Draw information from a simple map</p> <p>Describe their immediate environment using knowledge from observation and (when appropriate) maps</p>	<p>Our country, School and the surrounding area, What a wonderful world</p> <p>use aerial photographs to recognise landmarks and human/physical features and to make maps with basic key Our country, School and the surrounding area, Kenya, What a wonderful world, Seaside</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (e.g. note taking, field sketches, labelled diagrams, simple surveys) School and the surrounding area, Kenya</p>		<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (China topic, Earthquakes topic)</p>
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