

Geography

Jotmans Hall Primary School



Approved by:	Jotmans Hall Primary School Board of Trustees
---------------------	--

Date approved:	September 2026
-----------------------	----------------

Review due:	September 2028
--------------------	----------------



Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Eric the Owl

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.



Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

(The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk)

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation.

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

At Jotmans Hall Primary School, we believe that Geography helps children make sense of the world around them and their place within it. Our Geography curriculum is ambitious, inclusive and designed to inspire curiosity, fascination and respect for people, places and environments at a local, national and global scale.

Through an enquiry-led curriculum, pupils are encouraged to ask geographical questions, investigate evidence, analyse information and draw reasoned conclusions. We aim to develop confident young geographers who can think critically about the world and understand the relationships between people, places and environments.

Our curriculum is carefully sequenced to ensure the progressive development of both substantive geographical knowledge and disciplinary geographical skills. Pupils build an understanding of physical and human geography, environmental change, sustainability, settlements, trade, climate and global interdependence whilst developing the skills needed to think and work as geographers.

A strong emphasis is placed on oracy, discussion and debate. Pupils are encouraged to articulate their ideas, justify viewpoints, use subject-specific vocabulary accurately and engage respectfully with different perspectives. Through geographical enquiries, children learn to communicate their understanding clearly and develop the confidence to discuss complex issues affecting the world today.



Fieldwork forms a central part of our enquiry-led Geography curriculum. We make full use of our extensive school grounds and outdoor spaces to provide regular opportunities for children to investigate geographical questions, collect and analyse data, and communicate their findings. Through fieldwork on the school site, local area studies and educational visits, pupils develop the skills of observation, measurement, recording, interpretation and evaluation. Children are encouraged to discuss their findings, present evidence, debate geographical issues and draw conclusions using accurate geographical vocabulary. These first-hand experiences help pupils develop a deeper understanding of geographical concepts and strengthen their connection with the world around them.

Pupils develop practical geographical skills through the use of maps, atlases, globes, aerial photographs, digital mapping technologies and a range of fieldwork techniques. They learn how to collect, present and interpret data, identify patterns, compare locations and understand geographical processes at different scales.

Our Geography curriculum is designed to align with the National Curriculum and reflects Ofsted's expectations for a knowledge-rich curriculum that develops deep understanding over time. We aim to ensure that all pupils, regardless of background or starting point, acquire the knowledge, skills and vocabulary necessary to become informed, responsible and active citizens who are prepared to contribute positively to an ever-changing world.

Ultimately, we want every child to develop a lifelong interest in Geography, leaving Jotmans Hall with a secure understanding of the world, an appreciation of diverse communities and cultures, and the confidence to explore, question and shape the future.



Geography Curriculum Intent

Geography Intent	Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
At Jotmans Hall Primary School, we aim to develop curious, confident and responsible young geographers through an ambitious, enquiry-led curriculum. Pupils build a secure understanding of people, places and environments at local, national and global scales whilst developing the knowledge, skills and vocabulary needed to think and work as geographers. Through fieldwork, discussion, debate and the use of geographical tools, pupils learn to ask questions, investigate evidence, analyse information and communicate their ideas effectively. We aim for all children to develop a lifelong interest in Geography and leave Jotmans Hall with the confidence to explore, question and understand the world around them.	At the end of EYFS, we intend that children: - show curiosity about the world around them and ask questions about people, places and environments; - talk confidently about similarities and differences between places and environments; - use simple geographical vocabulary to describe their observations and experiences; - explore maps, globes, photographs and models to develop an awareness of the wider world;	We intend that by the end of Year 2 can: - ask and answer geographical questions through simple enquiries and investigations; - recognise, observe and record physical and human features in their local area and beyond; - use fieldwork skills to collect information and make observations; - express views about places, environments and geographical issues, listening to and responding respectfully to the views of others; - communicate findings using appropriate geographical vocabulary through discussion, presentations and simple debates; - use maps, globes, plans and digital resources to explore and locate places; - begin to compare places and identify similarities and differences; - develop an understanding of	We intend that by the end of Year 4, pupils can: - use geographical enquiries to investigate places, environments and geographical processes; - use a range of fieldwork techniques including sketch maps, surveys, plans and graphs; - describe and explain similarities and differences between locations; - communicate findings clearly using increasingly sophisticated geographical vocabulary through discussion, presentations and debate; - justify opinions using geographical evidence and respond respectfully to alternative viewpoints; - use atlases, globes, maps and digital mapping at a range of scales; - analyse information from a variety of sources and draw conclusions; - begin to understand the impact	We intend that by the end of Year 6, pupils can: - ask geographical questions and independently plan and carry out investigations; - analyse and evaluate evidence to draw reasoned conclusions; - explain geographical patterns, processes, similarities and differences using appropriate evidence; - discuss and debate geographical issues, considering different viewpoints respectfully and using evidence to support their opinions; - communicate confidently using accurate and ambitious geographical vocabulary; - use a range of fieldwork techniques and geographical tools with increasing independence; - interpret and present geographical data in a variety of ways;
	- make observations of the natural world within the school grounds and wider environment and begin to understand how people can care for their environment; - communicate their ideas through discussion, play, drawing and practical exploration.	their local area and the wider world.	of human activity on the environment.	- demonstrate a secure understanding of physical and human geography at local, national and global scales; - understand the importance of sustainability and their role as responsible global citizens; - use geographical knowledge and skills to make informed judgements about the world around them.
The Geography Genius Goals are embedded throughout the curriculum and revisited and developed as pupils progress through the school.				



3. Aims and outcomes

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage at Jotmans Hall Primary School, we provide children with rich opportunities to explore, investigate and make sense of the world around them. Through the Understanding the World area of learning, we encourage children to develop curiosity about people, places and environments, both within their immediate surroundings and beyond.

Our enquiry-based approach enables children to ask questions, observe closely, notice similarities and differences, and talk about their discoveries. We place a strong emphasis on communication and language, encouraging children to develop their vocabulary, share ideas, discuss their experiences and explain their thinking.

Children are introduced to early geographical concepts through purposeful play, exploration and first-hand experiences. They learn about their local area, school grounds and wider community, whilst also developing an awareness of places beyond their own experiences. Through the use of maps, globes, stories, photographs, role play and outdoor learning, children begin to understand how people and places are connected.

We make full use of our extensive school grounds and outdoor environment to provide meaningful opportunities for exploration, observation and investigation. These experiences help children develop a sense of place, an understanding of the natural world and an appreciation of how to care for their environment.

By the end of EYFS, children will have developed the curiosity, vocabulary, knowledge and enquiry skills that provide strong foundations for future geographical learning and support their transition into the National Curriculum in Key Stage 1.

National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- Know and develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Know and understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Know and are competent in the geographical skills needed to:



- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

4. Teaching and learning

Geography is taught in single/mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Geography might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- Handling artefacts
- Looking at geographical photographs
- Individual projects/research
- Role play
- Field trips
- External speakers



5. Curriculum Implementation

	Rolling Programme Year A			Rolling Programme Year B		
Year Group:	1/2	3/4	5/6	1/2	3/4	5/6
Autumn	Weather and Seasons	Countries of the World	Extreme Earth	Local Area	North America	South America
Spring	Around the World	Italy Today	Marvellous Maps	London	Our Local Area	Our European Neighbours
Summer	Seas and Coasts	Where does our food come from?	Investigating Coasts	My World	In the Desert	Raging Rivers



Geography Curriculum

At Jotmans Hall Primary School, we intend our high-quality Geography curriculum to be fully inclusive and accessible to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography by providing a broad, balanced and ambitious curriculum that ensures the progressive development of geographical knowledge, concepts and skills, whilst fostering a lifelong love of geography.

We aim to inspire pupils' curiosity and fascination about the world and its people through an enquiry-led curriculum that encourages children to ask questions, investigate, explore and think critically about the world around them. Our teaching equips pupils with knowledge of places, people, environments, physical and human processes, and the interaction between them.

We develop pupils' geographical skills through fieldwork, map work, data collection and analysis, and the use of maps, atlases, globes, aerial photographs and digital mapping technologies. Children are encouraged to communicate their findings, justify their opinions and engage in discussion and debate using accurate geographical vocabulary.

We make full use of our extensive school grounds, local area and educational visits to provide meaningful first-hand experiences that bring geography to life. Through these opportunities, children develop a deeper understanding of their local community, the wider world and their role as responsible global citizens.



We are learning to be Geographers – Understanding the World in EYFS

Our Geography Genius Goals in EYFS

1. **Using Maps and Finding Places** → ELG: 'People, Culture and Communities'
 - We support children to understand their immediate environment and places beyond it. We help them to make sense of simple representations such as maps, globes and models.
2. **Looking Closely and Spotting Differences** → ELG: 'People, Culture and Communities'
 - We encourage our children to observe features of the environment and to notice similarities and differences. We help them to understand that people live in different places, through sharing stories and videos.
3. **Asking Questions and Exploring** → ELGs: 'People, Culture and Communities' / 'The Natural World' / 'Communication and Language'
 - Children investigate, experiment and explore natural processes, and are encouraged to follow their curiosity. They are supported to ask questions to find out more, and to develop their independence in exploring new places.
4. **Understanding and Using Information** → ELG: 'Listening, Attention and Understanding'
 - We give children opportunities to view information in different ways and to talk about what it means.
5. **Sharing Ideas** → ELG: 'Communication and Language'
 - Children are encouraged to share their ideas and to explain their understanding. They have opportunities to do this verbally, and through drawing or building models.
6. **Caring For the Environment** → ELG: 'The Natural World'
 - We teach our children how to protect and care for the environment, and help them begin to understand the impact of not doing so. We encourage them to make choices that show respect and responsibility.

