GEOGRAPHY

Subject Profile

Updated 21.11.25

	Substantive Knowledge End Points (Unit outcomes) **Includes:** Declarative knowledge ***To know (that)…*** Procedural knowledge ***To know how to…***	**Substantive Knowledge Strands** **Human features** **Physical features** **Weather/ climate** **Land formation** **Capital cities, countries and continents** **Bodies of water** **Settlements** **Sustainability**	**Disciplinary Knowledge** **(What an expert does)** **interpret a range of sources of geographical data** **collect, analyse and communicate findings** **geographical skills and fieldwork** **communicate geographical information in a variety of ways**
Reception			
Reception covers the following within continuous provision whilst following the Early Years Foundation Stage - Early Learning Goals.	*To know:* • that children's lives in other countries can be similar or different • some places in our local area and describe them • some similarities and differences between the natural world around them and a contrasting environment *To know how to…* • name some features on a simple map • make observations about the features of places (in stories, photographs or in the school grounds/local area)	Weather/ climate (weather / seasons) **Capital cities, countries and continents** (place, Bookham, country) **Settlements** (place) **Physical features**	Map skills (imaginary / school) Similarities and Differences Fieldwork and observational skills Change Locational knowledge

YEAR 1			
What is it like here?	*To know…* • that the school is in the village of Great Bookham in the county of Surrey in the country of England which is part of the United Kingdom *To know how to…* • identify features of the school grounds on a map and an aerial photo • use directional language to describe features on a simple map in relation to other features	Human features Physical features Capital cities, countries and continents	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
What is it like to live in Shanghai?	*To know…* • some physical and human features in our local area (human: city, town, village, factory, farm, house, office, shop) (physical: forest, hill, river, soil, valley, vegetation) • that there are geographical similarities and differences between our location and Shanghai *To know how to…* • locate the Atlantic and Pacific Oceans in an atlas and world map • locate Europe and Asia in an atlas and world map • draw simple pictures or symbols on a sketch map	Human features Physical features Capital cities, countries and continents	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
What is the weather like in the UK?	*To know…* • the names of the four countries of the UK and their capital cities • how weather changes according to seasons in the UK	Weather and climate Capital cities, countries and continents Physical features	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork

	To know how to… • locate the four countries of the UK and their capital cities on a map • use the main compass directions North, South, East and West • measure rainfall and temperature using a rain gauge and thermometer		communicate geographical information in a variety of ways
YEAR 2			
Would you prefer to live in a hot or a cold place?	*To know…* • the names and location of the seven continents • that places nearer the Equator are hotter • that places nearer the North and South Poles are colder *To know how to…* • locate the Equator and the North and South Poles on a map	Weather and climate Capital cities, countries and continents	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
Why is our world wonderful?	*To know…* • some natural features of our world (e.g. mountains, oceans, forests, waterfalls, jungles) • the names and locations of the five oceans *To know how to…* • use basic symbols to represent human and physical features on a map • use simple fieldwork and observation skills to collect data using a tally chart	**Human features** **Physical features** **Bodies of water**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
What is it like to live by the coast?	*To know…* • the names and location of the seas and oceans surrounding the UK	**Human features** **Physical features**	interpret a range of sources of geographical data

	• some human features found at the coast including port, harbour and shop • some physical features found at the coast including beach, cliff, coast, mountain, sea and ocean *To know how to…* • follow a simple route on a map • record data in a tally chart (human features of the coast) • use aerial photographs to recognise basic human and physical features	**Land formation** **Bodies of water**	collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways

YEAR 3			
Who lives in Antarctica?	*To know…* • some human and physical features of Antarctica *To know how to…* • locate lines of latitude, lines of longitude, the Northern Hemisphere and Southern Hemisphere, the Arctic Circle and Antarctic Circle on a world map • use compass directions to map a simple route • draw a map of the route they take	**Human features** **Physical features** **Weather/ climate** **Land formation** **Capital cities, countries and continents**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
Why do people live near volcanoes?	*To know…* • the names of the world's four largest mountain ranges and which continent they are in • that volcanoes and earthquakes are on tectonic plate boundaries • the pros and cons of living next to a volcano	**Human features** **Physical features** **Land formation** **Capital cities, countries and continents** **Sustainability**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork

