



Geography – Lower KS2 Y3/4 Curriculum knowledge steps

Cycle A

Year 3 and 4 will complete the same baseline of work. [\(See geography Hierarchies for Year 1 and 2 previous learning\)](#)

There will be additional challenges tied in to the objectives for year 4, planned by class teachers and subject leads. There will be significant differences in the expectations of the way that the different year groups record their work.

[Link to geography enquiry questioning](#) – [Link to geography association guidance](#)

Prior Knowledge - Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to: Locational knowledge

- ♣ name and locate the world’s seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to:
 - ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- ♣ 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

Subject content Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ 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
- ♣ 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)

Place knowledge

- ♣ 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 within North or South America **Human and physical geography**
- ♣ describe and understand key aspects of:
 - ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ♣ 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

Geographical skills and fieldwork

- ♣ 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.

Unit 1

Unit 2

Unit 3

Year 3/4

Where is Caythorpe in Caythorpe?
Deeper in to the UK - 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),

Where is Caythorpe in Europe?
 Moving in to Europe

Where is Caythorpe in the World?
Global Geography including time zones

Vocabulary

Settlement, community, landscape, hills, mountains, rivers, location, coast, country, city, capital city, Edinburgh, London, Belfast, Cardiff, Wales, Scotland, Northern Ireland, North Sea, Irish Sea, Atlantic Ocean, English Channel, Thames, Peak District, Grampian Mountains, Snowdon, county, Nottinghamshire, Lincolnshire, Norfolk, Yorkshire (East Riding), satellite, River Trent, River Witham, canals, Norfolk Boards, Nottingham canals – field work?

Capital cities, location, Europe, map, continent, features, mountain, mountain range, river, the Apennines, the Pyrenees, the Alps, the Danube, the Thames, the Volga, the Loire, the Rhine and the Elbe, urban, rural, landscape, population, weather, climate, land use, tourism, history, population,

Longitude, latitude, equator, tropical, climate zone, grid reference, globe, location, climate, hemisphere, northern, southern, Arctic, Antarctic, tropic of Cancer, Tropic of Capricorn, Greenwich meridian, time zone, day, night

Opportunities for writing	Information Labels Recipes	Labels Weather reports Persuasive posters – visit cities Tourist information Fact files	Explanation Weather reports
Flashback – see also flashbacks for Y1/2 cycle A	<ul style="list-style-type: none"> the countries and capitals of the UK location of Lincolnshire in UK and know some key features of the county important human and physical features to the county they appear in the landscape is integral to some human features Significance of equator and tropics on climates of countries located along them key geographical features of the globe: Equator, Northern hemisphere, Southern hemisphere, lines of Longitude and latitude, Tropics of cancer and Capricorn, Arctic and Antarctic circles, Greenwich Meridian Compare climates of countries to climate of UK in relation to where they are on Earth related to Equator, Arctic Circle, Antarctic circle and tropics of Cancer and Capricorn how to read a simple grid reference places and features on OS maps North and South Americas are separate continents and the oceans that surround them. the Panama Canal runs between them 	<ul style="list-style-type: none"> the countries and capitals of the UK the UK is split into smaller sections called counties at least four major UK rivers inc. Thames and some key features of a number of counties the counties located in the UK and a number of counties and cities the major rivers of the UK land is used for different purposes how to read a simple grid reference places and features on OS maps - symbols 	<ul style="list-style-type: none"> the countries and capitals of the UK Europe is a continent made up of a number of independent countries The location of Europe on a map Names of countries within Europe Names of cities, rivers and mountains within Europe geographical features (human and physical) of some European countries key geographical features of the globe: Equator, Northern hemisphere, Southern hemisphere, lines of Longitude and latitude, Tropics of cancer and Capricorn, Arctic and Antarctic circles, Greenwich Meridian location of equator, tropics of Cancer and Capricorn on maps, atlases and globes
Hierarchies	<p>Investigate places</p> <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To communicate geographically</p> <p>G13: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>G14: Describe and understand key aspects 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>Investigate places</p> <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>G2: Identify and describe how the physical features affect the human activity within a location.</p> <p>G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>G5: Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Investigate patterns</p> <p>G8: Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>G9: Understand some of the reasons for geographical similarities and differences between countries.</p> <p>G10: Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>G11: Describe geographical diversity across the world.</p> <p>G12: Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Investigate places</p> <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>G2: Identify and describe how the physical features affect the human activity within a location.</p> <p>G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>G5: Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>Investigate patterns</p> <p>G8: Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>G9: Understand some of the reasons for geographical similarities and differences between countries.</p> <p>G11: Describe geographical diversity across the world.</p> <p>To communicate geographically</p> <p>G13: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>

