

Geography Knowledge



Year 1

Term 1 – Local Area

Key Vocabulary:

compass, direction, fieldwork, map, symbol, house, aerial view, address, postcode

Substantive Knowledge

Pupils will:

- know the four compass directions (N, E, S, W)
- define their local area as a place near to where they live or go to school
- recognise Northfleet as their local area when at school
- identify a detached, semi-detached, and terraced house

Procedural Knowledge

Pupils will:

- engage in cartographic activities, including observing their surroundings, identifying landmarks, and drawing a representation of the local area on paper or using digital tools
- explore how map symbols represent various features and landmarks on a map
- use compass directions to navigate themselves around the school
- identify areas in the local area that could be improved or enhanced from their fieldwork



Year 1

Term 3- England

Key Vocabulary:

England, Scotland, Wales, Ireland, country, London, capital city, map, United Kingdom (UK)

Substantive Knowledge

Pupils will:

- name England, Scotland, Wales and Northern Ireland as countries in the UK
- identify London as the capital city of England
- recognise the flags of all four countries in the UK

Procedural Knowledge

Pupils will:

- develop basic map skills, learning to locate and point out the positions of the four UK countries on a map
- engage in a comparative analysis of life in London and Brasilia, identifying similarities and differences in aspects like culture, climate, and daily life
- gain an introductory understanding of the cultural diversity within the UK, recognising that each country has its own traditions and customs
- begin to develop a rudimentary understanding of global geography, appreciating that different places can have distinct characteristics
- observe visual cues on maps and flags, developing observational skills critical to understanding geography
- engage in basic critical thinking, asking questions about why places might be different and what factors contribute to those differences



Year 2

Term 1 – The World

Key Vocabulary:

continent, ocean, population, landmark, desert, rainforest, climate, compass, equator, tropical, temperate, capital city, currency, aerial

Substantive Knowledge

Pupils will:

- list and label the 7 continents of the world on a map
- list and label the 5 oceans of the world on a map
- identify Europe as the UK's continent
- know and use the four points of a compass to write directions for a route

Procedural Knowledge

Pupils will:

- use maps and globes to recognise the shapes and locations of each continent and ocean
- use compass points to orient and navigate themselves on a map
- learn about the relative positioning of countries and continents on a world map and develop an awareness of the UK's geographic context
- interpret aerial views and satellite imagery of different places
- develop spatial awareness skills, understanding the relationship between different continents, countries, and landmarks on a world map



Year 2

Term 3 - Kenya

Key Vocabulary:

Kenya, national park, Africa, culture, continent, wildlife reserve, tourism, safari, savannah

Substantive Knowledge

Pupils will:

- identify Kenya as being a country in Africa, listing two other countries that are in the same continent
- know the weather in Kenya is mostly hot, dry and sunny due to it being on the equator
- recognise a popular reason why tourists go to Kenya is to see animals in the savannah
- understand a national park is a protected area of land where only tourism and research is allowed by humans
- list the African lion, white/black rhinoceros, African leopard, Cape buffalo, and the African elephant as the 'Big 5' animals in Africa

Procedural Knowledge

Pupils will:

- locate Kenya on a world map and understand its position in relation to other countries or continents
- become familiar with the major cities in Kenya, possibly including Nairobi, Mombasa, or others, and understand their significance
- explore and learn about everyday life in Kenya, including aspects like schooling, typical daily routines, and cultural practices
- learn about the concept of tourism and understand why Kenya is a popular tourist destination, including its national parks and wildlife reserves
- identify and discuss similarities and differences between life in Kenya and the UK, considering factors like climate, lifestyle, and culture
- explore the positive and negative impacts of tourism on Kenya, considering economic benefits and potential environmental challenges



Year 3

Term 1 – Land Use

Key Vocabulary:

agriculture, cartographer, counties, recreation, retail, rural, symbol, urban

Substantive Knowledge

Pupils will:

- know a cartographer is someone who draws or produces maps
- identify urban and rural areas through the use of pictures and maps
- know rural land includes countryside and farming, identifying the majority of rural land in the UK is used for agriculture
- know urban land includes towns and cities, listing London, Birmingham and Manchester as the most populated areas in England
- recognise that the UK is made up of 90% rural and 10% urban areas

Procedural Knowledge

Pupils will:

- engage in fieldwork activities to survey the local area and gather data for their own maps
- use map symbols to create a clear and easily interpretable map
- explore the characteristics of urban and rural areas and identify various land uses within each zone



Year 3

Term 3 – The UK

Key Vocabulary:

England, Scotland, Wales, Northern Ireland, capital city, county, population, immigration

Pupils will:

- name the four countries and capital cities of the UK
- name and locate the Atlantic Ocean, Irish Sea, English Channel, North Sea and River Thames
- identify Kent as the county they live in and London as the capital city of England
- define immigration as the process of moving to a new country, with plans to live there permanently

Procedural Knowledge

Pupils will:

- identify and locate the four countries in the UK (England, Scotland, Wales, and Northern Ireland) on a map
- examine London in detail, understanding its geography, and using maps to explore its key features.
- investigate how London has changed over time, considering historical and contemporary factors
- understand the reasons for changes in population in London at different points in history, analysing data related to population growth and immigration patterns



Year 4

Term 1 – Settlements

Key Vocabulary:

agriculture, early settlers, healthcare, industrial, leisure, retail, settlement

Substantive Knowledge

Pupils will:

- know a settlement is a village, town or city where people live
- list the Romans, Vikings and Anglo-Saxons as the earliest settlers to the UK
- understand that settlements typically develop in areas that provide essential resources such as food, water and shelter
- understand land can be used a variety of different ways including for housing, retail, leisure, business, agriculture and industrial

