



Geography – Lower KS2 Y3/4 Curriculum knowledge steps

Cycle B

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	<p>How is the land used in Caythorpe, now and in the past? Deeper in to the UK Look at land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Ou Habites Tu? Moving in to Europe - Learn or revise to locate the world’s countries, using maps to focus on Europe (inc Russia) concentrate on regions, key physical and human characteristics.</p>	<p>Would you rather live in North or South America? Global Geography Using maps to Locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Vocabulary	Satellite, country, land, aerial, locality, city, urban, housing, map, grid reference, contour, environment, human, physical, population, UK, settlement, community, landscape, cliff, ocean, sea, fieldwork, valley, vegetation, soil, farm, industry, weather, precipitation, settlement patterns, scale, inland, arable farming, organic farming,	Political map, Europe, continent, country, population, globe, landmass, location, political, city, capital, grid reference, weather, precipitation	North America, South America, continents, river, mountains, Panama Canal climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, weather, climate, equator, longitude, latitude, climate zone, tropical, environment, industry, farm, import, export, warm, humid, precipitation, trade, natural resources, intensive farming, arable farming
Flashback – see also flashbacks Y1/2 cycle B	<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>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>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>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>G9: Understand some of the reasons for geographical similarities and differences between countries.</p> <p>G11: Describe geographical diversity across the world.</p> <p>G12: Describe how countries and geographical regions are interconnected and interdependent.</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>G15: Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</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>G7: Name and locate the countries of North and South America and identify their main physical and human characteristics.</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>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>G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
	1	<p>WALT: Identify how land is used</p> <p>Activities: What is geography? Why is it important to learn geography? Look at maps of the local area – what can you see? Use symbols to name and identify features. Look satellite images – can chd match the satellite image to the map? Identify how land is used. Can children compare two images from different times – has the land use changed? (crops/housing developments)</p> <p>Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> How to use satellite images and technology to look at selected areas of the country to see how land is used How the land is used in the locality <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> How to use satellite images to see how land is used. How to use aerial photos from history to compare changes over time 	<p>WALT: Identify the continent of Europe</p> <p>Activities: What is a continent? Recap and name continents. Introduce Europe as a continent locate on globes and maps. Locate and name countries within Europe from maps and globes. Ensure children know difference between Europe the continent and the European union.</p> <p>Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> that Europe is a continent which is a landmass made up of a number of individual countries. the location of Europe on the globe. <p>Y4 as above plus</p> <ul style="list-style-type: none"> the continent of Europe is a different to the political union of Europe.

