Walkeringham Primary School Geography Substantive Knowledge Map

Contrasting Locations	Economy	Trade	Sustainability	Land Use

2026-2027					
KS1 (Year 1 and 2)					
	Enquiry Focus *(National Curriculum Requirement)*	Substantive Knowledge	Subject Specific Vocabulary	Prior Knowledge	Composite
Autumn	**Why does earth have hot and cold places?** *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* *Name and locate the world's seven continents and five oceans* *Use world maps, atlases and globes to identify*	Contrasting Locations: • Know why some places in the world are hot and others are always cold • Use maps and the globe to locate the equator, the North Pole and the South Pole • Know how people adapt to live in a very hot climate • Know how people adapt to live in a very cold climate • Know that in polar regions it can be dark or light all day Land Use: • Know which natural resources can be found around the equator and the polar regions	North Pole South Pole Equator Camouflage Desert Glacier	In EYFS children should have: • An understanding of weather; some places are hot and some places are cold • Some knowledge of animals and their homes • Knowledge of holidays they have been on and discussed how when we travel further away the weather is different In Year 1 children should have: • Studied Kenya and understand the features of a hot country	Contrasting Locations Land Use

	the UK 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 to describe the location of features of routes on a map* *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*			• Named and located the world's seven continents and five oceans • Knowledge of the daily weather and seasons in the United Kingdom • An understanding of the equator, north and south poles in relation to daily weather	
Spring					
Summer	**What do I know about the UK and where I live?** *Name, locate and identify characteristics of the four countries and capital cities of the*	Land Use: • Know about where I live • Know my address and post code • Know what road signs mean • Know the names of the countries that make up the United Kingdom • Know how to use a simple map	Street Road signs Address Post code Urban Rural	In EYFS children should have: • Knowledge of different methods of transport • Understood and recalled familiar journeys • Named some key human and physical features of their	Land Use

	United Kingdom and its surrounding seas *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 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* *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,*	• Know the difference between a village, town and city		locality (shops, parks, rivers, roads, forests) In Year 1 children should have: • Identified the following physical features: mountain, lake, island, valley, river, cliff, forest, and beach • Identified the following human features: road, shop, school, house • An understanding of a village and a city and know the main differences	

	vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* *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*				
KS2 (Year 3, 4, 5 and 6)					
Autumn	**What creates a rainforest and why are they located where they are?** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a*	Contrasting Locations: • Know what creates a rainforest and why they are located where they are • Know what biomes are and the rainforests are one type • Know where most of the world's rainforests are situated • Know about the main features associated with a rainforest • Know about the features of the different layers of a rainforest	Canopy Emergent layer Understory Deforestation Biome Temperate Biodiversity	Year 3: • An understanding that some places are very different to where we live contrasting locations such as Kenya • An understanding of money and how business need to make money to run Year 4/5: • An understanding of a range of physical features such as volcanoes, mountains, rivers	Contrasting Locations Economy Sustainability

	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*	• Know what is meant by the term 'tropics' Economy: • Know what deforestation is and how it affects the economy of the local area Sustainability: • Know why it is important to protect the rainforests • Know about the environmental effects of deforestation		• Gained an understanding of the importance of trade from natural resources such as rivers in relation to the economy • An understanding of the importance of natural physical resources in the lives of local people • Knowledge of a range of animals and know how important their natural habitat is to their survival Year 6: • Gained an understanding of key physical and human characteristics of North America and described the impact these features have on the economy, trade and sustainability • Knowledge of the land use in North America • Used world maps to locate North America	
Spring					
Summer	**How do maps help us find our way around?** *Use the eight points of a compass, four-figure grid references, symbols*	Contrasting Locations: • Know how to use Google Earth to help us know more about the Earth's continents Land Use:	Ordnance survey Grid reference Aerial photograph Time zones Map symbol	Year 3: • Have created a map of their classroom, playground, and school	Contrasting Locations Land Use

	and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	• Know how to find my way around • Know what digimaps (digital maps) are and use them to know more about our area • Know what an Ordnance Survey map is and what the symbols stand for • Know how to use a six-figure grid references system • Know how to conduct a survey and present my findings	Cartography	• Looked at maps of the seaside • Located Kenya on a map Year 4/5: • Knowledge of the history of significant buildings and prior land use in Walkeringham • Knowledge of the current land use and significant buildings in Walkeringham • An understanding of the River Trent and know it runs through Gainsborough and its tributaries run through Walkeringham • Located key places in the UK and in the Mediterranean Year 6: • Gained an understanding of key physical and human characteristics of North America and described the impact these features have on the economy, trade and sustainability • Knowledge of the land use in North America and other counties • Used world maps to locate countries world wide	

