

# Geography Substantive Knowledge 2024-25 Year A

Geographical Skills and Fieldwork		Locational Knowledge	Human and Physical Geography	Place Knowledge
	Advent 1	Lent	Pentecost	
EYFS	Our school <i>Understanding of our school in the local environment</i>	Our Country <i>Where is our country on our globe?</i>	Simple Maps <i>I can draw and follow a simple map of my local area.</i>	
Year 1/2	<b>The United Kingdom and capital cities</b> How is our country divided up? <u>NC:</u> LK: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Compass points/ simple map and fieldwork work/aerial photographs</b> How can we use maps to navigate around my local area? <u>NC:</u> GSF: 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 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. 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 its grounds and the key human and physical features of its surrounding environment.	<b>At the farm</b> What are the key features of a farm? <u>NC:</u> HPG: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	
Year 3/4	<b>Countries of the world/Hemispheres/ time zones</b> Why is the time different in America to the UK? <u>NC:</u> LK: Locate the world's countries, using maps to focus on Europe 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)	<b>UK Settlements</b> Why are city settlements and village settlements different? <u>NC:</u> LK: 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.	<b>Around the World</b> How can maps help us understand the countries and features of the world? <u>NC:</u> GSF: 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 5/6	<b>Climate Zones:</b> Why are there so many different climate zones around the world? <u>NC:</u> HPG: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<b>City Study (London and Peterborough) and Fieldwork Study</b> What is the significance of London on the rest of the country? <u>NC:</u> PK: 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 in North or South America. name and locate counties and Cities of the United Kingdom,	<b>Human Geography- natural resources</b> Which country is the richest in natural resources? <u>NC:</u> HPG: 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.	