ERIC's Genius Vocabulary

same different world country explore
place near far away map



Recommended books:



Year A Autumn – Weather and Seasons

ERIC's Genius Subject Vocabulary

Weather: what it is like outside today.
Season: a time of year with its own type of weather.
Autumn: the season when leaves change colour and fall from trees.
Winter: the coldest season of the year.
Spring: the season when plants begin to grow again.

Continuous Provision non-negotiables:

Weather station; daily weather chart; seasonal photographs; weather symbols; seasonal books; outdoor observation area.

Experiences:

Daily weather check; seasonal school walk; leaf hunt and sorting; weather recording; seasonal change spotting; weather clothing discussions

Year A Spring – Around the World

ERIC's Genius Subject Vocabulary

Country: a part of the world where people live.
Map: a picture of an area.
Similarity: something that is the same in two or more things
Difference: something that makes one thing unlike another.

Continuous Provision non-negotiables:

Globe, atlases
Small World animals / habitats from around the world

Experiences:

Christmas Around the World
Celebrating Our Community
Spanish Day

Year A Summer – Seas and Coasts

ERIC's Genius Subject Vocabulary

Beach: a place where the land meets the sea, made of sand or pebbles.
Island: a piece of land with water all around.
Ocean: water that covers most of the earth.
Sea: a piece of water that is smaller than an ocean.
Pier: a wooden walkway that goes out to sea.

Experiences: Discussions about own experiences at the beach / seaside. Different places we have visited.
Making our own 'pier' walkway across water.

Continuous Provision non-negotiables:

Buckets and spades in sand area.
Globes, maps. Postcards. Sea animals / shells in Small World and water tray.

Year B Autumn – Local Area

ERIC's Genius Subject Vocabulary

Map: a picture of an area.
Local: something in your nearby area.
Town: a place where people live; that is smaller than a city.
Benfleet: the town that Jotmans Hall is in.
shop / house / school / road / path (pavement)

Continuous Provision non-negotiables:

Playhouses / streets in Small World.

Experiences:

Talking about where we live.
Local walks (posting our Christmas cards). 'Little City' role-play day.

Year B Spring – London

ERIC's Genius Subject Vocabulary

City: a large place where lots of people live and work
London: the capital city of England
River: water that flows across the land
Bridge: a structure that goes over a river or road
Landmark: a famous or important place

Continuous Provision non-negotiables: Small world London landmarks (bridges, buses, buildings). Maps, photos and postcards of London. Construction area for building towers and bridges. Role play area (bus driver, tourist, city life)

Experiences: Discussions about own experiences of London / going on a trip

Year B Summer – My World

ERIC's Genius Subject Vocabulary

World: the Earth where we live
Globe: a round model of the Earth
Hot: a place with high temperatures
Cold: a place with low temperatures
Equator: the hot middle of the Earth

Continuous Provision non-negotiables:

Globes, world maps and atlases.
Small world animals from different habitats. Sand and ice/water play to explore environments. Sorting activities (hot places / cold place)

Experiences: Share stories about different countries and places. Explore ice vs sand (compare environments)





Geography Knowledge Organiser

Weather and Seasons

How does the weather change and why does it matter?

Different places. Different weather. A brighter future.

Key Vocabulary

Word	What does it mean?
★ weather	What the sky and air are like outside.
★ season	One of the four times of the year (spring, summer, autumn or winter).
★ forecast	A prediction about what the weather will be like.
★ inland	A place that is away from the sea.
★ coastal	A place next to the sea or coast.
★ North Pole	The northernmost place on Earth.
★ South Pole	The southernmost place on Earth.
climate	The usual weather in a place over a long time.
map	A drawing that shows places.
country	A place where people live, such as England or France.
compass	A tool that shows directions (north, south, east and west).
north	The direction at the top of a compass.
south	The direction at the bottom of a compass.
east	The direction where the sun rises.
west	The direction where the sun sets.
Equator	An imaginary line around the middle of the Earth.

Where is the UK?



The World



The Four Seasons (UK)

Spring	Summer
 New life and growing plants.	 Warmer weather and longer days.
Autumn	Winter
 Leaves change colour and fall.	 Colder weather and shorter days.

Types of Weather

					
Sunny	Cloudy	Rainy	Windy	Snowy	Stormy

The weather can change from day to day. We can use a weather forecast to help us know what to expect.

Weather in Different Places

Inland	Coastal	Equatorial (Tropical)	Polar
			
Further from the sea. Weather can be very hot in summer and very cold in winter.	Near the sea. Weather is often milder.	Near the Equator. Hot and humid all year round with lots of rain.	Near the Poles. Very cold all year with ice and snow.

Compass Directions



North – up
South – down
East – right
West – left

We use a compass to find directions on a map.

Debate Question

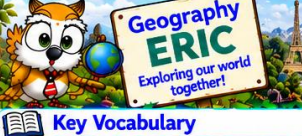
Would you rather live where it is warm all year round or experience four different seasons? Why?

Geography Genius Goals – Good geographers always...

- Using Maps and Finding Places
- Looking Closely and Spotting Differences
- Asking Questions and Exploring
- Understanding and Using Information
- Sharing Ideas
- Caring for the Environment

Curious minds. Brighter futures. A kinder planet.

Small explorers. Big possibilities.



Geography Knowledge Organiser

Around the World

"Which continent is the best to live on and why?"

Different places. Amazing people. A brighter future.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
★ Continent	A large area of land on Earth, each with its own countries and features.
★ Europe	A continent with many countries, including the UK.
★ Asia	The largest continent in the world.
★ Africa	A continent with lots of different countries, people and wildlife.
★ North America	A continent in the northern part of the world.
★ South America	A continent in the southern part of the Americas.
★ Antarctica	A very cold continent covered in ice.
★ Australia	A continent and country, also called Oceania.
★ Physical feature	A natural feature of the Earth, such as a mountain, river or desert.
★ Human feature	A feature made by people, such as a city, road or building.
★ Culture	The way of life, including food, language, clothing, music and traditions.
★ Forest	A large area covered with trees.
Map	A drawing of an area showing where things are.
Globe	A round model of the Earth.
World	The Earth and all the countries, people and places on it.
Country	An area of land with its own government.
Place	A particular area or location.
Explore	To look at or learn about a place.
Landmark	A famous or important place or building.
Weather	What the air is like outside, such as sunny, rainy or windy.
Climate	The usual weather in a place over a long time.

The 7 Continents



There are 7 continents and 5 oceans on Earth. Each continent is different and special!

Amazing People, Places and Wildlife

Different continents, amazing lives!

Human and Physical Features

Physical Features (natural)	Human Features (made by people)
   	   

Children live in different ways

 People in cold places wear warm clothes.	 People live in different ways and have different cultures.	 People grow different food depending on the climate.
---	--	---

Geography Genius Goals – Good geographers always...

- Using Maps and Finding Places
- Looking Closely and Spotting Differences
- Asking Questions and Exploring
- Understanding and Using Information
- Sharing Ideas
- Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

By the end of this unit I can...

- I can identify and locate the 7 continents of the world.
- I can compare the geographical features of the continents.
- I can explore and appreciate the diversity of life and cultures around the world.

Debate Question

"Which continent is the best to live on and why?"

Different places. Different people. A brighter world.





Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

Seas and Coasts

"Would you rather spend a day at a British beach or a beach in another country?"

Amazing places. Big questions. Brighter futures.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
New vocabulary (Must Teach)	
Coast	The land next to the sea.
Beach	A place where the land meets the sea, often with sand or pebbles.
Ocean	A very large area of salt water.
Physical feature	A natural feature of the land, such as a cliff, beach or dune.
Human feature	A feature made by people, such as a pier or harbour.
Cliff	A steep rock face, often found next to the sea.
Dune	A hill of sand, often found at the beach.
Harbour	A sheltered area of water where boats can be kept.
Lighthouse	A tall building with a bright light to help guide boats.
Pier	A structure built out into the sea, often with shops and attractions.
Port	A place where ships load and unload goods and passengers.
Revisited vocabulary (Must Use)	
Map	A drawing of a place showing where things are.
Globe	A round model of the Earth.
Continent	A large landmass, such as Europe or Africa.
Country	A place with its own government and people.
Sea	A smaller area of salt water than an ocean.
Weather	What the air is like outside, such as sunny, rainy or windy.
Compare	To look at two or more things to see how they are the same or different.
Similarity	A quality or feature that is the same.
Difference	A quality or feature that is unlike another.

The World's Oceans and Continents



There are 7 continents and 5 oceans on our amazing planet!

Coastal Features

Physical features (natural)	Human features (made by people)
Beach	Pier
Cliff	Harbour
Dune	Lighthouse
	Port

By the end of this unit I can...

- I can locate and identify oceans and continents of the world.
- I can identify and describe physical and human features of coasts.
- I can compare a British beach with a beach from another country.

Key Knowledge

- There are 7 continents and 5 oceans.
- Coasts have natural (physical) and human features.
- Beaches can be different around the world.
- People use coasts for different purposes (e.g. homes, tourism, fishing, transport).
- Maps and globes help us find places.
- It is important to look after our coastlines and keep our seas clean.

