



### Geography – Lower KS2 Y3/4 Curriculum knowledge steps

Year 3 and 4 will complete the same baseline of work. [Please refer to Previous Years' Geography assessment documents linked to hierarchies](#)

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](#)

Term	Cycle	Theme:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	assessment
Autumn	A	Where is Caythorpe in Caythorpe? <b>Deeper in to the UK</b> 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),	<b>Children will know:</b> Y3 Children will recall the countries, seas and capital cities of the UK. Children will know that the UK is partitioned in to counties and they will map where these are.  Y4: As above PLUS children will know key human and physical features associated with some counties	<b>Children will know:</b> Y3 Children will know they live in Lincolnshire and they will know where its boundaries lie and where it reaches to. Y4 – as above PLUS They will know a number of county cities and locate them in the respective counties.	<b>Children will know:</b> Y3 Children will know key topographical features of some chosen counties Y4 -as above PLUS children will know how to recognise these on satellite maps and images by searching for the most famous ones, human and physical.	<b>Children will know:</b> . Y3 Why rivers are important Names and locations of major rivers (the Thames in London, the Trent in Nottingham, the Witham in Lincoln) Y4 – as above PLUS Will know and plot the location of the top 10 major rivers in the UK <a href="#">Major Rivers in the UK   Britain Visitor - Travel Guide To Britain (britain-visitor.com)</a>	<b>Children will know:</b> a broad overview of which features i.e. mountains, hills , coast and fenland dominate the county. <b>Y4</b> As above plus: How jobs and livelihoods are linked to different county features.	<b>Children will know:</b> What produce or product are most associated with each county. i.e hat making in Luton, shoes in Northampton the cradle of the industrial revolution in Shropshire Fruit in Kent, farming in Lincolnshire etc Y4 – As above plus: know the physical and human features of the landscape that meant these industries grew up there ie. Rivers, canals, drainage of the fens etc.	<b>Y3</b> <b>Know the countries and capitals of the UK</b> <b>The UK is split into smaller sections called counties</b> <b>They live in Lincolnshire and know some key features of the county</b> <b>Name at least four major UK rivers inc. Thames</b> <b>Name some key features of a number of counties</b>  <b>Y4 – as above plus:</b> <b>Know a number of county cities and the county they are located in</b> <b>Know the location of the major rivers</b> <b>Link important human and physical features to the county they</b> <b>Appear in</b> <b>Know that the landscape is integral to some human features</b>
	B	<b>How is the land used in Caythorpe, now and in the past?</b> <b>Deeper in to the UK</b> Look at land-use patterns; and understand how some of these aspects have changed over time	<b>Children will know</b> Y3 Use satellite images and technology to look at selected areas of the country to see how land is used Y4 as above PLUS Use aerial photos from history to compare changes over time	<b>Children will know</b> Y3 Compare a contrasting locality i.e. farmland to city or urban housing to make comparisons Y4 as above PLUS Predict what might be needed in the future	<b>Children will know</b> Y3 How to describe why a locality has the features they can see on the maps Y4 as above PLUS Relate the satellite images of land use to OS map representation of the same thing	<b>Children will know</b> Y3 How to use simple grid references to find a location  Y4 as above PLUS How to give a grid reference for a selected location	<b>Children will know</b> Y3 How locations have changed over time, but also be able to suggest ways the environment could be improved. Y4 as above PLUS How human and physical features affect population distribution	All – research and debate Answer the question (using research) are there any truly unused spaces left in the UK?	<b>Y3</b> <b>That land is used for different purposes</b> <b>Land use will change over time to meet need of the people that use it</b> <b>Use simple grid references</b>  <b>Y4</b> <b>Be able to recognise places and features on OS maps</b> <b>Give grid references for selected locations</b>
Spring	A	<b>Where is Caythorpe in Europe?</b> Moving in to Europe	<b>Children will know</b> Y3 that Europe is a continent which is a landmass made up of a number of individual countries.  Y4 as above plus: have a basic understanding of features of a number of them	<b>Children will know</b> Y3 the location of Europe on the globe. Y4 as above plus: Children will know that the continent of Europe is a different thing to the political union of Europe.	<b>Children will know</b> Y3: the names of the countries of Europe. They will be able to locate them on a map, some from memory.	<b>Children will know</b> Y3 and locate the capital cities of Europe, learning brief detail about their location (i.e. near river, mountains, ports etc) Y4 As above PLUS: Describe why people might move to the locations in relation to human and physical features	<b>Children will know</b> Y3 That there are statistics related to how many people live in capital cities  Y4 – as above PLUS: How to read different ways that this data is represented.		<b>Y3</b> <b>Understand that the continent of Europe is made up of a number of independent countries</b> <b>The location of Europe on a map</b>  <b>Y4</b> <b>Understand the features (human and physical) of some of them.</b>
	B	<b>Ou Habites Tu?</b> <b>Moving in to Europe</b> 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.	<b>Children will know</b> Y3 that Europe is a continent which is a landmass made up of a number of individual countries. Children will know the location of Europe on the globe. Y4 as above plus Children will know that the continent of Europe is a different thing to the political union of Europe.	<b>Children will know:</b> Y3 Where the capital cities of Europe are located Find on a range of maps and atlases including satellite technology. Y4 as above PLUS: Can plot grid references for some locations in atlases i.e. single letter and number to two digits	<b>Children will know</b> Y3 Locate famous and important human features of European cities i.e Paris and Eiffel Tower. Y4 – as above PLUS: Why are they located where they are?	<b>Children will know</b> Y3 The key human and physical features of a selected range of physically contrasting European countries. High mountains and deep rivers (prep for Y6)  Y4 as above PLUS: Within Europe there are vastly different environments and landscapes, using a spotlight area to compare our location against	<b>Children will know:</b> Y3 That the physical features of European landscapes have driven the human inhabitation and changes.  Y4 – as above PLUS Some areas of Europe are more densely populated than others – what are the contributing factors to this?	<b>Children will know:</b> Y3 That people over time have moved across Europe to change location for a variety of reasons including economic migration.  Y4 – as above PLUS That there have been impact on cities and towns that have been caused by migration.	<b>Y3</b> <b>Europe is a continent made up of smaller countries</b> <b>The location of Europe on a globe or in an atlas</b> <b>The names of a number of European capital cities</b> <b>The location of some important human features in capital cities</b>  <b>Y4</b> <b>Using simple grid reference numbers to two digits</b> <b>Understand that populations change and move over time for a variety of reasons including economic</b>

