Geography curriculum Substantive concepts overview alongside termly topics

To be used in conjunction with our 2024 progression documentation.

	Location Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork

KS1 NC	• 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
		• 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	• 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
			  • key human features
				• 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 Geography – key stages 1 and 2 3
				• 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.

Y1	**Autumn – Where do I live?**	**Spring – Is everywhere in the UK the same?**		**Summer – Where in the world am I?**
	Farming/ Trade Settlement Mapping Natural Environment Local Area	Settlement Weather/Climate Natural Environment		Settlement Weather/Climate Natural Environment Local Area Inequality
Y2	**Autumn – How is city life different to village life?**	**Spring – Would you prefer to live in a hot or a cold place?**		**Summer – How is the world changing?**
	Settlement Weather/Climate Natural Environment	Farming/ Trade Settlement Mapping Weather/Climate Natural Environment Local Area		Farming/ Trade Settlement Weather/Climate Natural Environment Inequality

	Location Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
KS2 NC	• 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).	• 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.	• 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.	• 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.
Y3	**Food and Farming**	**Where are we? (Local Area Unit)**	**Mountains**	
	Settlement Farming/ Trade Weather/Climate Natural Environment Local Area	Settlement Mapping Weather/Climate Natural Environment Local Area	Settlement Farming/ Trade Weather/Climate Natural Environment Inequality	
Y4	**Rivers (new 2025-2026)**	**Climate Zones**	**Contrasting Locality- Rio and S-East Brazil**	
	Farming/ Trade Settlement Mapping Weather/Climate Natural Environment Local Area	Settlement Weather/Climate Natural Environment Inequality	Farming/ Trade Settlement Mapping Weather/Climate Natural Environment Local Area Inequality	

Y5	**Rainforests**	**Our Local Area – the UK**	**Contrasting Locality - Europe**
	Farming/ Trade Weather/Climate Natural Environment Inequality	Farming/ Trade Settlement Mapping Natural Environment Local Area Inequality	Farming/ Trade Settlement Weather/Climate Natural Environment Local Area Inequality
Y6	**Volcanoes and Earthquakes**	**Our Changing World/Himalayas Fieldwork**	**World Trade**
	Farming/ Trade Settlement Natural Environment Inequality	Settlement Mapping Weather/Climate Natural Environment Local Area Inequality	Farming/ Trade Settlement Mapping Weather/Climate Natural Environment Inequality

School substantive concepts key Farming/ Trade Settlement Mapping Weather/Climate Natural Environment Local Area Inequality