British Beaches



Southend-on-Sea
Southend Pier is the world's longest pleasure pier (2.1 km), casinos, and lots of attractions.



Brighton
A popular seaside town with a pier, beach and lots of attractions.



Cornwall
Beautiful beaches, cliffs and clear blue water.

Beaches Around the World



Australia
Warm weather, sandy beaches and the Great Barrier Reef.



Maldives
Clear, warm water and tropical beaches.



Florida (USA)
Long sandy beaches, hot weather and popular for tourists.

Geography Genius Goals – Good geographers always...

Using Maps and Finding Places

Looking Closely and Spotting Differences

Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

Explore today... A brighter tomorrow!



Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

My Local Area – Benfleet

"Should we build more homes or more parks in our local area?"

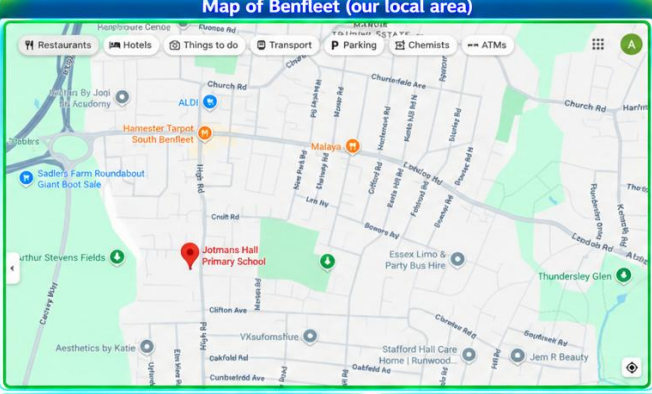
Our school Our local area Our choices A brighter tomorrow.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
New vocabulary (Must Teach)	
Benfleet	A town in Essex.
Landmark	A special place or building that is easy to see and recognise.
Building	A structure with a roof and walls, such as a house, school or shop.
Housing	Places where people live.
Job	The work that someone does to earn money.
Community	A group of people living in the same area.
Improve	To make something better or nicer.
Facility	A useful service or place, such as a park, school or leisure centre.
Village	A small settlement, usually smaller than a town.
Office	A place where people work.
Revisited vocabulary (Must Use)	
Map	A picture that shows where places are and how to get there.
Local	Something that is in your nearby area.
Town	A larger settlement than a village.
Road	A route for vehicles and people.
Path	A small track for walking or cycling.
School	A place where children learn.
Shop	A place where people buy things.
House	A building where people live.
Place	A particular area or location.
Environment	The natural world around us.

Map of Benfleet (our local area)



Types of Houses in Benfleet









Jobs in Our Local Area







Ideas for a Better Benfleet









Key Knowledge

- Benfleet is in Essex, between Basildon and Southend-on-Sea.
- Our local area has different types of buildings, jobs and services.
- Maps and symbols help us find places and understand our local area.
- People can make choices to improve the local area.
- It is important to look after our environment and green spaces.

What can we see in our local area?


Jotmans Hall Primary School


King George V Playing Field


Benfleet Station


Hadleigh Castle


High Road Shops


Parks and green spaces

By the end of this unit I can...

- I can observe and describe our local area.
- I can understand and describe different types of housing and jobs in the local area.
- I can suggest improvements for our local area.

Debate Question

Should we build more homes or more parks in our local area?

More homes? VS More parks?

Small steps... Big ideas... A brighter future!

Exploring our local area. Making a difference. Together.

Page 13



Jotmans Hall Primary School
Learning Together • Growing Together • A Brighter Tomorrow

Geography ERIC
Exploring our world together!

Geography Knowledge Organiser
London – A Special City
“Would it be better to live in London or visit it just for the day?”

Our school
Our local area
Our choices
A brighter tomorrow.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
New vocabulary (Must Teach)	
★ Capital city	The most important city in a country.
★ England	A country in the UK.
★ United Kingdom (UK)	A country made up of England, Scotland, Wales and Northern Ireland.
★ London	The capital city of England and the UK.
★ River Thames	A long river that flows through London.
★ Buckingham Palace	The home of the King.
★ Tower Bridge	A famous bridge across the River Thames.
★ London Eye	A giant observation wheel with amazing views.
★ Houses of Parliament	Where the government works.

Revisited vocabulary (Must Use)

★ Map	A picture that shows where places are.
★ Globe	A model of the Earth.
★ Country	An area with its own government.
★ Landmark	A well-known building or place.
★ River	A large natural flow of water.
★ Human feature	Something made by people.
★ Physical feature	Something found in nature.
★ Compass	A tool that shows direction.
★ North	The top of a map.
★ South	The bottom of a map.
★ East	The direction where the sun rises.
★ West	The direction where the sun sets.

★ = New word in this unit.

Where is London?

Aerial View of London

Famous Landmarks in London

 Buckingham Palace	 Houses of Parliament and Big Ben
 London Eye	 Tower Bridge
 St Paul's Cathedral	 The River Thames

Physical and Human Features

Physical features (found in nature) River Thames	Human features (made by people) Tower Bridge
--	--

Getting Around London

 Bus	 Underground (The Tube)	 Train	 Taxi
---------	----------------------------	-----------	----------

Geography Genius Goals – Good geographers always...

 Using Maps and Finding Places I can use maps to find where London is and talk about what's near it.	 Understanding and Using Information I can look at a map and use symbols or pictures to help describe where places are.	 Asking Questions and Exploring I can notice and describe the special things about London, like its famous buildings or rivers.	 Sharing Ideas I can talk, draw or write about the landmarks and explain why they are important.	 Looking Closely and Spotting Differences I can ask and answer questions like “Which way do we go?” or “What’s near this place?”	 Caring for the Environment I can think about how to travel safely and look after places I visit in a city.
--	---	---	--	--	---

By the end of this unit I can...

1 I can locate London on a map and describe its position.	
2 I can identify and describe London's landmarks and features.	
3 I can use compass points, directional language and plan a simple trip.	

Debate Question
“Would it be better to live in London or visit it just for the day?”

Live in London?

Visit for the day?

Small steps... Big ideas... A brighter future!

Exploring our world. Making a difference. Together.

Jotmans Hall Primary School
Learning Together • Growing Together • A Brighter Tomorrow

Jotmans Hall Primary School
Learning Together • Growing Together • A Brighter Tomorrow

Geography ERIC
Exploring our world together!

Geography Knowledge Organiser
My World – Amazing Places
“Would you rather live in a cold place like the North Pole or a hot place near the Equator?”

Our school
Our world
Our choices
A brighter tomorrow.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
New vocabulary (Must Teach)	
★ Ecuador	A country in South America. It is close to the Equator.
★ Quito	The capital city of Ecuador.
★ habitat	The natural home or environment where an animal or plant lives.
★ aerial photograph	A picture of the ground taken from above, often from a plane or drone.
★ key (map key)	A guide on a map that explains what the symbols mean.
★ symbol	A simple picture on a map that represents something (e.g. a tree or river).

Revisited vocabulary (Must Use)

★ United Kingdom (UK)	The country where we live.
★ London	The capital city of the UK.
★ Equator	An imaginary line around the middle of the Earth.
★ North Pole	The point at the top of the Earth.
★ South Pole	The point at the bottom of the Earth.
★ capital city	The main city where a country's government is located.
★ map	A drawing that shows where places are.
★ globe	A model of the Earth.
★ weather	What the air outside is like (e.g. hot, cold, rainy).
★ hot	Used to describe places near the Equator with high temperatures.
★ cold	Used to describe places near the Poles with low temperatures.
★ river	A large natural flow of water.
★ hill	A raised area of land.
★ country	An area of land with its own government.

★ = New word in this unit.

The World – Key Places

Hot and Cold Places

 North Pole A very cold place.	 South Pole A very cold place.
 Near the Equator A hot place with rainforests.	 Near the Equator A hot place with grasslands.

Aerial Photographs

 Aerial photo of the UK	 Aerial photo of Ecuador
----------------------------	-----------------------------

Map Symbols (Key)

 Capital city	 River	 Mountain / Hill	 Forest	 Lake	 Equator (imaginary line)
------------------	-----------	---------------------	------------	----------	------------------------------

Animals and Their Habitats

 Polar bear Lives in cold places near the North Pole.	 Penguin Lives in cold places near the South Pole.
 Jaguar Lives in rainforests near the Equator.	 Sloth Lives in rainforests near the Equator.

By the end of this unit I can...

1 I can find and name the United Kingdom, the Equator, and the North and South Poles on a world map.	
2 I can talk about the land and weather in the UK and Ecuador and name their capital cities.	
3 I can find out where animals live, spot features in aerial photos and make a simple map with a key.	

Debate Question
“Would you rather live in a cold place like the North Pole or a hot place near the Equator?”

Cold place? North Pole

Hot place? Near the Equator

Small steps... Big ideas... A brighter future!

Exploring our world. Making a difference. Together.

Jotmans Hall Primary School
Learning Together • Growing Together • A Brighter Tomorrow

Page 14





Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

Countries of the World

Are physical features or human features more important when choosing somewhere to live?



Different places.
Different people.
A brighter future.

