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| **Substantive knowledge Geography curriculum**Kensington Junior Academy |

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| **Autumn** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational knowledge*** *Know the names of and locate at least eight counties and at least six cities in England*

**Geographical skills & knowledge*** *Know and name the eight points of a compass*
* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features*
* *Talk about the features in their local environment and compare it with another they know*

**Human & physical*** *Know what causes an earthquake*
* *Label the different parts of a volcano*
 | **Human & Physical** * Know why most cities are located by a river
* Know the impact of the water cycle e.g. potential flooding

**Locational knowledge** * Know the names of and locate some of the world’s deserts.
* Know the names of and locate key rivers in the UK.

**Geographical skills & fieldwork*** Know how to use graphs to record features such as temperature or rainfall across the world
 |  | **Locational Knowledge*** *Know about time zones and work out differences.*

**Place Knowledge*** *Locate the world’s continents*

**Human & Physical*** *Know why our industrial areas and ports are important.*
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| **Spring** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical skills and fieldwork*** *Know and name the eight points of a compass*

**Locational knowledge** * *Know the names of four countries from the southern hemisphere and four from the northern hemisphere*
 | **Locational knowledge*** *Know the names of and locate at least eight major capital cities across the world*

**Geographical skills and fieldwork*** *Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map using maps and globes*
* *Know what is meant by the term ‘tropics’*
* Distinguish between Northern and Southern hemispheres on both a world map and a globe.
 | **Locational knowledge*** *Know the names of 5 European capitals*
* *Know the names of, and locate, a number of South American countries.*

**Place knowledge*** *Know key differences between living in the UK and in a country in either North or South America*

**Human & physical*** *Know what is meant by biomes and what are the features of a specific biome*
* *Label layers of a rainforest and know what deforestation is*
* *Know the causes and impact of climate change*

**Geographical skills & fieldwork*** *Know how to use graphs to record features such as temperature or rainfall across the world*
 | **Human & physical*** *Know main human and physical differences between developed and developing nations*

**Locational knowledge*** *Know about time zones and work out differences*
* *Know and locate developed nations and cities compared to underdeveloped nations*
* *Know and locate high, middle and low income countries*

**Place knowledge*** *Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.*
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| **Summer** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Locational knowledge*** *Know where the main mountain regions are in the UK*
* *Use atlases, globes to be able to identify mountain ranges*

**Geographical skills and fieldwork*** *Know how to plan a journey within the UK, using a road map*
* *Knowledge of the local area, e.g. parks, shopping precinct.*
 | **Geographical skills and fieldwork*** *Know most of the symbols used on a UK road map, including status of roads*
* *Know how to use technology to navigate*
* *Use directional language*
 | **Geographical skills and fieldwork*** *Use Google Earth to locate a country/ place of interest or follow the journey of rivers, etc.*
* *Know what most of the ordnance survey symbols stand for. Be familiar with topographical maps and know about contours, etc*
* *Know how to use six-figure grid references*
* *Use graphs to compare changes over time*
* *Know how to use digimaps*

**Human & physical*** *Know the impact of influential people on climate change eg. Greta Thunberg, Sir David Attenborough.*
* *Evaluate the impact of climate change on their own lives both now and in the future, and for the wider planet.*
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