

Geography long-term knowledge growth

Rationale for content sequencing



Year N	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
	<p>Pupils explore the local school area, including Forest School, on walks, identifying features like trees and ponds, using directional language such as "near" and "behind," and discussing weather changes and seasonal effects to develop environmental awareness. They engage with simple maps and create their own (using pens and pencils for 2D maps or 3D maps using blocks), enhancing spatial awareness and a sense of place. Stories, songs, and role-play introduce them to different cultures and places, broadening their understanding of the wider world. Using our interactive fun table, the children engage with simple maps, exploring symbols and creating their own maps of familiar spaces, like the nursery, as well as fictional maps such as treasure maps! Pupils are exposed to geographical literature such as atlases, maps of the underground and local area, and fictional stories like <i>Handa's Noisy Night</i>. Hands-on activities, like exploring sand, water, and soil or observing physical features such as hills and rivers, nurture their understanding of natural and physical environments. Pupils also learn about cause and effect in nature, such as how rain forms puddles or how seeds grow into plants, building their curiosity about the world.</p>		
Year R	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
	<p>Maps Pupils are exposed to maps in various contexts, including paper maps and Google Maps. They learn that maps represent routes, include roads, and are used to navigate from one place to another. Children have the opportunity to explore Google Maps with teacher guidance. Using Chromebooks within the provision, they can locate their homes and virtually explore familiar routes. Adults encourage children to use directional vocabulary to describe their routes and identify key physical and environmental features such as shops, woods, and parks.</p> <p>Local Environment Pupils visit areas in their immediate environment, including Forest School, where</p>	<p>Pupils explore different types of maps, such as aerial maps of our school and local area. They begin to see how maps can show different amounts of information. Through hands-on activities, they learn about physical features on our roads such as crossing, pavements and traffic lights. They also create their own maps of the school both 3D (through block play) and 2D (paper), using simple directions to share what they have discovered.</p>	<p>Pupils begin to understand that maps show direction and can provide information about where to find places of interest e.g. school and home. In Year 1 pupils begin to understand direction and location. This prepares pupils well for a Year 2 study of London as a capital city, as they go on to explore both human and physical features.</p>

	<p>they identify features such as trees and ponds, use directional language like 'near' and 'behind,' and discuss weather changes and seasonal effects to develop environmental awareness. Pupils also walk to the post box, learning about road safety and the different types of crossings.</p> <p>Block Play</p> <p>Pupils use stimuli from the provision, such as maps of the underground, aerial maps of the local area, and pictures of different types of buildings, to create their own structures, towns, cities, and more, drawing on both their knowledge of the world around them and their imagination. The provision includes open-ended resources as well as carefully grouped animals—such as farm animals, wild animals, insects, sea creatures, and fantasy figures—to encourage children to design habitats, create fantasy maps, and develop imaginative stories.</p>		
	<p>Environmental Awareness</p> <p>Pupils develop environmental awareness through hands-on experiences and meaningful discussions about the world around them. They explore their immediate environment by engaging in activities such as litter picking, sorting, recycling, and planting flowers or vegetables, which help them understand the importance of caring for nature. Through stories, pictures, and observations, children learn about the impact of weather, seasonal changes, and the role of living things in the environment, such as how insects help plants grow. The provision includes resources like magnifying glasses for observing insects, natural materials like leaves and rocks for sensory exploration, and books about environmental topics to spark curiosity and conversation. Adults support children in</p>	<p>Pupils begin to understand how to care for the environment and learn simple ways to be more eco-friendly. They are introduced to the school's Eco Code, helping them build the basic knowledge they need to support sustainability in our school.</p>	<p>As a school, we are committed to nurturing eco-friendly citizens who are aware of their impact on the environment. The foundations for this understanding are established in the Early Years, allowing children to develop a deeper awareness throughout their time at school.</p>