Procedural Knowledge

Pupils will:

- identify suitable locations for settlements based on resources needed to live, evaluating the advantages and disadvantages of different locations
- understand how factors including geography, transportation networks, and economic activities influence settlement distribution
- explore how different land uses interact and contribute to the overall functioning and development of settlements
- make observations about the land use and the factors that contribute to the liveability of the area



Year 4

Term 3 – Map Lines

Key Vocabulary:

equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, polar regions, Arctic Circle, Antarctic Circle, tropics, climate, Tropic of Cancer, Tropic of Capricorn, time zone, prime meridian, Greenwich mean time

Pupils will:

- define and recognise the top half of the Earth as the Northern Hemisphere and the bottom half as the Southern Hemisphere
- identify the equator as the line that divides the Earth into two equal halves
- know the difference between longitude and latitude lines and the tropics

Procedural Knowledge

Pupils will:

- identify and differentiate between countries located in the northern and southern hemispheres
- understand the geographical features and conditions of the Antarctic and Arctic regions
- understand that the prime meridian (0° longitude) is the starting point for measuring time zones
- research and identify different countries around the world situated at various lines of latitude and longitude
- develop the ability to read and interpret maps, including those displaying lines of latitude, longitude, and time zones
- build spatial awareness by understanding the global positioning of countries



Year 5

Term 1 – Maps

Key Vocabulary:

atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey map, symbols

Substantive Knowledge

Pupils will:

- understand the whole of Great Britain is split into areas known as the National Grid
- know grid references are four-digit number which locate a square on a map. They will know the square can be further split into 100 smaller squares, adding two extra digits to the grid reference
- identify eastings as the lines of a grid reference that run west to east, and northings as the lines that run south to north
- label the eight points of a compass
- recognise map symbols as small pictures, letters or lines that represent something else on a map.
- recognise and label map symbols for a place of worship, parking, train station, campsite, footpath and motorway

Procedural Knowledge

Pupils will:

- locate places of interest, countries, cities, or regions by referring to the index and understand how the index entries correspond to the pages or sections in an atlas
- interpret maps using different map symbols
- practise following and giving directions using the eight points of a compass
- identify specific points on a map accurately using six-figure grid references
- navigate from one location to another using the information provided on a map, including map symbols, grid references and compass directions
- learn to orient themselves and visualise distances and directions between



Year 5

Term 3 – Eastern Europe

Key Vocabulary:

continent, country, Eastern Europe, human geography, physical geography, landmark

Substantive Knowledge

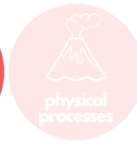
Pupils will:

- list names of countries located in Eastern Europe
- know geographical facts regarding the geography of a chosen European country

Procedural Knowledge

Pupils will:

- identify Europe as a continent on a world map, developing skills in using an atlas to locate and identify different countries in Europe
- research information about a specific country in Eastern Europe, comparing the chosen country with the UK and other European countries
- examine the human geography aspects of the chosen country, including population, culture and climate
- plan a trip to the chosen country, including identifying attractions, cultural activities, and landmarks
- engage in critical thinking by analysing and comparing geographical and cultural aspects between countries



Year 6

Term 1 – Trade and Economics

Key Vocabulary:

trade, import, export, goods, global, fair trade, globalisation, global supply chain, multinational, economy

Substantive Knowledge

Pupils will:

- define 'trading' as the act of buying and selling goods and services
- identify the difference between importing and exporting goods
- recognise products that are imported and exported by the UK to and from other European countries
- name products that are imported and exported in trade links between the UK and USA and China
- know that Fair Trade is a way of buying goods designed to make sure that the producers of these goods in developing countries are paid a fair and stable price for the goods that we buy from them
- recognise the Fair Trade logo that is seen on products
- identify the positives of globalisation such as: an increase in jobs for those in the area, the potential of more money being given to the local area, raising awareness of foods and products available in other areas
- identify the negatives of globalisation such as: larger multinational countries may prevent small local businesses from succeeding, larger companies may change or ruin local traditions or beliefs, often profits from the larger companies are sent back to the country where it is originally based

Procedural Knowledge

Pupils will:

- research and gather information about the UK's imports and exports
- use maps to identify and locate the countries involved in trade with the UK
- analyse the similarities and differences in the types of produce being traded, the value of trade, and the significance of these trade relationships
- explore how fair trade practices aim to ensure better working conditions, fair wages, and sustainable production methods for worker in developing countries

- develop critical thinking skills by examining the economic, social, and environmental impacts of globalisation
- consider ways to address challenges of unfair trade practices or propose solutions to minimise the negative impacts of globalisation



Year 6

Term 3 – The Americas

Key Vocabulary:

trade, import, export, goods, global, fair trade, globalisation, global supply chain, multinational, economy

Substantive Knowledge

Pupils will:

- name South and North America as continents and give examples of countries within these continents
- describe the difference between weather and climate by describing weather as a description of what the conditions are like in a particular place and climate as a description of the average weather conditions in a certain place for the past 30 or so years
- name human and physical features within the local area and a chosen area in North America

Procedural Knowledge

Pupils will:

- label and identify countries within North and South America on a map, recognising the human and physical features that can be seen on a map
- participate in fieldwork to identify and observe physical and human features in the local area
- choose and study an area in North America
- understand how lines of latitude and longitude influence weather patterns
- acquire research skills to gather information about specific regions, including their weather and climate, presenting findings in an organised and informative manner
- engage in discussions about geographical findings and reflecting on the significance of different features