Key Vocabulary

Word	What does it mean?
★ Ecuador	A country in South America.
★ Quito	The capital city of Ecuador.
★ habitat	The natural home of a plant or animal.
★ aerial photograph	A photograph taken from above.
★ map key	A guide that explains the symbols on a map.
★ symbol	A picture or shape that represents something on a map.
★ United Kingdom (UK)	A country made up of England, Scotland, Wales and Northern Ireland.
★ London	The capital city of the United Kingdom.
★ Equator	An imaginary line around the middle of the Earth.
★ capital city	The main city where a country's government is based.
★ map	A drawing that shows places.
★ globe	A model of the Earth.
★ country	An area of land with its own government.
★ river	A natural flow of water.
★ hill	An area of raised land.
★ weather	What the sky and air are like.
★ hot	A high temperature.
★ cold	A low temperature.

The World: Continents and Oceans



There are 7 continents and 5 oceans.

Physical Features (Natural)



Human Features (Made by people)



By the end of this unit I can...

1. Locate continents, countries and capital cities using maps, atlases and globes.
2. Compare countries using their physical and human features.
3. Explain how geography affects the way people live.

Key Knowledge

- ✓ The world has 7 continents and 5 oceans.
- ✓ A continent is a large area of land. A country is a smaller area with its own government.
- ✓ Every country has a capital city.
- ✓ Places have both physical features (natural) and human features (made by people).
- ✓ Countries have different climates, landscapes, populations and ways of life.
- ✓ People and environments influence each other.

Geography ERIC asks...

Can you find Ecuador on a map? What can you find out about its capital city, Quito?

Debate Question

Are a country's physical features or its human features more important when deciding where to live? Why?

Geography Genius Goals – Good geographers always...

Using Maps and Finding Places

Looking Closely and Spotting Differences

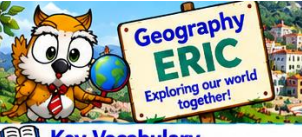
Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Small explorers. Big possibilities. ♥



Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

Italy Today

"Is Italy more famous for its natural features, like mountains and volcanoes, or its culture and landmarks?"



People. Places. Environments.
Brighter futures.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
★ Italy	A country in southern Europe, shaped like a boot.
★ Border	A line that separates one country from another.
★ Peninsula	A piece of land almost surrounded by water.
★ Alps	A high mountain range in Europe (in the north of Italy).
★ Apennines	A mountain range that runs down the length of Italy.
★ Volcano	A mountain that can erupt with lava, ash and gases.
★ Eruption	When a volcano explodes and releases lava, ash and gases into the air.
★ Mount Vesuvius	A famous active volcano near Naples.
★ Mount Etna	An active volcano on the island of Sicily.
★ Colosseum	A famous ancient Roman amphitheatre in Rome.
★ Continent	A large area of land where many countries are found.
★ Ocean	A large body of salt water, bigger than a sea.
★ Map	A drawing that shows places and features.
★ Atlas	A book of maps.
★ Globe	A model of the Earth.
★ Country	An area of land with its own government.
★ Region	An area within a country.
★ Physical feature	A natural feature of the Earth, such as a mountain or river.
★ Human feature	A feature built by people, such as a city or landmark.
★ Mountain	A very high area of land with steep sides.
★ Landmark	A famous or important place or building.
★ City	A large town where many people live.
★ Culture	The way of life, traditions and customs of a group of people.
★ Coast	The land where the sea meets the shore.

Where is Italy?



Italy is in southern Europe. It is a peninsula, surrounded by the Mediterranean Sea.

Famous Landmarks



Italian Culture



Italy Facts!

- Population: 61 million people
- Continent: Europe
- Capital: Rome
- Language: Italian (also German, French and Latin in some regions)
- Currency: Euro (€)
- Flag:  The colours represent these virtues: Hope

Rivers and Lakes



Longest river: River Po
Largest lake: Lake Garda (370 km²)
Seas: Mediterranean, Ligurian, Adriatic and Ionian

Volcanoes and Mountains



Highest mountain: Mont Blanc (4,810 m) (the highest mountain in the Alps)
Active volcanoes: Vesuvius, Stromboli and Etna

By the end of this unit I can...

1. I can explain how the water cycle and river systems are connected.
2. I can explain how rivers shape landscapes through different processes along their course.
3. I can evaluate how human use of rivers creates both benefits and challenges.

Key Knowledge

- ✓ Italy is in southern Europe and is surrounded by the Mediterranean Sea.
- ✓ It has mountains (Alps and Apennines), active volcanoes (Vesuvius and Etna) and beautiful coastlines.
- ✓ Italy is famous for its landmarks, cities, art, food and festivals.
- ✓ People use the land and natural features in different ways, including tourism, farming and transport.
- ✓ Volcanoes and earthquakes are part of Italy's geography and can be both helpful and hazardous.
- ✓ Human activity can have positive and negative effects on the environment.
- ✓ We can make choices to protect Italy's natural and cultural features for the future.

Debate Question

Is Italy more famous for its natural features, like mountains and volcanoes, or its culture and landmarks?

NATURAL FEATURES?

VS

CULTURE AND LANDMARKS?

Geography ERIC asks...

Which part of Italy would you most like to visit and why?

Geography Genius Goals – Good geographers always...

Using Maps and Finding Places

Looking Closely and Spotting Differences

Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

Different places.
Shared stories.
A brighter tomorrow. ♥



Geography Knowledge Organiser

Where Does Our Food Come From?

"Should we only eat food that is grown in the UK?"

Food connects people, places and the planet.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
★ Climate zone	A large area with similar long-term weather patterns.
★ Agriculture	The practice of farming, including growing crops and raising animals.
★ Farming	Growing crops or keeping animals for food.
★ Temperate	A climate zone with mild temperatures (neither very hot nor very cold).
★ Tropical	A hot climate zone, usually near the Equator.
★ Mediterranean	A climate zone with hot, dry summers and mild, wet winters.
★ Deforestation	The process of cutting down trees in a forest.
★ Biodiversity	The variety of different plants and animals in a certain area.
★ Trade	The act of buying and selling goods between people or countries.
★ Import	Goods brought into a country from another country.
★ Renewable energy	Energy from natural sources that are replaced, such as wind or solar.
Climate	The usual weather patterns in a place over a long time.
Landscape	The natural features of an area of land.
Natural resource	Materials from nature that people use.
Region	An area within a country or the world with shared features.
Map	A drawing that shows places and features.
Atlas	A book of maps.
Country	An area of land with its own government.
Environment	The natural world around us.
Settlement	A place where people live.
Soil	The top layer of earth where plants grow.
Farm	A place where crops are grown or animals are kept.

★ = New word in this unit.

Climate Zones Around the World

Arctic Circle
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle

Different climate zones have different temperatures and rainfall. This affects what food can be grown in each place.

Examples of Food Around the World

Food	Climate
Bananas	tropical climate
Coffee	tropical climate
Olives	Mediterranean climate
Wheat	temperate climate
Rice	warm climate
Oranges	Mediterranean climate

Climate, soil and weather affect the types of food grown in different parts of the world.

Farming in the UK

Crops (e.g. wheat, potatoes)
Livestock (e.g. cattle, sheep)

In the UK, farmers grow a variety of crops and keep animals. Our temperate climate is good for growing foods such as wheat, barley, potatoes and vegetables.

Global Food Trade

Some foods are imported into the UK as our temperate climate is not suitable to grow certain produce. These include bananas, coffee, vegetables and nuts. The UK also exports foods around the world such as chocolate and cheese. The distance food travels is called the import or export miles. Food is often transported in container ships or planes.

Impact of Farming

Positive	Negative
✓ Provides food for people	✗ Can lead to deforestation
✓ Creates jobs	✗ May harm wildlife and habitats
✓ Supports economies	✗ Can increase carbon emissions
✓ Can use renewable energy	✗ May affect local communities

We can make choices to farm more sustainably and protect our environment.

By the end of this unit I can...

- 1 I can understand how land is used in different climate zones to produce food.
- 2 I can understand how using land in tropical places can affect people, animals and nature.
- 3 I can explain food production in the UK and understand global food trade links.

Key Knowledge

- ✓ The world has different climate zones.
- ✓ Climate affects what food can be grown.
- ✓ Tropical farming can lead to deforestation and loss of biodiversity.
- ✓ The UK grows many foods, but we also import food from around the world.
- ✓ Food is transported by ships, planes and trucks, which can create carbon emissions.
- ✓ We can make more sustainable choices about the food we eat.

Debate Question

Should we only eat food that is grown in the UK?

EAT UK FOOD? VS EAT FOOD FROM AROUND THE WORLD?

Geography ERIC asks... Where does your favourite food come from?

Geographers explore the world, ask questions, compare places and care for our planet.

Different places. Shared stories. A brighter tomorrow.

Geography Knowledge Organiser

North America

"Would it be better to live in North America or the UK?"

People. Places. Environments. Brighter futures.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
★ North America	A continent made up of countries such as the USA, Canada and Mexico.
★ Biome	A large area with similar climate, plants and animals.
★ Tundra	A cold biome with little tree growth, found in the far north.
★ Desert	A very dry area with very little rainfall.
★ Time zone	An area of the Earth that has the same time.
★ Drought	A long period of time with very little rain.
★ Wildfire	A large, uncontrolled fire that spreads quickly, often in forests.
Continent	A large area of land made up of many countries.
Country	An area of land with its own government, laws and people.
Capital city	The city where a country's government is located.
Climate	The usual weather conditions in a place over a long period of time.
Landscape	The natural features of an area of land.
Mountain	A very high area of land with steep sides.
Region	An area within a country or the world with shared features.
Map	A drawing that shows places and features.
Atlas	A book of maps.
Globe	A model of the Earth.
Physical feature	A natural feature, such as a mountain, river or lake.
Forest	A large area covered with trees.

