



Key Geographical Knowledge Taught in Each Year Group 2023- 2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Units based on Pearson SOW unless stated otherwise.	<ul style="list-style-type: none"> Local Area Study (Rising Stars) Weather and Fieldwork 	<ul style="list-style-type: none"> Comparing Countries of the UK Hot and Cold Places 	<ul style="list-style-type: none"> Villages, Towns and Cities Mountains and Volcanoes Water and Weather 	<ul style="list-style-type: none"> Rivers Migration Natural Resources 	<ul style="list-style-type: none"> Slums Biomes Energy and Sustainability 	<ul style="list-style-type: none"> Population Globalisation Local Fieldwork
Locational Knowledge	<ul style="list-style-type: none"> Locate St Neots on a map of the UK (RS Unit) 	<ul style="list-style-type: none"> Identify the United Kingdom (UK) and the four countries that make it up. (UKL1) Name the capital cities of the UK. (UK L3) Know the names of UK bodies of water and locate them on an atlas (UK L3) To name and locate the seven continents (HCL3) 	<ul style="list-style-type: none"> To understand that different locations have natural advantages and disadvantages in terms of resources and terrain. (VTC L2) To know where the major tectonic plates are located. (MVE L1) To know where volcanoes are located. (MVEL2) To know why we do not have volcanoes or earthquakes in 	<ul style="list-style-type: none"> To know where the major rivers of the world are located. (RL1) To locate the river Volga (in Russia). (RL3) To locate the continents that have the most immigration and emigration. (M1) To locate countries that have a wealth of natural resources. (NR1) To locate Chili on a map and understand its key 	<ul style="list-style-type: none"> To locate Brazil and identify areas of Brazil where there are large slums. (SL1) To locate 6 of the key world biomes on a map. (BL1) To locate the equator, Tropic of Cancer and topic of Capricorn on a map. (BL2) 	<ul style="list-style-type: none"> To locate the most populous regions of the world on a map. (PL1)



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			<p>the UK. (MVEL3)</p> <ul style="list-style-type: none"> To know key physical features of the world and in which countries they are located. (MVEL1) To know where most of the water on earth is located. (WWL1) To be able to identify the position and significance of the Northern and Southern Hemisphere. (WWL3) 	<p>geographical features (including climate) (NR4)</p>		
Place Knowledge	<ul style="list-style-type: none"> To understand geographical similarities and differences of human and physical geography of a small area of the UK (St 	<ul style="list-style-type: none"> To recognise the similarities and differences between a capital city and the place where they live (UKL5). 	<ul style="list-style-type: none"> To know which countries in the world are densely populated. (VTC 1) To know how human 	<ul style="list-style-type: none"> To study the human and physical geography of the River Volga (RL3) To know which continents, have the most 	<ul style="list-style-type: none"> To know some similarities and differences between slums in Brazil (Rocinha in Rio de Janeiro and India (Dharavi 	<ul style="list-style-type: none"> To know which are the most populous regions in the world. (PL1). To describe the population distribution of the UK and