1	<p>WALT: know the countries, seas and capital cities of the UK Activities: Use atlas/globes to locate United Kingdom. Label map of UK with surrounding seas, countries, and capital cities. Identify key human and physical features of countries in the UK i.e. Ben Nevis, Grampian Mountains, Yr Wyddfa, National Parks (Peak district, Lake district, Dartmoor) Children will know: Y3</p> <ul style="list-style-type: none"> the countries, seas and capital cities of the UK the UK is partitioned into counties and they will map where these are <p>Y4 As above PLUS</p> <ul style="list-style-type: none"> key human and physical features associated with some counties 	<p>WALT: Locate Europe on a map Activities: Recap countries and cities within the UK. What is a continent? Name them. Identify countries in the UK are part of a group of countries called Europe. Name countries in Europe – locate countries using atlases, maps and globes. Identify larger countries and smaller countries – Y4s research population of countries. Children will know: Y3</p> <ul style="list-style-type: none"> Europe is a continent the location of Europe on the globe. Europe is made up of a number of individual countries the names of the countries of Europe. <p>Y4 as above plus:</p> <ul style="list-style-type: none"> the continent of Europe is a different thing to the political union of Europe. 	<p>WALT: know the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere Activities: Recap continents from previous learning. Look at atlas/maps and locate the Equator. The Equator splits the globe into Northern and Southern hemispheres. Locate some countries within Northern and Southern hemispheres. Children will know: Y3</p> <ul style="list-style-type: none"> the position of the Equator, Northern Hemisphere, Southern Hemisphere the significance of the Equator, Northern Hemisphere, Southern Hemisphere <p>Y4 as above PLUS:</p> <ul style="list-style-type: none"> names of countries within the Northern and Southern hemispheres
2	<p>WALT: know where Lincolnshire is within the UK and surrounding counties Activities: Recap countries and cities within the UK. Identify England is made up of counties – which countries do the children know? Locate (use maps/atlas) Lincolnshire and it's surrounding counties – identify places within Lincolnshire of human/physical interest ie Lincoln, seaside towns. Children will know: Y3</p> <ul style="list-style-type: none"> where Lincolnshire is within the UK the boundaries of Lincolnshire and neighbouring counties <p>Y4 – as above PLUS</p> <ul style="list-style-type: none"> They will know a number of county cities and locate them in the respective counties. 	<p>WALT: Identify geographical features of Europe Activities: Recap countries in Europe. Locate countries and identify their capital cities. What is the purpose of a capital city? (location of a country's/region's government meets). Children research one country – fact files and present findings (name of country, capital city, population, rivers, mountains, flag, languages spoken, religions, facts). If pairing up next week to compare and contrast countries – ensure a range of countries/plan partners). Children will know: Y3</p> <ul style="list-style-type: none"> Names of European countries the capital cities of Europe, learning brief detail about their location (i.e. near river, mountains, ports etc) Key geographical features of Europe <p>Y4 as above plus:</p> <ul style="list-style-type: none"> Name and location of key geographical features of Europe 	<p>WALT: know the position and significance of longitude and latitude Activities: Recap continents from previous learning. Recap names of countries/continents in relation to norther and southern hemispheres. Explain longitude and latitude. Show how to use lines to locate places on maps and atlases and globes. Link lines to their relative numbers. How do we use lines of longitude and latitude – important in navigation and location searches. Children will know: Y3</p> <ul style="list-style-type: none"> The names of geographical features of the globe – lines of latitude, longitude How to use longitude and latitude to locate places on maps, atlases and globes <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> Understand that the lines of longitude and latitude have numbers attached
3	<p>WALT: know features of counties Activities: Recap countries and cities within the UK and physical and geographical features of Lincolnshire. Identify counties and research features i.e. Cumbria (Lakes), Derbyshire (Peaks) Yorkshire (moors and dales) Rivers/canals/trainlines/roads within each for transportation of produce. Children will know: Y3</p> <ul style="list-style-type: none"> key topographical features of some chosen counties <p>Y4 -as above PLUS</p> <ul style="list-style-type: none"> how to recognise these on satellite maps and images by searching for the most famous ones, human and physical 	<p>WALT: understand geographical similarities and differences in landscapes between a region in UK to a region in another European region Activities: Recap continents, countries in Europe. Children to pair up with different country from last week to share information about their country and then compare the two countries. (name of country, capital city, population, rivers, mountains, flag, languages spoken, religions, facts). Tourism, industry, produce, transport within country) Children will know:</p> <ul style="list-style-type: none"> key geographical features of a region in the UK key geographical features of a region in Europe Differences and similarities between human and physical geography of a region in the UK to a region in a European country 	<p>WALT: know the position and significance of Tropics of Cancer and Capricorn Activities: Recap lines of Equator, longitude and latitude from previous sessions. Introduce tropics – identify o maps. Locate countries which sit along the tropics. Compare the climates of these countries and make links to their location on the globe (countries have more exposure to the sun and are therefore hotter and wetter as are not as affected by seasonal changes). The Tropic of Cancer is located at 23.5 degrees north and the Tropic of Capricorn is at 23.5 degrees south. Children will know: Y3:</p> <ul style="list-style-type: none"> the locations of the Tropics of Cancer and Capricorn on maps, atlases and globes the countries that sit in these areas and how location impacts on climate of these countries Compare climates of the tropics with UK climate <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> The degrees number attached to each