★ = New word in this unit.

Where is North America?

Pacific Ocean
Atlantic Ocean

North America is a continent made up of 23 countries. It stretches from the Arctic in the north to the warm, tropical regions in the south.

Climate Zones in North America

Polar zone: Very cold all year
Tundra: Cold with short summers
Temperate zone: Mild summers and cold winters
Desert zone: Hot and very dry
Tropical zone: Hot all year

North America has a variety of climates, from the icy Arctic to hot tropical regions. These different climates mean different plants, animals and food can be found.

Famous Places and Landmarks

Statue of Liberty (USA)
Niagara Falls (Canada/USA)
Grand Canyon (USA)
Chichén Itzá (Mexico)

North America is home to amazing natural wonders and famous landmarks.

Physical Features

Rocky Mountains
Great Plains
Deserts
Forests

Countries and Capital Cities (examples)

Country	Capital City
Canada	Ottawa
USA	Washington D.C.
Mexico	Mexico City

Wildlife and Habitats

Grizzly bear (forests)
Bald eagle (mountains)
Cactus (deserts)
Sea turtle (coasts and oceans)

Different climates and biomes support a huge variety of plants and animals.

Food Around North America

Maize (Mexico)
Maple syrup (Canada)
Blueberries (USA)
Avocados (Central America)

North America grows many different foods, but also imports foods from around the world.

By the end of this unit I can...

- 1 I can identify the countries and capital cities of North America.
- 2 I can investigate and compare the climates and geographical features of North America.
- 3 I can explain why time zones are different across North America and the UK.

Key Knowledge

- ✓ North America is a continent made up of 23 countries. It has a wide range of climates, including polar, tundra, temperate, desert and tropical.
- ✓ It has major physical features such as the Rocky Mountains, Great Plains, forests, deserts and rivers.
- ✓ Different climates allow different types of food to be grown.
- ✓ Time zones are different across North America because the Earth is divided into 24 time zones.
- ✓ People use the land for many purposes, including farming, cities, industry and conservation.
- ✓ Some areas face challenges such as droughts, wildfires and environmental change.
- ✓ People can make choices to protect the environment and live more sustainably.

Debate Question

Would it be better to live in North America or the UK?

NORTH AMERICA? VS THE UK?

Geography ERIC asks... Which part of North America would you most like to visit and why?

Geographers explore the world, ask questions, compare places and care for our planet.

Different places. Shared stories. A brighter tomorrow.





Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

My Local Area – Benfleet

“Should we build more houses or protect green spaces in our town?”

Local places. Big questions. Brighter futures.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
Grid reference	A set of numbers or letters used to find a place on a map.
Scale	A way of showing how distances on a map link to real-life distances.
Sketch map	A quick drawing that shows the main parts of a place.
Fieldwork	Learning outdoors by observing, measuring or exploring the local area.
Urban	A built-up area like a town or city with many buildings and people.
Rural	A countryside area with fewer buildings and more open space.
Land use	The way land is used, for example for homes, farming, industry or recreation.
Service	Helpful things that are provided for people, such as shops, buses and doctors.
Map	A drawing of a place from above that shows where things are.
Atlas	A book of maps.
Symbol	A small picture used on a map to show something, like a church or a railway.
Key	A small box on a map that explains what the symbols mean.
Compass	A tool that shows direction (north, south, east and west).
Physical feature	A natural part of the landscape, such as a hill, river or forest.
Human feature	Things in a place that people have made, such as roads or houses.
River	A large, natural flow of water.
Building	A structure with a roof and walls, such as a house, school or shop.
Road	A route for vehicles and people to travel on.
Transport	Ways of moving people or goods from one place to another, such as cars or trains.
Community	A group of people who live or work in the same area.

★ = New word in this unit.

Geography ERIC asks...

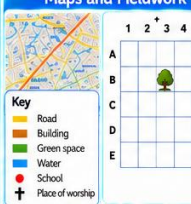
What do you like most about Benfleet and why?

Where is Benfleet?



Benfleet is in Essex, between Basildon and Southend-on-Sea in the south east of England.

Maps and Fieldwork



Maps use symbols and a key to show what is in an area.

We can use grid references to find places on a map.

Human and Physical Features

Human features (made by people)	Physical features (natural)
Shops	Benfleet Creek
Roads	Open green spaces

Fieldwork in our local area



We can explore our local area by looking, measuring, photographing and sketching.

Urban or Rural?

Benfleet (urban)	Rural area (e.g. Hadleigh)
- More buildings - More services - Bus and train links - Busier	- Fewer buildings - More green space - Quieter - Fewer services

How do we use land?

Houses	Green spaces	Services	Transport
We need houses for people to live in.	Parks and green spaces are important for nature, play and wellbeing.	Schools, shops and doctors are services we all need.	Transport helps people move around the local area and connect to other places.

Geography Genius Goals – Good geographers always...

Using Maps and Finding Places

Looking Closely and Spotting Differences

Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

By the end of this unit I can...

- I can locate Benfleet on a range of maps and use symbols, keys and grid references to explore the local area.
- I can identify and describe human and physical features in our local area using maps and fieldwork.
- I can compare Benfleet with a nearby rural area and describe the differences in services, buildings and transport.

Key Knowledge

- Benfleet is in Essex, between Southend and Basildon.
- Maps use symbols, keys and grid references to help us find places.
- Human features are made by people; physical features occur naturally.
- Urban areas have more buildings and services.
- Rural areas have fewer buildings and more green space.
- People have different needs and opinions about how land should be used.
- We can make choices to protect the environment and keep our town a great place to live.

Debate Question

Should we build more houses or protect green spaces in our town?

MORE HOUSES? VS PROTECT GREEN SPACES?

Our local area. Our choices. A brighter tomorrow.



Geography ERIC
Exploring our world together!

Geography Knowledge Organiser

Deserts

“A company wants to build a brand-new desert city... should they go ahead, or should the desert stay wild?”

Amazing places. Big questions. Brighter futures.

EXPLORE
DISCOVER
ACHIEVE

Key Vocabulary

Word	Meaning
Desert	A dry area with very little rainfall.
Aridity	The state of being extremely dry.
Sand dune	A hill of sand formed by the wind.
Latitude	The distance north or south of the Equator, measured in degrees.
Longitude	The distance east or west of the Prime Meridian, measured in degrees.
Tropics of Cancer	An imaginary line north of the Equator (23.5°N).
Tropics of Capricorn	An imaginary line south of the Equator (23.5°S).
Oasis	A fertile area in a desert where water is found.
Adaptation	A special feature that helps a plant or animal survive in its environment.
Irrigation	Moving water to dry land to help crops grow.
Continent	A large area of land, such as Africa or Asia.
Atlas	A book of maps.
Biome	A large area with a specific climate, plants and animals.
Climate zone	An area with similar weather patterns.
Equator	An imaginary line around the middle of the Earth.
Settlement	A place where people live.
Trade	The buying and selling of goods between places.
Natural resource	Materials found in nature that are useful to humans, such as water or minerals.
Map	A drawing of a place from above.
Physical feature	A natural part of the landscape, such as a mountain or river.

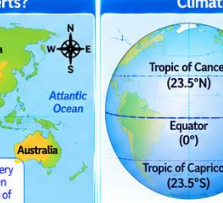
★ = New word in this unit.

Where are the World's Deserts?



Deserts are found on every continent. They are often located near the Tropics of Cancer and Capricorn.

Climate and Location



- Deserts are usually found in hot, dry climate zones.
- Many are near the Tropics of Cancer and Capricorn.
- They receive very little rainfall (less than 250mm a year).
- High temperatures during the day and cold at night.

Famous Deserts

Sahara (Africa)	Gobi (Asia)	Atacama (South America)	Great Victoria (Australia)
The world's largest hot desert.	A cold desert with very low rainfall.	One of the driest places on Earth.	A vast, dry desert in Australia.

Plants and Animals

Animals adapt to survive the heat and lack of water, such as camels, reptiles and insects.	Plants have special adaptations, such as thick leaves, deep roots and water storage.
	

How People Live in Deserts

Homes	Jobs	Desert Cities
Traditional homes are made from local materials such as mud brick. Some people are nomadic and move from place to place.	People work in farming (using irrigation), tourism, mining and renewable energy (solar power).	Some modern cities, such as Dubai, have been built in deserts with careful planning, water supply and technology.

Challenges and Opportunities

Challenges	Opportunities
- Very hot and dry - Limited water supply - Extreme temperatures - Drought and desertification - Impact on plants, animals and local communities	- Solar energy - Tourism - Mineral resources - Farming with irrigation - Unique environments to study and protect

Geography Genius Goals – Good geographers always...

Using Maps and Finding Places

Looking Closely and Spotting Differences

Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

By the end of this unit I can...

- I can use maps and atlases to find major deserts and describe their features.
- I can explain why deserts are found in particular parts of the world.
- I can explain how people live in a desert, including homes, jobs and daily life, and compare this to other places.