WALKERINGHAM PRIMARY SCHOOL
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2027-2028					
KS1 (Year 1 and 2)					
	Enquiry Focus *(National Curriculum Requirement)*	Substantive Knowledge	Subject Specific Vocabulary	Prior Knowledge	Composite
Autumn					
Spring	**Where would you prefer to live: England or Kenya?** *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* *Name and locate the world's seven continents and five oceans* *Identify seasonal and daily weather patterns in the UK and the location of hot and cold*	Contrasting Locations: • Know what the main differences between my life and life in a small village in Africa • Know the main differences between our climate and that of Africa Economy: • Understand what a day in school would be like if they lived in a small Africa Village Sustainability: • Understand what food they would eat and where they would get it from • Understand why Kenyans worry about drought Land Use: • Know where Africa is and begin to know about its physical features	African Drought Mud huts Ebony Climate European	In EYFS children should have: • Gained an understanding of weather in the United Kingdom • Knowledge of their local area and some basic features e.g. houses, roads, fields, rivers • Listened to stories about different cultures and places far away • Studied the houses we live in the United Kingdom and know what they look like In Year 1 children should have: • Studied the South Pole and understand the physical geography features of a cold place • An understanding of travel, transport and journeys	Contrasting Locations Economy Sustainability Land Use

	areas of the world in relation to the Equator and the North and South Poles *Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage* *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*			• Knowledge of daily weather patterns in the United Kingdom • Studied some key physical and human features of their surrounding area	
Summer	**Why do we love to be beside the seaside?** *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*	Land Use: • Use maps to locate the nearest seaside resort to school Contrasting Locations: • Know why a seaside resort is so different to where I live • Know some of the key physical features associated with a seaside resort	Cliff Tide Resort Beach Ocean Rockpool	In EYFS children should have: • An understanding of the sea and know that we can use boats to travel • Knowledge of beaches and played in sand • Listen to stories about the seaside and looked at pictures In Year 1 children should have:	Contrasting Locations Economy Trade Land Use

	weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop *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 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*	• Know why some resorts have lighthouses and almost all have RNLI presence Economy: • Know why hotels, cafes and souvenir shops are often found in these resorts Trade: • Know why people often visit seaside resorts for a short or long holiday		• Knowledge of our locality; we can travel to the seaside • An understanding of the features of physical and human geography • Used world maps, atlases and globes to identify the UK and its countries	
KS2 (Year 3, 4, 5 and 6)					
Autumn	**What do we know about North America and what are its main geographical features?** *Locate the world's countries, using maps to*	Land Use: • Know where North America is and what its main geographical features are • Know and locate all North American countries	State President Immigrant Government, Native Indigenous	Year 3: • Created maps of their school classroom and playground • Learned the names and locations of each continent	Contrasting Locations Economy Trade Sustainability Land Use

	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 *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*	• Know about the USA's key features, including human and physical features Economy / Sustainability: • Know why immigration played a key part in the development of the USA Trade: • Know how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries Contrasting Location: • Know how different life in Mexican is compared to live in the USA		• Learned some simple human and physical features Year 4/5/6: • Studied their locality comparing its physical and human features to London and other capital cities in Europe • An understanding of land use patterns and how they have changed over time • Used maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Located the Amazon rainforest on a world map • Knowledge of physical and human geography features of South American rainforests • Used world maps to locate their local area and know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references	