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	<p>Neots). (RS Unit)</p>	<ul style="list-style-type: none"> Locate Norway and UAE on a world map (HCL4) 	<p>settlements differ. (VTC 3)</p> <ul style="list-style-type: none"> To be able identify similarities and differences between living in a megacity and a city. (VTC L6) 	<p>immigration and emigration and understand why. (ML1)</p> <ul style="list-style-type: none"> To understand why people moved from the Caribbean to Great Britain in 1948. (ML5) To identify similarities and differences in the use of natural resources through time. (NRL2) To know the UKs natural resources and how this compares to Chilli. (NR5) (NR6) 	<p>in Mumbai). (SL2)</p> <ul style="list-style-type: none"> To compare biomes and express preferences (BL4) To know which countries rely a lot on renewable energy. (ESL3) To know ways that Curitiba was designed to make it sustainable. (ESL4) To know ways that Freiburg was designed to make it sustainable. (ESL5) To make comparisons between a region of a European country and a region of South America. (ESL6) 	<p>make comparisons between areas of the UK. (PL1)</p> <ul style="list-style-type: none"> To discuss whether globalisation has made the world a better place. (GL5).
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<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> • To begin to identify human and physical features. (RS Unit) • To begin understand the terms human and physical features. (RS Unit) • To use simple fieldwork and observational skills to study the school grounds and surrounding environment. (RS Unit) • To begin to identify seasonal and daily weather patterns of the UK. (WL1) 	<ul style="list-style-type: none"> • To be able to explain what physical and human features are and use them to describe what a village, town or city is like. (UK.L2) • To know there are different temperatures around the world and the further away from the equator the colder it is. (HCL2 and 3) • To be able to identify seasonal and daily weather patterns of the UK. (WL1) 	<ul style="list-style-type: none"> • To describe different types of land use and settlement. (VTC L3). • To know what a megacity is. (VTC L4) • To know the features of a city. (VTC L4) • To know how volcanoes erupt. (MVEL3) • To know immediate and secondary effects of volcanic eruptions and their impact on the surrounding population. (MVEL4). • To be able to discuss the benefits and risks of living near a volcano. (MVEL5) 	<ul style="list-style-type: none"> • To know the key parts of a river. (RL1) and key river features (RL5) • To know the key three processes of a river. (erosion, deposition and transportation). (RL2) • To know how rivers are used and how they impact settlements. (R3) • To know the key uses of rivers (R4) and how humans can impact them (R3) and (R6). • To be able to identify push and pull factors for migration (M2), (M3) and (M5) 	<ul style="list-style-type: none"> • To know what a slum is. (SL1) • To know some of the challenges faced by people living in slums (SL3) • To be able to discuss different perspectives regarding slums and understand different perspectives. (SL4) • To make suggestions about how slums could be improved for inhabitants (SL5) • To name 6 of the key world biomes and identify their features (BL1). • To know the impact that 	<ul style="list-style-type: none"> • To be able to describe changes in population over time in the world and the UK and discuss contributory factors. (PL2) • To describe factors that contribute towards an aging population. (focus Japan) (PL3) • To discuss weather food is distributed fairly around the world. (PL5) • To understand the term globalisation and how containers have contributed to it. (GL1)
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			<ul style="list-style-type: none"> To understand the stages of the water cycle (WWL1 and 2) To know how the earth's tilt affects the seasons of the world. (WWL3) 	<ul style="list-style-type: none"> To know the difference between forced and voluntary migration. (M4) To know how natural resources are distributed (NR 1) To know how the use of natural resources has changed over time. (NR2) To know how use of fossil fuels has impacted the environment. (NR3) 	<p>climate changes has had on different biomes. (BL3)</p> <ul style="list-style-type: none"> To know why biomes are important and what we can do to protect them. (BL5). To know what sustainability is and its importance for our future. (ESL1) To know ways that humans can generate electricity. (ESL2) To know some advantages and disadvantages of using fossil fuels. (ESL2) 	<ul style="list-style-type: none"> To know some environmental and human costs to 'Fast Fashion'. (GL4) To know the top ten companies that dominate global food production and understand why they control it. (GL5).
Geographical skills and fieldwork.	<ul style="list-style-type: none"> Use locational language. Use aerial photographs and plan 	<ul style="list-style-type: none"> To be able to identify a range of physical and human features from 	<ul style="list-style-type: none"> To use a key to understand a map (VTCL1). To use symbols and keys to 	<ul style="list-style-type: none"> To use atlases to locate major rivers. (RL3) To use maps and atlases to 	<ul style="list-style-type: none"> To use maps and atlases to locate world biomes (BL1). 	<ul style="list-style-type: none"> To understand the purpose of geographical fieldwork (LFL1)



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	<p>perspectives to recognise landmarks and basic human and physical features.</p> <ul style="list-style-type: none"> To devise a simple map and construct basic symbols for a key. To begin to know that we have choices when making decisions (WL2). To generate enquiry questions (with support) (WL3). As a class, be able to measure, record and compare data. (WL4) With support, to know that some options are better than others and 	<p>erial photographs (UK L2)</p> <ul style="list-style-type: none"> To use simple directional language and develop an understanding of distance. (UKL4) To be able to follow a simple map of the school (HC1) To use simple directions – left and right (HC1) Locate Norway and UAE on a world map (HCL4) To use a photography to learn about a place. (HCL4) To know that we have choices when making decisions (WL2). 	<p>present their work. (VTCL5)</p> <ul style="list-style-type: none"> To use an atlas and globe to locate countries and describe features studied. (MVCL2) (WWL5) To understand the symbols on a weather forecast. (WWL4) To use digital technology to learn about the weather of the world. (WWL4) 	<p>locate countries and plot routes of migration. (M1)</p> <ul style="list-style-type: none"> To use maps an atlases to explore distribution of natural resources. (NR1) 	<ul style="list-style-type: none"> To be able to locate the equator, Tropic of Cancer and topic of Capricorn on a map/ globe. (BL2) To use charts and graphs to understand environmental issues (ES1) To use bar graphs to make comparisons and draw conclusions (ESL3) 	<ul style="list-style-type: none"> To know how maps are used in fieldwork. (LFL1) To know the key features and uses of a field sketch (LFL2) To know key data collection methods and the similarities and differences between them (including qualitative and quantitative data). (LFI2). To know how different graphs are used to present geographical data. (LFL3) To plan, conduct and evaluate a geographical enquiry (LFL4, LFL5 and LFL6).
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	<p>begin to explain why (WL5).</p> <ul style="list-style-type: none">• With support, to able to present findings based on data collection. (WL6)	<ul style="list-style-type: none">• To be able to generate enquiry questions. (WL3).• To be able to measure, record and compare data. (WL4)• To know that some options are better than others and explain why (WL5).• To be able to present findings based on data collection. (WL6)				<ul style="list-style-type: none">• To be able interpret and create populations pyramids. (PL4)• To discuss the advantages and disadvantages of the internet. (GL2)• To discuss the advantages and disadvantages of trade linked to globalisation. (GL3)
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