			communicate geographical information in a variety of ways
Are all settlements the same?	*To know…* • some differences between cities, towns and villages • the different uses of land (for recreation, transport, agriculture, home and business) • some similarities and differences in land use between our local area and New Delhi • the names of some countries and major cities in Europe and North and South America *To know how to…* • name and locate counties and cities of the UK	**Human features** **Physical features** **Capital cities, countries and continents** **Settlements**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
YEAR 4			
Why are rainforests important to us?	*To know…* • where in the world the Amazon rainforest is located on a world map • that a biome is an area with a similar climate, landscape, plants and animals • some characteristics of a rainforest (biome) • how communities in Manaus use the Amazon's resources • the significance of the Equator and the Tropics of Cancer and Capricorn *To know how to…* • use fieldwork to observe and record how the local woodland is used • collect data through sketching, questioning and recording information • locate North and South America on a map	**Physical features** **Weather/ climate** **Land formation** **Capital cities, countries and continents** **Settlements** **Sustainability**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways

Where does our food come from?	*To know…* • some different foods that grow in different biomes and the reason why they grow there • which foods have the most significant negative impact on the environment • that countries trade natural resources and be able to name some examples e.g. food (cocoa bean from Côte d'Ivoire) *To know how to…* • locate some of the world's countries using atlases	**Human features** **Physical features** **Capital cities, countries and continents**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
What are rivers and how are they used?	*To know…* • the physical and human characteristics of a river • the process of the water cycle • the names of some of the UK's and world's longest rivers and their locations *To know how to…* • identify some symbols of physical features on an OS map, including rivers • use four figure grid references to locate features on a map	**Physical features** **Weather/ climate** **Land formation** **Capital cities, countries and continents** **Bodies of water**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
YEAR 5			
What is life like in the Alps?	*To know…* • that mountain ranges can spread through a number of countries • some human and physical features of an alpine region (the Alps)	**Human features** **Physical features** **Weather/ climate** **Land formation**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork

	• some ways that living in the Alps differs from living in our local area *To know how to…* • use a variety of data collection methods • use an OS map to recognise key physical and human features in the local area • locate countries within Europe on a map (specifically including Russia) • use eight compass point directions	**Capital cities, countries and continents**	communicate geographical information in a variety of ways
Why do oceans matter?	*To know…* • that oceans are a key part of the water cycle • how the ocean helps to regulate the Earth's climate and temperature • how human activity impacts the oceans *To know how to…* • locate the Great Barrier Reef on a map	**Human features** **Physical features** **Weather/ climate** **Capital cities, countries and continents** **Bodies of water** **Sustainability**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
Would you like to live in the desert?	*To know…* • some human and physical features of a desert region • (Eg Mojave Desert) • how humans use the desert and how their activities can change the landscape • the position and significance of the prime Greenwich meridian *To know how to…* • locate major global deserts using maps (including digital mapping) in relation to the UK including time zones	**Human features** **Physical features** **Weather/ climate** **Land formation** **Sustainability**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways

YEAR 6			
Why does population change?	*To know…* • that some areas have denser/ sparser populations than others depending on the physical environment • some factors that have caused population change over time • some push and pull factors influencing migration *To know how to…* • collect data and use an OS map using a scale to calculate a route	**Human features** **Physical features** **Weather/ climate** **Land formation** **Bodies of water** **Settlements**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
Where does our energy come from?	*To know…* • different sources of renewable and non-renewable energy • the benefits of renewable and non-renewable energy *To know how to…* • locate major UK cities and their features on an OS map (using six figure grid references)	**Human features** **Physical features** **Capital cities, countries and continents** **Bodies of water** **Settlements** **Sustainability**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways
Can I carry out an independent fieldwork enquiry?	*To know…* • which data collection method is most suitable (tally chart, photographs, interviews, questions, sound recordings, sketch maps and annotations) *To know how to…* • carry out fieldwork by identifying an issue in the local area e.g. pollution, graffiti, empty shops • collect data using an OS map and boundaries and routes within it (using six figure grid references) and identify outcomes	**Human features** **Physical features** **Land formation** **Settlements**	interpret a range of sources of geographical data collect, analyse and communicate findings geographical skills and fieldwork communicate geographical information in a variety of ways

	• manage risks during a fieldwork trip		

EYFS Understanding the World Expectations	
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	• Children learn about places in the world that contrast with locations they know well. • **Children describe environments using observation, discussion, stories, non-fiction texts and maps.** • Children draw information from simple maps of immediate environments or imaginary story settings. • **Children explore similarities and differences between life in other countries and this country using, when appropriate, maps.** • Children observe and note the weather and seasonal changes and features.
Key Stage 1 National Curriculum Expectations	
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.	Locational knowledge • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 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 and skills [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Key Stage 2 National Curriculum Expectations	
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.	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 in 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 8 points of a compass, 4- and 6-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