Summer	A	Where is Caythorpe in the World? Global Geography	Children will know Y3 the names of geographical features of the globe Equator, (revise) Northern Hemisphere, Southern Hemisphere, Y4 as above PLUS:	Children will know Y3 The names of geographical features of the globe - of latitude, longitude, Y4 as above PLUS Understand that the lines of L&L have numbers attached	Children will know Y3: The locations of the Tropics of Cancer and Capricorn, Y4 as above PLUS The degrees number attached to each	Children will know Y3: That there are invisible features called Arctic and Antarctic Circle, Arctic is N and Antarctic is S Y4 – as above PLUS:	Children will know They will know the countries that sit in these areas and how location impacts on climate		Y3 The key geographical features of the globe: Equator Hemispheres Longitude and latitude Tropics of cancer and Capricorn Arctic and Antarctic circles
									Y4 The numbers attached to the lines of LL and tropics
	B	Why are the rainforests so important to us? Global Geography Using maps to Locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Children will know Y3 How to locate north and South America, learning the component countries of each They are separate continents The oceans that border the continents.  Y4 as above PLUS The major rivers and mountains	Children will know Y3 Spotlight on the Panama Canal that splits the two. Where is it? who uses it and what for. Why is it important?  Y4 as above PLUS Investigate the direction of sailing What would happen if it didn’t exist?	Children will know Y3 The capital cities of the two continents Weather and climate in the capital cities  Y4 as above PLUS The populations in relation to square meterage for 6 key cities across N&S to look at space allocated to people that live there. Then relate to given statistics for poverty. Is there anything they can deduce?	Children will know Y3 The key most important human and physical features of the environments across the two land masses There are contrasting features in the environments and where their locations are in relation to the earth features i.e. equator, tropics and arctic/Antarctic circles. Y4 as above PLUS Look at temperature data from key cities and relate to the human features – does temperature direct the use of land?	Children will know Y3 What is produced across the landmass? Where does the food grow? Farming of animals, fruit and factories.  Y4 as above PLUS: Look at what foodstuffs stays in the country and leaves the country – what is each country famous for exporting i.e. bananas, coffee, chocolate, oranges, etc.	Children will know Y3 The plants and animals in different climate locations i.e. desert, plains, rainforest, everglades, tundra, sea etc.  Y4 as above PLUS The importance to the rest of the world of the rainforests – what happens when the ‘lungs of the Earth’ are all gone?	Y3 That north and south Americas are separate continents 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
									Y4 How temperature data impacts on population Exports from the continents