	understanding concepts like sustainability by modeling eco-friendly practices, such as saving water, reusing materials, and composting.		
	<p>Living and Growing</p> <p>In this topic, pupils learn about different animals and their habitats through hands-on exploration and engaging activities whilst on their trip to Hertfordshire Zoo. On return to school pupils research different animals they saw including penguins, zebras, lions and meerkats - focusing on their natural habitats and researching the different types of weather that they experience.</p>	Pupils begin to explore different habitats around the world and learn that different animals live in different climates. They start to understand how the weather and the environment affect where animals live.	Throughout KS1 and KS2, children will make deeper comparisons between contrasting locations.
Year 1	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 1 Autumn 1	<p>Geographical similarities and differences through study of the human and physical geography of a small area of the United Kingdom</p> <p>Simple fieldwork and observational skills to study the geography of the school and its grounds</p> <p>Physical features of the local area</p> <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork</p>	Pupils develop their understanding of using different types of maps such as 'aerial maps' of the local area. They begin to understand how different maps can convey varied amounts of information. Pupils use fieldwork to consolidate knowledge of the locations of 'physical features' in our local area. They communicate a range of data collated by creating their own maps of the school environment using directional knowledge.	Through Year 1 pupils begin to understand direction and location. This prepares pupils well for a Year 2 study of London as a capital city, as they go on to explore both human and physical features.
Year 1 Spring 2	<p>Seasonal and daily weather patterns in the United Kingdom using reports and maps</p> <p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p>	Pupils develop their concept of 'seasonal changes' linked to previous learning. They explore the use sources such as 'maps' and 'aerial images' to develop their understanding of 'keys', which supports pupils when locating hot and cold areas of the world. Pupils use compass points as a reference to describe where key places are located on a 'map', for example the 'North Pole' is 'north' of England. They explore how the position of the 'equator' impacts on weather in contrasting countries such as Australia and Lapland.	Throughout KS1, pupils build their knowledge of seasonal change not only in geography but in science. They explore using maps and continue to build on these skills in Spring 2 when aerial maps of the local area are used. In Year 2, pupils continue to build their map reading skills and knowledge of simple compass directions, whilst using atlases and locating the UK on the globe.

	Geographical similarities and differences between Lapland and Australia		
Year 2	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 2 Autumn 1	Name and locate London landmarks	Pupils continue to ask and answer geographical questions to consolidate their understanding of London as a capital city. This unit enables pupils to conduct simple fieldwork through seeing different London landmarks such as the London Eye and the Houses of Parliament, as well as beginning to develop an understanding of human and physical features.	Pupils will build on their understanding of using aerial images to recognise landmarks and their basic features and further develop fieldwork skills from Year 1. A secure understanding of human and physical features, prepares pupils for geography and field work in the Year 3 unit 'Keeping it Local' . An understanding of London, gives pupils the prior knowledge needed for Year 4, when they learn about the geography of Londinium as part of their work about the Romans using the River Thames for trade.
	Use aerial photos to locate human and physical features of London		
	Fieldwork of London landmarks		
Year 2 Spring 2	Name and locate the characteristics of the four countries, seas and capital cities of the UK	Pupils build on their knowledge of 'London Landmarks', to consolidate their understanding of the differences between human and physical features. They apply this to those based on the coast, including bays and estuaries. Pupils have the opportunity to further refine their map reading skills and their knowledge of simple compass directions whilst using atlases and locating the UK on the globe. Pupils consider what makes the seaside popular, using vocabulary such as 'port', 'harbour', 'city', 'coast', 'sea', 'season' and 'weather' to support their reasoning.	Pupils build on their knowledge of seasonal weather patterns from Year 1 to understand how this contributes to what times of the year people might choose to visit a coastal region. In Year 5, pupils study the cause of coastal erosion and longshore drift. A secure understanding of the physical features of the seaside gained in Year 2 supports this.
	Human and physical features of the seaside		
	Comparison of Southend on Sea and London		
Year 2 Summer 1/2	Location of Madagascar	Pupils continue to develop their understanding of physical and human geography by comparing a small area of the UK (London) with a contrasting non-European country (Tomasina in Madagascar). Pupils build knowledge and confidence using geographical vocabulary. By looking at maps and atlases, pupils understand weather conditions in relation to the equator and hot and cold areas of	Pupils apply their atlas and map reading skills developed in Year 2, within the Year 3 'Keeping it Local' unit, where children have opportunities to create their own maps. In Year 4, pupils look at the key features of a country in Europe, where they consider the capital cities, climates and compare human and physical features. In Year 5, pupils explore the terrain of South America.