Key Knowledge

- Deserts are found in hot or cold climate zones.
- They are often located near the Equator, Tropics of Cancer and Capricorn.
- Deserts have very low rainfall and high temperatures in the day, with cold nights.
- Plants and animals have special adaptations to survive in desert environments.
- People live in deserts in different ways, including nomadic lifestyles, desert cities and using irrigation.
- Deserts provide natural resources such as water (oases), minerals and space for renewable energy (solar).
- Human activities can affect deserts, so we need to consider sustainability and protection.

Debate Question

A company wants to build a brand-new desert city... should they go ahead, or should the desert stay wild?

BUILD THE CITY? VS KEEP IT WILD?



Geography Knowledge Organiser

Extreme Earth

“You have won your dream house... but it's next to an active volcano. Do you move in?”

Amazing places.
Powerful processes.
Real choices.

Key Vocabulary

Word	What does it mean?
★ desert	A very dry place that gets very little rain.
★ aridity	The amount of dryness in a place.
★ sand dune	A hill of sand shaped by the wind.
★ latitude	Imaginary lines that measure how far north or south a place is.
★ longitude	Imaginary lines that measure how far east or west a place is.
★ Tropics of Cancer	An imaginary line north of the Equator.
★ Tropics of Capricorn	An imaginary line south of the Equator.
★ oasis	A place in the desert where water is found.
★ adaptation	A way people, plants or animals change to survive.
★ irrigation	Bringing water to dry land to help crops grow.
★ Northern Hemisphere	The half of the Earth north of the Equator.
★ Southern Hemisphere	The half of the Earth south of the Equator.
★ Arctic Circle	An imaginary line near the North Pole.
★ Antarctic Circle	An imaginary line near the South Pole.
★ continent	A large area of land made up of countries.
★ biome	A large area with similar plants, animals and climate.
★ climate zone	An area with similar weather patterns.
★ Equator	An imaginary line around the middle of the Earth.
★ settlement	A place where people live.
★ trade	Buying and selling goods between places.
★ natural resource	Something found in nature that people use.
★ physical feature	A natural feature of the Earth, such as a mountain, river or volcano.

★ = New word in this unit

Climate Zones of the World

Climate depends on how much sunlight different parts of the Earth receive. Places near the Equator are hot all year, while places near the poles are cold.

The Water Cycle

Tectonic Plates

The Earth's crust is made up of moving tectonic plates. Most earthquakes and volcanoes happen where plates meet.

Natural Hazards

Volcano, Earthquake, Tsunami, Extreme Weather

By the end of this unit I can...

- 1 I can explain why different parts of the Earth have different climates.
- 2 I can explain why natural hazards happen.
- 3 I can decide whether living near a volcano is worth the risk using geographical evidence.

Key Knowledge

- ✓ Climate depends on the amount of sunlight different parts of the Earth receive.
- ✓ The water cycle affects rainfall around the world.
- ✓ Different climates create different environments and ways of life.
- ✓ The Earth's crust is made up of moving tectonic plates.
- ✓ Most earthquakes and volcanoes happen where plates meet.
- ✓ Different natural hazards occur in different locations around the world.
- ✓ Natural hazards cannot be stopped, but their impacts can often be reduced.
- ✓ People continue to live in hazardous places because there are important benefits as well as risks.
- ✓ Governments and communities prepare for natural hazards in different ways.
- ✓ Living in hazardous areas involves balancing risk and reward.

Challenge yourself...

- ✓ Can you name the main climate zones on the map?
- ✓ Can you find where the major tectonic plates meet?
- ✓ Can you give three reasons why people might choose to live near a volcano?

Geography ERIC asks...

Would you choose to live near an active volcano? Explain your answer using geographical evidence.

Geographers explore the world, ask questions, compare places and care for our planet.

Small explorers. Big possibilities.

Geography Knowledge Organiser

Marvelous Maps

“Are paper maps more useful than digital maps in real-life situations?”

Maps open new places, new ideas and a brighter future!

Key Vocabulary

Word	What does it mean?
★ desert	A very dry place that gets very little rain.
★ aridity	The amount of dryness in a place.
★ sand dune	A hill of sand shaped by the wind.
★ latitude	Imaginary lines that measure how far north or south a place is.
★ longitude	Imaginary lines that measure how far east or west a place is.
★ Tropics of Cancer	An imaginary line north of the Equator (23.5° N).
★ Tropics of Capricorn	An imaginary line south of the Equator (23.5° S).
★ oasis	A place in the desert where water is found.
★ adaptation	A way people, plants or animals change to survive.
★ irrigation	Bringing water to dry land to help crops grow.
★ Ordnance Survey (OS) map	A detailed map of the UK made by the Ordnance Survey.
★ eight-point compass	A compass with eight directions (N, NE, E, SE, S, SW, W, NW).
★ Prime (Greenwich) Meridian	The imaginary line at 0° longitude that runs through Greenwich.
★ continent	A large area of land such as Africa or Asia.
★ atlas	A book of maps.
★ biome	A large area with similar plants, animals and climate.
★ climate zone	An area with similar weather patterns.
★ Equator	An imaginary line around the middle of the Earth (0° latitude).
★ settlement	A place where people live.
★ trade	Buying and selling goods between places.
★ natural resource	Something found in nature that people use.
★ map	A drawing or representation of an area.
★ physical feature	A natural feature of the Earth, such as a mountain, river or lake.

★ = New word in this unit

Types of Maps

Physical map

Shows the natural features of a place (e.g. mountains, rivers, lakes).

Political map

Shows countries, borders and cities.

Thematic map

Shows specific information (e.g. climate, population or trade).

Ordnance Survey (OS) map

A detailed map of the UK with symbols, a key, grid references and contour lines.

Map Skills

Compass Directions

An eight-point compass helps us find directions.

Grid References

Grid references use letters and numbers to find a place on a map.

Scale

A scale shows the relationship between a distance on a map and the real distance on the ground.

This means 1 cm on the map equals 1 km in real life (1:100,000).

Map Symbols

Real-life uses of maps

Walking and hiking, Finding your way, Outdoor adventures, Looking after the environment.

Debate Question

Are paper maps more useful than digital maps in real-life situations?

Geography ERIC asks...

Which type of map would you choose and why? Can you think of a real situation where one might be better than the other?

By the end of this unit I can...

- 1 I can understand the use of different types of maps.
- 2 I can develop map reading skills.
- 3 I can select and justify the most appropriate map for different real-life situations.

Key Knowledge

- ✓ There are different types of maps, each with a specific purpose.
- ✓ Maps use symbols, keys, scales and grid references to show information.
- ✓ Compass directions help us navigate and find places.
- ✓ Maps can be paper or digital, and both have advantages and limitations.
- ✓ Maps help us solve real-life problems, such as planning routes and exploring places.
- ✓ Maps can also help us look after the environment, for example by showing protected areas.

Geography Genius Goals – Good geographers always...

Small explorers. Big possibilities.

Explore. Respect. a difference.



Geography Knowledge Organiser

Investigating Coasts

"If you were in charge of a coastal town, would you build strong sea defences like sea walls or protect the coast using natural solutions?"

Geography ERIC
Exploring our world together!

Healthy coasts.
Thriving wildlife.
Brighter futures.

Key Vocabulary

New Vocabulary (Must Teach)	
beach nourishment	The process of adding sand to a beach to help it grow and stay healthy.
cliff	A steep rock face that is found along the coast.
coast	The area where the land meets the sea.
deposition	The process of placing or laying down materials, like sand, at a new location.
dune	A mound of sand formed by the wind, usually found near beaches.
estuary	An area where a river meets the sea, often rich in wildlife.
erosion	The process of wearing away land or rocks by wind, water, or ice.
groyne	A structure built out into the sea to keep sand on the beach and reduce erosion.
sea wall	A strong barrier built along the shore to protect the land from waves.
sediment	Tiny pieces of rock and soil that are carried by water or wind.
transportation	When sediment (small fragments of rocks and soil) is moved by waves.
weathering	The breaking down of rocks into smaller pieces due to natural processes.

Revisited Vocabulary (Must Use)	
map	A drawing or representation of an area.
atlas	A book of maps.
physical feature	A natural feature of the Earth, such as a mountain, river or lake.
settlement	A place where people live.
tourism	The business of providing services to people who are travelling for enjoyment.
OS map	A detailed map of the UK made by the Ordnance Survey.
eight-point compass	A compass with eight directions (N, NE, E, SE, S, SW, W, NW).
grid reference	A system that uses letters and numbers to find a place on a map.
scale	A way to show the relationship between distance on a map and real distance.
symbol	A picture or sign that represents something else on a map.

What are coasts?

A coast is the area where the land meets the sea. Coasts are constantly changing due to the power of waves, weather and tides.

The United Kingdom's Coastline

The United Kingdom is an island made up of England, Scotland, Wales and Northern Ireland. It is surrounded by four seas and oceans: the Atlantic Ocean, English Channel, Irish Sea and North Sea. The UK has a varied and dynamic coastline with cliffs, beaches, bays, headlands and estuaries.

Coastal Processes

Weathering

The breaking down of rocks into smaller pieces.

Erosion

The wearing away of land by waves, wind or ice.

Transportation

Sediment is moved by waves, tides and currents.

Deposition

Sediment is dropped in a new place, building up beaches and dunes.

Coastal Landforms

Cliff

Beach

Dune

Estuary

Types of Maps

Physical map

Shows natural features (e.g. land height, rivers).

Political map

Shows countries, borders and cities.

Thematic map

Shows specific information (e.g. rainfall, population).

Ordnance Survey (OS) map

A detailed map with symbols, a key, grid references and contour lines.