4	<p>WALT: know UK rivers and their locations Activities: Recap countries and cities within the UK. (Visit Newark/river and industry within Victorian times). Use maps and atlases to locate and map the main rivers of the UK – Trent, Thames, Severn, Ouse, Tay, Why – importance of rivers drainage of rainfall in the UK, in settlements and transportation of produce. Children will know: Y3</p> <ul style="list-style-type: none"> • why rivers are important • Names and locations of major rivers (the Thames in London, the Trent in Nottingham, the Witham in Lincoln) <p>Y4 – as above PLUS</p> <ul style="list-style-type: none"> • and plot the location of the top 10 major rivers in the UK <p>Major Rivers in the UK Britain Visitor - Travel Guide To Britain (britain-visitor.com)</p>	<p>WALT: understand geographical similarities and differences in climate between a region in UK to a region in another European region Activities: Recap continents. What is climate? What is weather? Identify the difference between the two. Look at examples of weather reports. Weather symbols. Is the report in winter? Summer? Research weather – create a weather report – link ICT. Compare reports. Children will know:</p> <ul style="list-style-type: none"> • the climate of the UK • the climate of a region in Europe • differences and similarities between the climates of the two regions and how this relates to geographical features of the regions and land use 	<p>WALT: know the position and significance of the Arctic and Antarctic circle Activities: Recap lines of Equator, Tropics of Cancer and Capricorn and longitude and latitude from previous sessions. Introduce the Arctic and Antarctic Circles are at 66.5 degrees north and 66.5 degrees south, respectively. Compare Polar regions to weather/climate in UK and countries along the equator. Children will know</p> <ul style="list-style-type: none"> • That there are invisible features called Arctic and Antarctic Circle • Arctic is N and Antarctic is S • Compare polar regions to the UK
5	<p>WALT: know geographical physical features of a county. Activities: What are mountains – how are they different to hills? Use atlas and maps to locate mountain ranges within the UK (Wyddfa, Grampians, Peaks, moor land and National Parks. Chd choose one county to research in depth – feedback/present to class. Tourist leaflets? Link to English/persuasive writing. Employment i.e. slate mountains – miners, tourism industry, steel works etc Children will know:</p> <ul style="list-style-type: none"> • which features i.e. mountains, hills , coast and fenland dominate the county <p>Y4 As above plus:</p> <ul style="list-style-type: none"> • How jobs and livelihoods are linked to different county features 	<p>WALT: identify key geographical features of a town within a European region Activities: Recap countries within the continent of Europe. Look at geographical features of a region/county. What’s the climate and geographical features? Choose a region in another European country – live webcams – track weather – create a tourist leaflet. Children will know:</p> <ul style="list-style-type: none"> • the climate of a region in Europe • Key geographical features of a town in Europe (places to visit, population history, river, tourism, local area) 	<p>WALT: identify the position and significance of the Prime/ Greenwich Meridian Activities: Recap lines of latitude and their names. Introduce a meridian is a north-south line – 0 reference line for astronomical observations – Greenwich meantime – just as Equator separates North and South – Greenwich meridian separates East and West. Children will know:</p> <ul style="list-style-type: none"> • the position and significance of the Prime Meridian • exploring countries on the Meridian Line