	Comparison between Tomasina and London	the world. Pupils further secure their knowledge of naming and locating the world's seven continents and five oceans. This unit develops pupils' understanding of the geographical differences between life in the UK and Madagascar.	Their prior knowledge of Madagascar will support this.
	Use maps and atlases to understand the geographical landscape		
Year 3	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 3 Spring 1	Volcano processes	When added to the knowledge of the water cycle in Year 4, rivers in Year 5 and mountains in Year 6, pupils will have a secure overview of the physical features that influence and shape the UK's landscapes, both in terms of specific locations and general principles. The unit helps pupils to see the relationship between geographical processes, landforms and people.	Pupils will apply their vocabulary and learning related to volcano and earthquake processes later on as they learn about how mountains are formed. Their learning will prepare them for further study about volcanoes and mountains in Year 6. Their learning about parts of the world affected by natural disasters such as volcanic eruptions and earthquakes will give them the locational knowledge and confidence to extend their learning beyond the immediate environment and UK.
	Earthquake processes		
	How types of settlement and land protect against natural disasters		
	How natural processes affect land use over time		
Year 3 Spring 2	Land use	Using skills including 'reading a map', 'identifying Ordnance map symbols' and 'using a compass', pupils learn about land use and population of their local area. By looking at historical maps of the immediate area of Grange Park, pupils appreciate that a range of human and physical factors affects the similarities and differences of the area over time.	Reading maps recurs throughout the geography curriculum. In Year 4, pupils' prior locational knowledge will extend beyond the local area to include the United Kingdom and Europe. Children will be more confident to use maps to help them understand location and characteristics of areas beyond their immediate environment of Grange Park.
	Changes to the immediate area of Grange Park over time		
	Use maps and computer mapping to describe features studied		
	Use the eight points of a compass and 4 figure grid references		
	Fieldwork to record and present the human and physical features of the immediate area of Grange Park		
Year 4	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 4 Autumn 1/2	Name and locate countries, capital cities and regions of Europe	In this unit, pupils continue to build upon their knowledge and understanding of the wider world and the position of the UK in relation to its	Throughout this topic children will continue to build upon their expanding understanding of the UK and its place within the wider world, enabling

	<p>Make comparisons and connections of countries through key features, climates and trade</p> <p>Identify ways in which Europe is a sustainable continent</p>	<p>continent. They name and locate key countries, cities and regions using compass orientations and maps, making comparisons of latitudes and climates. This understanding of physical and natural aspects supports the profiling of countries in Europe in order to establish links to previous learning related to the UK and London (Year 2).</p> <p>Pupils' understanding of Europe is linked to political, environmental and trade connections using a range of geographical resources, focusing on both the formation of the EU to provide trade links between countries as well sustainability and its impact on the environment. These areas help pupils develop their awareness of the wider world and the impact of human activity upon it.</p>	<p>them to develop further questions about their own locality and community.</p> <p>Building upon elements of sustainability through the impact of transport in Year 1 and settlements and natural resources in Year 3, pupils continue to develop an awareness of their local environments and human impact. This helps prepare them to deepen their understanding in Years 5 and 6 when looking at South America and Northern America.</p>
Year 4 Summer 2	<p>Name and locate countries that make up the UK, Great Britain and the British Isles</p> <p>Identify key regions, major cities and English counties</p> <p>Use data and resources to explore differences between populated and rural areas of the UK</p>	<p>Pupils add to their growing body of geographic knowledge related to London and the UK from previous years through use of a range of resources. Identifying the key countries that make up Britain and the UK, pupils make links to key regions and their physical attributes. Through the study of maps, atlases and data pupils name and locate counties and cities of the United Kingdom, drawing upon the human and physical characteristics of major cities. Pupils compare and contrast population density and the impact it has upon the environment. This is further explored through pupils designing a route map and highlighting specific physical and land features of UK cities and regions.</p>	<p>Pupils develop contextual knowledge of constituent countries of the UK, and understand the political structure of those places. This builds upon previous learning in related map reading skills in order to develop an understanding of land use patterns and how they have changed in relation to human and environmental factors. This continuing process of accumulating an understanding of locality will enable pupils to communicate their understanding of the wider world linked to Europe in Year 4 and the Americas in Years 5 and 6.</p>
Year 5	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 5 Spring 2	River processes, landforms and flooding.	Knowledge of river features and rivers around the world, supports pupils to see the relationship between geographical processes and landforms,	Plunging in with a study of rivers gives pupils an initial framework of locational knowledge that creates confidence (through recognition) for