Map Skills

Compass Directions

An eight-point compass helps us find directions.

Grid References

Grid references use letters and numbers to find a place on a map.

Scale

A scale shows the relationship between a distance on a map and the real distance on the ground.

Map Symbols

Church, Car park, Main road, Woodland, River, Footpath, Contour line (shows height).

Geography Genius Goals – Good geographers always...

Looking Closely and Spotting Differences

Using Maps and Finding Places

Asking Questions and Exploring

Understanding and Using Information

Sharing Ideas

Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

By the end of this unit I can...

- I can find out what coasts are and how they are formed.
- I can use maps to research and describe coastal areas.
- I can explore and evaluate coastal management strategies.

Key Knowledge

- Coasts are shaped by the processes of weathering, erosion, transportation and deposition.
- Coasts have different landforms such as cliffs, beaches, dunes and estuaries.
- Maps help us to locate and describe coastal areas and features.
- Coastal management strategies include sea walls, groynes and beach nourishment.
- Each strategy has benefits and drawbacks for people, the environment and wildlife.
- Coastal areas are important for tourism, wildlife, homes and industry.
- We can help protect our coasts by making sustainable and informed choices.

Debate Question

If you were in charge of a coastal town, would you build strong sea defences like sea walls or protect the coast using natural solutions?

SEA WALLS
(Engineered defences)

NATURAL SOLUTIONS
(Working with nature)

EXPLORE
DISCOVER
ACHIEVE

Small explorers. Big possibilities.

Geography Knowledge Organiser

Marvelous Maps

"Are paper maps more useful than digital maps in real-life situations?"

Geography ERIC
Exploring our world together!

Maps open new places, new ideas and a brighter future!

Key Vocabulary

Word	What does it mean?
desert	A very dry place that gets very little rain.
aridity	The amount of dryness in a place.
sand dune	A hill of sand shaped by the wind.
latitude	Imaginary lines that measure how far north or south a place is.
longitude	Imaginary lines that measure how far east or west a place is.
Tropics of Cancer	An imaginary line north of the Equator (23.5° N).
Tropics of Capricorn	An imaginary line south of the Equator (23.5° S).
oasis	A place in the desert where water is found.
adaptation	A way people, plants or animals change to survive.
irrigation	Bringing water to dry land to help crops grow.
Ordnance Survey (OS) map	A detailed map of the UK made by the Ordnance Survey.
eight-point compass	A compass with eight directions (N, NE, E, SE, S, SW, W, NW).
Prime (Greenwich) Meridian	The imaginary line at 0° longitude that runs through Greenwich.
continent	A large area of land such as Africa or Asia.
atlas	A book of maps.
biome	A large area with similar plants, animals and climate.
climate zone	An area with similar weather patterns.
Equator	An imaginary line around the middle of the Earth (0° latitude).
settlement	A place where people live.
trade	Buying and selling goods between places.
natural resource	Something found in nature that people use.
map	A drawing or representation of an area.
physical feature	A natural feature of the Earth, such as a mountain, river or lake.

Types of Maps

Physical map

Shows the natural features of a place (e.g. mountains, rivers, lakes).

Political map

Shows countries, borders and cities.

Thematic map

Shows specific information (e.g. climate, population or trade).

Ordnance Survey (OS) map

A detailed map of the UK with symbols, a key, grid references and contour lines.

Map Skills

Compass Directions

An eight-point compass helps us find directions.

Grid References

Grid references use letters and numbers to find a place on a map.

Scale

A scale shows the relationship between a distance on a map and the real distance on the ground.

Map Symbols

Church, Car park, Main road, Woodland, River, Footpath, Contour line (shows height).

Real-life uses of maps

Walking and hiking
Route planning and finding places.

Finding your way
Exploring new areas and cities.

Outdoor adventures
Useful when there is no phone signal.

Looking after the environment
Identifying habitats, forests and nature reserves.

Debate Question

Are paper maps more useful than digital maps in real-life situations?

Geography ERIC asks...

Which type of map would you choose and why?
Can you think of a real situation where one might be better than the other?

By the end of this unit I can...

- I can understand the use of different types of maps.
- I can develop map reading skills.
- I can select and justify the most appropriate map for different real-life situations.

Key Knowledge

- There are different types of maps, each with a specific purpose.
- Maps use symbols, keys, scales and grid references to show information.
- Compass directions help us navigate and find places.
- Maps can be paper or digital, and both have advantages and limitations.
- Maps help us solve real-life problems, such as planning routes and exploring places.
- Maps can also help us look after the environment, for example by showing protected areas.

EXPLORE
DISCOVER
ACHIEVE

Small explorers. Big possibilities.



Geography Knowledge Organiser

The Mediterranean World

Land, Sea and People

"Should the Mediterranean focus on protecting its natural environments or developing tourism and trade?"

Geography ERIC

Exploring our world together!

Key Vocabulary

Word	Meaning
Mediterranean Sea	The sea that separates Europe, Africa and Asia.
Vegetation	The plants that grow in a particular area.
Livelihood	The means of earning money to live.
Terrace farming	Farming on stepped slopes, often used on hills and mountains.
Sustainable tourism	Tourism that meets today's needs without harming the environment or local communities.
Energy	Power that is used to run homes, businesses and transport (e.g. wind, solar, hydro).
Minerals	Naturally occurring substances, such as metal ores, stone or salt, that can be extracted and used.
peninsula	A piece of land almost surrounded by water.
island	A piece of land completely surrounded by water.
region	An area of land with shared characteristics.
climate	The long-term weather patterns of a place.
climate zone	A large area with a similar climate.
biome	A large natural area with certain plants and animals.
settlement	A place where people live.
land use	How land is used, such as for farming or housing.
trade	The buying and selling of goods between places.
tourism	Travel for leisure or holidays.
conservation	Looking after the environment and wildlife.
natural resource	Materials from nature that people can use.
coast	The land where the sea meets the shore.
mountain	A large natural elevation of land.

Where is the Mediterranean?

The Mediterranean Sea is the body of water that separates Europe, Africa and Asia. It is surrounded by 22 countries and is a region with rich history, diverse cultures and breathtaking landscapes.

Mediterranean Countries

The Mediterranean is bordered by 22 countries in Europe, Africa and Asia, each with their own unique landscapes, cultures and history.

By the end of this unit I can...

- I can locate the Mediterranean region and describe its key physical features, using maps, atlases and digital resources to identify geographical patterns.
- I can describe the Mediterranean climate, explain how it affects plants, animals and human activity, and compare it with the UK.
- I can explain how Mediterranean geography influences where people live and work, and how environments can be protected while supporting livelihoods.

Famous Places and Landmarks

- The Alps (France/Italy): A major mountain range in southern Europe.
- The Greek Islands: Beautiful islands with unique culture and history.
- The Amalfi Coast (Italy): Stunning coastline and traditional towns.
- Acropolis (Greece): An ancient landmark in Athens.

Physical Features

- Mountains
- Rivers
- Coastlines
- Islands

Mediterranean Climate

Hot, dry summers
Mild, wet winters

This climate helps crops such as olives, grapes and oranges to grow.

Biomes and Vegetation

- Mediterranean woodland (olives, cork oak)
- Grassland and shrubland (maquis)
- Mountain biomes (higher altitudes)

The Mediterranean has a variety of biomes, from forests and shrubland to mountains and coastal areas.

People and the Economy

- Farming (e.g. olives, grapes, fruit)
- Fishing
- Tourism
- Trade (between Europe, Africa and Asia)
- Renewable energy (e.g. wind and solar)

Key Knowledge

- The Mediterranean Sea is surrounded by 22 countries in Europe, Africa and Asia.
- The region has a range of physical features, including mountains, coasts, rivers and islands.
- It has a diverse climate, with hot, dry summers and mild, wet winters.
- People use the land for farming, tourism, trade and renewable energy.
- The Mediterranean is home to a rich variety of plants, animals and ecosystems.
- Human activity can have both positive and negative impacts on the environment.
- Sustainable tourism and conservation are important for the future.

Debate Question

Should the Mediterranean focus more on protecting its natural environments or developing tourism and trade?

PROTECT NATURE? VS DEVELOP TOURISM AND TRADE?

Geography ERIC asks...

Which Mediterranean country would you most like to visit and why?

Geography Genius Goals – Good geographers always...

- Using Maps and Finding Places
- Looking Closely and Spotting Differences
- Asking Questions and Exploring
- Understanding and Using Information
- Sharing Ideas
- Caring for the Environment

Geographers explore the world, ask questions, compare places and care for our planet.

Geography ERIC

Exploring our world together!

Geography ERIC asks...

Which Mediterranean country would you most like to visit and why?

Geography Knowledge Organiser

Raging Rivers

"Should humans be allowed to change rivers to suit their needs?"

Geography ERIC

Exploring our world together!