2	<p>WALT: compare how land is used Activities: Look at maps of local area – identify features and uses of the land – why is land used in that way? i.e. leisure, farming, tourism/PGL etc. Look at map in urban area – identify features and compare. What might be needed locally in the future? Children will know: Y3</p> <ul style="list-style-type: none"> The similarities and differences of land use between contrasting localities i.e. farmland to city or urban housing <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> Predict what might be needed in the future 	<p>WALT: name and locate the capital cities of Europe Activities: recap names of countries within Europe. List names of capital cities of larges European countries – can children locate the country they are the capita city of? Capital city is where the government buildings are based within a country. Use grid references to locate the capital cities. Children will know: Y3</p> <ul style="list-style-type: none"> Where the capital cities of Europe are located Use a range of maps and atlases including satellite technology. <p>Y4 as above PLUS:</p> <ul style="list-style-type: none"> plot grid references for some locations in atlases i.e. single letter and number to two digits 	<p>WALT: Locate the capital cities of countries in North and South America Activities: Recap continents and location of North and South America and surrounding oceans. Identify and label countries within the continents and states of America. Name key capital cities, New York, Washington DC, Los Angeles, Rio, Brasilia, Panama city, Buenos Aires, Santiago, Lima, Cayenne. Overview of the weather within the countries – link to where countries are in relation to Equator and tropics – (revision for Year 4).Y4 research population. Children will know: Y3</p> <ul style="list-style-type: none"> the major capital cities of the two continents the weather and climate in North and South America <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> The populations in relation to square meterage for 6 key cities across N&S America to look at space allocated to people that live there. How to relate population to given statistics for poverty
3	<p>WALT: identify features of a locality. Activities: Look at features of a local town as represented on a map – identify Ordnance survey symbols of geographical physical and human features. Compare satellite image to map – no symbols – can you identify the geographical feature? What features are similar in different locations i.e. swimming pool and leisure facilities, parks, post offices, shops, schools etc. Children will know: Y3</p> <ul style="list-style-type: none"> How to describe why a locality has the features they can see on the maps <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> Relate the satellite images of land use to OS map representation of the same thing 	<p>WALT: name and locate famous and important features of Europe. Activities: recap names of countries within Europe and their capital cities. Research important features of a chosen city i.e. famous rivers, buildings, streets – children feedback their findings – create tourist poster/leaflet for a chosen city. Children will know: Y3</p> <ul style="list-style-type: none"> famous and important human features of European cities i.e Paris and Eiffel Tower. <p>Y4 – as above PLUS:</p> <ul style="list-style-type: none"> Why they are located where they are 	<p>WALT: Locate the Panama Canal and explain how and why it is used Activities: Spotlight on the Panama Canal that splits the North and South America. Children will know: Y3</p> <ul style="list-style-type: none"> Where the Panama Canal is The importance of the Panama Canal what the Panama Canal is used for Who uses the Panama Canal <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> Investigate the direction of sailing What would happen if it didn't exist?
4	<p>WALT: Use grid references to find a location. Activities: Recap use of symbols in maps – how can we find places on a map – introduce grid references use to identify a feature and find the locations using a map. Children will know: Y3</p> <ul style="list-style-type: none"> How to use simple grid references to find a location <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> How to give a grid reference for a selected location 	<p>WALT: Identify key human and physical features. Activities: recap names of countries in Europe and capital cities. Jigsaw/rainbow groups – one table research one country and it's physical and human geographical features. Swap groups and experts feedback to others in groups. Children will know: Y3</p> <ul style="list-style-type: none"> The key human and physical features of a selected range of physically contrasting European countries. High mountains and deep rivers (prep for Y6) <p>Y4 as above PLUS:</p> <ul style="list-style-type: none"> Within Europe there are vastly different environments and landscapes, using a spotlight area to compare our location against 	<p>WALT: identify key human and physical features of North and South America Activities: Identify human and geographical features across the continents. Identify – mountainous regions and rainforests – Grand Canyon, Appalachian, Rockies, Andes. Recap equator and tropics and countries and states which lie across them and their climates. Children will know: Y3</p> <ul style="list-style-type: none"> The most important human and physical features of the environments across the two land masses The contrasting features in the environments and where their locations are in relation to the Earth features i.e. equator, tropics and Arctic/Antarctic circles. <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> How to use temperature data from key cities and relate to the human features – does temperature direct the use of land?
5	<p>WALT: Describe how locations have changed over time. Activities: Recap use of grid references to find locations. Compare map of same town from the past to the present – Spot the difference – what has changed? Why have these changes happened? Why do more people live in the towns/cities – employment, cheaper housing, transport. Children will know: Y3</p> <ul style="list-style-type: none"> How locations have changed over time, but also be able to suggest ways the environment could be improved. <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> How human and physical features affect population distribution 	<p>WALT: Understand how physical features affects land use. Activities: recap countries within Europe and capital cities. Remind of human and physical features of countries studied last week. Explore landscapes within Europe and how populations have changed – since 16th century trade and expansion of Europe, holiday industry etc i.e. Chernobyl, Pripjat, Children will know: Y3</p> <p>That the physical features of European landscapes have driven the human inhabitation and changes.</p> <p>Y4 – as above PLUS</p> <p>Some areas of Europe are more densely populated than others – what are the contributing factors to this?</p>	<p>WALT: Identify and explain how land is used across North and South America Activities: Research foods. Link growth of foods to climate. Create a food map of the countries and states of the Americas. Children will know: Y3</p> <ul style="list-style-type: none"> What are the main products produced in North and South America Where the food grows About farming of animals, fruit and factories within North and South America <p>Y4 as above PLUS:</p> <ul style="list-style-type: none"> The major food exported from North and South America and which countries import these goods what identified countries within North and South America are famous for exporting i.e. bananas, coffee, chocolate, oranges, etc.

6	<p>WALT: research and debate a question. Activities: Research the enquiry question. How is land used in Caythorpe? How has the land use changed over time? Chd use maps and satellite images to support their answers. Present their findings. Children will know:</p> <ul style="list-style-type: none"> • How to research and debate • Answer the question (using research) are there any truly unused spaces left in the UK? 	<p>WALT: Explain why people move location across Europe. Activities: recap countries and capital cities of Europe. Why might people move? Relate to locality. Relate to traveller community within school – cultural, economic migration. Children will know:</p> <p>Y3 That people over time have moved across Europe to change location for a variety of reasons including economic migration.</p> <p>Y4 – as above PLUS That there have been impact on cities and towns that have been caused by migration.</p>	<p>WALT: know the key features of different climate locations across North and South America Activities: Research animals/plants indigenous to the Americas. Create a creature map if animals/plants indigenous to parts of America – link habitats to climate and foods available to them. Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> • The different climate locations within North and South America • The features of the land in these different climate locations • The plants and animals indigenous to the different climate locations across North and South America i.e. desert, plains, rainforest, everglades, tundra, sea etc. <p>Y4 as above PLUS</p> <ul style="list-style-type: none"> • The importance to the rest of the world of the rainforests – what happens when the 'lungs of the Earth' are all gone?
Key Knowledge	<p>Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> • land is used for different purposes • land use will change over time to meet need of the people that use it • how to read a simple grid reference <p>Y4 All above plus</p> <ul style="list-style-type: none"> • places and features on OS maps • how to give grid references for selected locations 	<p>Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> • Europe is a continent made up of smaller countries • the location of Europe on a globe or in an atlas • a number of European capital cities • the location of some important human features in capital cities <p>Y4 Above plus</p> <ul style="list-style-type: none"> • how to use simple grid reference numbers to two digit • populations change and move over time for a variety of reasons including economic 	<p>Children will know:</p> <p>Y3</p> <ul style="list-style-type: none"> • North and South Americas are separate continents and the oceans that surround them. • the Panama Canal runs between them • the countries of the continents and the capital cities • important human and physical features • the variety of climate environments across the continent <p>Y4 Above plus</p> <ul style="list-style-type: none"> • how temperature data impacts on population