	Key rivers across the world.	and people. The depth study of the River Thames ensures that pupils also appreciate the significance of the river to the UK's capital city and what measures are in place to reduce flooding. The depth study of the Amazon River supports comparing and contrasting skill with the Thames, and its importance to the development of the country.	extending it with wider locational knowledge of the UK. Vocabulary on river processes prepares for learning about coastal processes later on in the term. The study of world locations and rivers builds on the knowledge from Year 4 and prepares pupils to study mountain ranges in Year 6.
	The Amazon River and its importance to civilisation.		
Year 5 Summer 1	Features of South America	Pupils are able to apply some of their geographical skills in context. Pupils' knowledge of the water cycle is further embedded and put into context with rivers across different continents, linked to South America. Pupils extend their knowledge and understanding beyond their local area and have some knowledge about the world's most significant human and physical features.	When added to the knowledge of North America in Year 6 , pupils will have a secure overview of the physical and human features that shape and influence an entire continent. Their learning about South America and its place in the world will help them to understand areas of parts of the world beyond their immediate environment. Pupils will be prepared to ask questions about and appreciate the variety of landscapes, human and physical, across other parts of the world studied later on.
	Position and significance of lines of latitude on South America		
	Understand the different types of settlement and land use in Brazil		
	Effects of natural disasters on life in South America		
Year 5 Summer 2	Deforestation and its impact on local and global communities.	The uniqueness of each coastal study shows pupils how humans and physical geography processes both culminate in the creation of distinctive landscapes. It also enables pupils to appreciate the significance of the UK's coastline, how it is managed by people and the impact on humans.	The study of rivers and coasts gives pupils an initial framework of locational knowledge that creates confidence for extending it with locational knowledge of North America.
	Investigate different causes of climate change and the differing effects across global communities.		
	Coastal landforms and features		
	Coastal erosion and the different hard and soft engineering to prevent it.		
	Erosion along Walton-on-the-Naze		
Year 6	Substantive geographical content	Recurring themes, ideas and language	Contribution to wider geographical knowledge and what later content this prepares for
Year 6 Autumn 1	Name and locate the countries of North America	When added to the body of geographical knowledge of the school and surrounding areas	In KS3 pupils continue to study and understand how human and physical processes interact to

	<p>Identify, investigate and compare different climates of north America</p> <p>Explore the varied landscape, human and physical, of North America</p> <p>Identify and explore different information for capital cities</p> <p>Identify time zones across North America</p> <p>Human and physical geography comparison between UK and North America</p>	<p>(Year 1), Madagascar (Year 2), the local area (Year 3), Britain and the EU (Year 4) this knowledge of North America ensures pupils have a secure overview of the physical and human features that shape North America and how they contrast to the UK.</p> <p>Children appreciate the geographical significance of the similarities and differences of regions across North America.</p>	<p>influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. They also build on their learning in KS2 to continue to understand geographical similarities, differences and links between places through the study of human and physical geography of various regions.</p>
<p>Year 6 Autumn 2</p>	<p>Introduction to the great plains and how climate changes the landscape</p> <p>Differences in the lifestyles of tribes living in North America</p> <p>Discovery of North America</p> <p>Know how climate and vegetation affect the lifestyle of different North American tribes</p> <p>Compare the lives of North Americans of the past and present</p>	<p>In this unit pupils analyse statistics and other information in order to draw clear conclusions about locations. They identify and describe how physical features affect the human activity within a location, use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location, learn how to describe how locations around the world are changing, and explain some of the reasons. They describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Pupils understand aspect of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>In KS3 pupils continue to build on this knowledge in order to investigate human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>
<p>Year 6 Spring 2</p>	<p>Locate Mount Everest, the continent it is on, the country it is in, what mountain range it belongs to and what the surrounding area looks like.</p> <p>Use an OS map to locate a mountain and see how a mountain is represented on such a map</p>	<p>Throughout this unit pupils use their locational knowledge to name and locate key topographical features in the United Kingdom including hills and mountains. This builds on their map reading skills from Year 3 (Keeping it Local) and Year 4 (Brilliant Britain). Pupils also use their place knowledge to understand geographical similarities and</p>	<p>In the KS3 curriculum, children specifically interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. This is a skill that is specifically taught in this unit.</p>

	<p>Know how mountains are formed building knowledge of tectonic plates</p>	<p>differences through the study of the physical geography of a region of the United Kingdom (Snowdonia) and a region of Nepal and China. They learn to interpret a range of geographical information and communicate geographical information through maps</p>	
	<p>Debate the advantages and disadvantages of volcanoes and why people settle near them</p>		
	<p>Know what earthquakes are and why they occur</p>	<p>The physical geography element of this unit builds on pupils' ability to describe and understand key aspects of physical geography, including mountains. Their geographical skills and fieldwork enable pupils to use a map to locate countries, use the eight points of a compass, four and six-figure grid references, symbols and a key to build knowledge of the UK. Pupils also explore human geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	