6	<p>WALT: Identify local produce of counties. Activities: Recap countries and cities within the UK. What produce/food is local to Lincolnshire? Plum loaf, sausages, cheeses, haslet. Create food map of the UK. Recipes. Children will know:</p> <ul style="list-style-type: none"> • What produce or product are most associated with each county. i.e hat making in Luton, shoes in Northampton, the cradle of the industrial revolution in Shropshire, fruit in Kent, farming in Lincolnshire etc <p>Y4 As above plus:</p> <ul style="list-style-type: none"> • the physical and human features of the landscape that meant these industries grew up there ie. Rivers, canals, drainage of the fens etc. 	<p>WALT: understand geographical similarities and differences in a town in the UK and a town in Europe Activities: Recap countries within the continent of Europe. Look at geographical features of a town within Lincolnshire (perhaps the town from the rivers visit last term – Lincoln, Grantham, Skegness). What’s the climate and geographical features? Choose a town in the European region researched last week– live webcams – track weather – create a tourist leaflet. Children will know:</p> <ul style="list-style-type: none"> • Key geographical features of a town within the UK • Key geographical features of a town in Europe • differences and similarities between the two towns and how this relates to geographical features, land use, population, tourism etc 	<p>WALT: identify the position and significance of time zones (including day and night) by comparing times in different countries Activities: Recap lines of Greenwich meridian and Equator. Discuss the significance of the Greenwich meridian in determining the time zones. Compare times for different countries. Children will know:</p> <ul style="list-style-type: none"> • the position and significance of time zones • compare time zones in different countries
Key Knowledge	<p>Children will know: Y3</p> <ul style="list-style-type: none"> • the countries and capitals of the UK • the UK is split into smaller sections called counties • location of Lincolnshire in UK and know some key features of the county • at least four major UK rivers inc. Thames and some key features of a number of counties <p>Y4 – as above plus:</p> <ul style="list-style-type: none"> • the counties located in the UK and a number of counties and cities • the major rivers of the UK • important human and physical features to the county they appear in • the landscape is integral to some human features 	<p>Children will know: Y3</p> <ul style="list-style-type: none"> • Europe is a continent made up of a number of independent countries • The location of Europe on a map • Names of countries within Europe • Names of cities, rivers and mountains within Europe <p>Y4 As above plus</p> <ul style="list-style-type: none"> • geographical features (human and physical) of some European countries • Compare geographical features of regions of Europe to regions within the UK 	<p>Children will know: Y3</p> <ul style="list-style-type: none"> • key geographical features of the globe: Equator, Northern hemisphere, Southern hemisphere, lines of Longitude and latitude, Tropics of cancer and Capricorn, Arctic and Antarctic circles, Greenwich Meridian • location of equator, tropics of Cancer and Capricorn on maps, atlases and globes • Significance of equator and tropics on climates of countries located along them <p>Y4 - As above plus</p> <ul style="list-style-type: none"> • How to use longitude and latitude to locate places on maps, atlases and globes • Compare climates of countries to climate of UK in relation to where they are on Earth related to Equator, Arctic Circle, Antarctic circle and tropics of Cancer and Capricorn