	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				
Spring					
Summer					
2028-2029					
KS2 (Year 3, 4, 5 and 6) only					
Autumn					
Spring	**How are mountains formed and what causes an earthquake, tsunami or volcano?** *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	Contrasting Locations: • Know how mountains are formed • Know what causes earthquakes and volcanoes • Know what tectonic plates are • Know and locate the most well-known mountains in the UK and the world • Know what causes an earthquake • Know what causes a volcano	Tectonic plates Lava Strata Eruption Summit Tsunami	Year 3: • Studied physical differences of hot and cold places and understand that physical features are different all around the world • Knowledge of physical features such as deserts, cliff, beach, forest, mountain, river, sea Year 4/5/6: • Studied physical geography of North American and the UK locating mountains	Contrasting Locations

	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 *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*			• Located mountains on maps using symbols Year 6: • Studied the physical geography features of a river and how they are formed • An understanding of the physical features of the Mediterranean; beaches, mountains • Awareness of different weather in different parts of the world, especially Europe • Identified key features of a locality by using a map such as surrounding rivers	
Summer	**Why is London the capital city of the United Kingdom?** *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features*	Land Use: • Know some of the most important features in London Contrasting Locations: • Know what a capital city is • Know about the important features of our hometown or city Economy / Trade: • Know the names and purposes of many of London's famous buildings	Capital Houses of Parliament Monarchy Buckingham Palace Underground Thames	Year 3: • An understanding of countries and know we live in the United Kingdom • Knowledge of London and know that it is our capital city • Knowledge of some attractions of London: Buckingham Palace, Tower of London, Windsor Castle,	Contrasting Locations Economy Trade Land Use

	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *Use maps, atlases, globes and digital/computer mapping to locate countries and described features studied* *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*	• Know why most significant cities are situated next to a river		The London Eye, London Bridge • Knowledge of Walkeringham and know it is a rural village Year 4/5: • Knowledge of Walkeringham and its key physical and human features • Knowledge of capital cities worldwide Year 6: • Knowledge of Walkeringham and its key physical and human features • Knowledge of capital cities worldwide • An understanding of the River Trent and its importance in population growth relating this to the River Thames growing the population of London	
2029-2030					
KS2 (Year 3, 4, 5 and 6) only					
Autumn					
Spring	**Why do so many British people go to the**	Contrasting Locations: • Know why the Mediterranean is an attractive holiday destination	Mediterranean Coastline Island	Year 3: • An understanding of hot and cold places and know that	Contrasting Locations Economy

	Mediterranean for their holidays? *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* *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)* *Describe and understand key aspects of: Human geography,*	• Locate the Mediterranean on a map and globe • Consider the climate of the UK and that of the Mediterranean each month • Compare and contrast a holiday resort on the Mediterranean with one in the UK Economy/Trade: • Consider similarities and differences of food, language, lifestyle, especially jobs Land Use: • Know which countries are on the Mediterranean coast	Basin Europe Climate	people often go to hot places on holiday • Know some features of coastal locations (beach, cliff, coast, ocean, seas) • An understanding of weather and know that different crops grow in warmer places Year 4/5/6: • Studied the physical and human geography of their local area • Studied disastrous features of physical geography that cause catastrophe such as volcanoes, tsunamis, flooding and earthquakes locating these areas on a world map • An understanding of land use patterns and how they have changed over time • Used maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Trade Land Use

	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water				
Summer	**How are rivers formed?** *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* *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,*	Trade: • Know that most of the world's main cities are situated close to a river Land Use: • Know how a river is formed • Know that most rivers source are in a mountain • Know that rivers end up entering the sea and that this is called the estuary • Know the names of and can locate many of the UK's longest rivers • Know the name of and can locate many of the words longest rivers	Estuary Source Meander Tributary Erosion Deposition	Year 3: • Studied the basic physical and human features of the local area • Named and located the world's seven continents and five oceans • Knowledge of transport; travel by boats on rivers • An understanding of the importance of shops, businesses and people in busy, populated areas Year 4/5/6: • An understanding of the dangers of rivers and flooding • Knowledge of some flood prevention methods and reasons why building near rivers must be carefully planned • Studied their local area, discussed the floods in	Trade Land Use

	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			Walkeringham and toured the flood prevention strategies that are currently in place to stop this happening again	