Key Vocabulary

Word	Meaning
Estuary	The wide mouth of a river where it meets the sea and mixes with salt water.
Transportation	The movement of sediment or material downstream by a river.
Delta	A landform created by deposition at the mouth of a river.
Damming	Building a barrier across a river to control water flow or generate power.
Stakeholder	A person or group with an interest in a particular issue or decision.
Trade-off	A balance between benefits and drawbacks when making a decision.
Ecosystem	A community of living organisms and their environment.
Channel	The main path that a river flows through.
Confluence	The point where two or more rivers meet.
Water cycle	The continuous movement of water between land, sea and air.
Evaporation	The process of water turning into vapour due to heat.
Condensation	The process of water vapour cooling and turning into liquid droplets.
Precipitation	Water falling to the ground as rain, snow, or hail.
Source	The starting point of a river, often in high ground.
Tributary	A smaller stream or river that flows into a larger one.
Mouth	The point where a river flows into a larger body of water, like a sea.
Meander	A bend in a river caused by erosion and deposition.
Floodplain	The flat area around a river that floods when the river overflows.
Erosion	The process of wearing away rock or soil by water, wind, or other forces.
Deposition	The process of dropping sediment when a river slows down.
Pollution	The introduction of harmful substances into the environment.
Upper Course	The steep, fast-flowing part of a river near its source.
Middle Course	The wide, slow-flowing part of a river near its mouth.
Lower Course	The wide, slow-flowing part of a river near its mouth.

The Water Cycle and Rivers

Rivers are part of the wider water cycle. Water evaporates, condenses, falls as precipitation and flows across the land back to the sea.

The Course of a River

Rivers change as they flow from source to mouth. They erode, transport and deposit sediment, shaping the landscape.

- Source (in high ground)
- Upper Course (steep and fast)
- Middle Course (gentler slopes, meanders)
- Lower Course (wide and slow)
- Mouth (into a sea)

Famous Rivers of the UK

Rivers flow across the UK from high ground to the sea, supporting people, wildlife and the economy.

- River Tweed
- River Tyne
- River Use
- River Trent
- River Trent
- River Trent
- River Thames

River Features

- Meander
- Floodplain
- Waterfall
- Delta
- Estuary
- Confluence

Human Use of Rivers

- Farming (irrigation)
- Transport
- Hydroelectric power
- Damming (reservoirs)
- Recreation (angling and boating)
- Challenges (flooding and pollution)

By the end of this unit I can...

- I can explain how the water cycle and river systems are connected.
- I can explain how rivers shape landscapes through different processes along their course.
- I can evaluate how human use of rivers creates both benefits and challenges.

Key Knowledge

- The water cycle drives river formation.
- Rivers are part of a wider natural system.
- Rivers flow from source to mouth.
- Rivers shape landscapes over time through erosion, transportation and deposition.
- Rivers have different features in their upper, middle and lower course.
- Rivers are important for people, providing water, food, transport, energy and recreation.
- Human use of rivers creates both benefits and challenges, such as damming, pollution and flooding.
- Decisions about rivers involve trade-offs and different stakeholders.
- We can protect rivers by using them sustainably and reducing pollution.

Debate Question

Should humans be allowed to change rivers to suit their needs?

Geography ERIC asks...

Which river in the world would you most like to visit and why?

Geography ERIC

Exploring our world together!

Geography ERIC asks...

Which river in the world would you most like to visit and why?

Geography ERIC

Exploring our world together!

Geography ERIC asks...

Which river in the world would you most like to visit and why?



Geography Progression in Vocabulary

Vocabulary has been selected to ensure full coverage of the National Curriculum Programme of Study while supporting coherent progression across the school's geography curriculum.

Concept	EYFS	KS1	Lower KS2	Upper KS2
Maps & Locational Knowledge	map, globe, world, place	atlas, continent, country, capital city, compass, north, south, east, west, left, right, near, far, symbol, map key, route	region, grid reference, scale, sketch map, digital map,	Ordnance Survey (OS) map, eight-point compass, six-figure grid reference, political map, physical map, thematic map, satellite image, GIS, geographical data, orientation, Northern Hemisphere, Southern Hemisphere, Prime Meridian
Physical Geography	beach, sea, ocean, river, island	coast, cliff, forest, hill, mountain, soil, valley, dune, harbour, lighthouse, pier, physical feature	landscape, volcano, eruption, biome, desert, aridity, sand dune, oasis, plateau	weathering, erosion, deposition, transportation, delta, estuary, tectonic plate, crust, magma, lava, earthquake, epicentre, tsunami, coastline, vegetation
Climate & Weather	weather, season	summer, forecast, inland, coastal, North Pole, South Pole, climate	climate zone, temperate, tropical, Mediterranean, drought, Equator, Tropics of Cancer, Tropics of Capricorn, Arctic Circle, Antarctic Circle, latitude, longitude	hazard, resilience, climate change
Human Geography	local, town, city, landmark	village, building, housing, factory, farm, office, port, harbour, shop, job, community, facility, human feature, England, United Kingdom	settlement, population, land use, service, urban, rural, economic activity, trade	livelihood, stakeholder, trade-off, infrastructure
Environment & Sustainability	environment	habitat, pollution	natural resource, agriculture, farming, deforestation, biodiversity, adaptation, irrigation, renewable energy	conservation, sustainability, sustainable tourism, coastal management, ecosystem, geothermal energy.
Rivers & Water	river	River Thames	source, tributary, mouth, meander, floodplain, channel	water cycle, evaporation, condensation, precipitation, transportation, estuary, delta, damming, confluence
Tourism, Trade & Economy	—	—	import	tourism, sustainable tourism
Place-Specific Vocabulary	Benfleet, London	Europe, Asia, Africa, North America, South America, Antarctica, Australia, Ecuador, Quito, River Thames, Buckingham Palace, Tower Bridge, London Eye, Houses of Parliament	Italy, Alps, Apennines, Mount Vesuvius, Mount Etna, Colosseum, Sahara Desert, Gobi Desert, Kalahari Desert, Great Victoria Desert, Atacama Desert	Andes, Amazon Rainforest, Amazon River, Mediterranean Sea

Geography Progression in Procedural Knowledge

What geographers do

This document shows how disciplinary knowledge develops from EYFS to Upper KS2. It should be used alongside the Geography Progression in Vocabulary, Medium Term Plans, Knowledge Organisers and Geography Genius Goals.

Procedural Knowledge	EYFS	KS1	Lower KS2	Upper KS2
MP – Mapping & Place	Explore simple maps and globes to find familiar places.	Use maps, atlases, globes and simple digital maps to locate places and use compass directions.	Use a range of maps, atlases, digital mapping and grid references to describe geographical patterns.	Select and interpret a range of maps, GIS and geographical data to explain geographical patterns and relationships.
DA – Data Analysis	Observe and talk about what they notice in the environment.	Use photographs, maps and simple data to compare places.	Interpret maps, aerial photographs, satellite images and geographical data to identify patterns.	Analyse geographical evidence to explain processes, patterns and justify conclusions.
EN – Enquiry	Ask simple questions about places and the environment.	Ask geographical questions and collect simple evidence.	Plan geographical enquiries, select evidence and compare places.	Independently plan, evaluate and refine geographical enquiries using multiple sources.
CM – Communication	Describe observations using simple geographical language.	Present ideas using geographical vocabulary, maps and diagrams.	Present conclusions using accurate geographical vocabulary and evidence.	Communicate balanced geographical arguments using maps, graphs, diagrams and evidence.
CE – Caring for the Environment	Talk about ways to care for the local environment.	Identify ways people can care for places and environments.	Explain how people affect environments and suggest improvements.	Evaluate environmental issues and justify sustainable solutions using geographical evidence.

How this links to the Geography Curriculum

- Geography Progression in Vocabulary – the language geographers use.
- Geography Progression in Procedural Knowledge – what geographers do.
- Geography Genius Goals – child-friendly versions of the procedural knowledge.
- Medium Term Plans – identify new/revisited vocabulary alongside procedural knowledge codes.
- Knowledge Organisers – bring together vocabulary, key knowledge and Geography Genius Goals for each unit.



6. Cross-curricular links

Geography shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding geographical terminology
- RE: deeper understanding of different religions and their influence
- ICT: use of the internet for research
- History: how events of the past affect geographical features of today.
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- Metacognition: to encourage the children to know, apply and understand their geographical knowledge and skills and to use these independently in their learning.

7. Curriculum Impact

The impact of our Geography curriculum at Jotmans Hall Primary School is that pupils develop into curious, confident and knowledgeable geographers who are able to think critically about the world around them and understand their place within it. Through our enquiry-led curriculum, pupils demonstrate a secure understanding of geographical concepts, build knowledge of places, people and environments, and apply geographical skills with increasing independence and sophistication as they progress through the school.

By the end of each key stage, pupils are expected to know, remember and understand the knowledge, skills and vocabulary outlined within the Department for Education National Curriculum. Pupils leave each unit able to answer overarching enquiry questions, justify opinions using evidence and communicate their understanding effectively through discussion, debate and written outcomes. They are able to use geographical vocabulary accurately, analyse information critically and explain relationships between physical and human geography at local, national and global scales.

Assessment is integral to the teaching and learning cycle and is used purposefully to ensure that all pupils make strong progress from their starting points. Through responsive teaching, retrieval practice, questioning, pupil discussion and low-stakes assessment opportunities, teachers continually identify misconceptions and gaps in understanding to adapt planning and provide appropriate support or challenge. Our curriculum is built on the belief that all pupils can achieve success in Geography through high expectations, adaptive teaching and a carefully sequenced curriculum.

The impact of our curriculum is evident through pupils who:

- Demonstrate secure geographical knowledge and understanding over time;
- Retain and recall prior learning, making links across places, environments and geographical themes;



- Apply geographical skills including enquiry, fieldwork, observation, map work, data analysis and communication with confidence;
- Engage in high-quality oracy, articulating ideas clearly, debating geographical issues respectfully and justifying conclusions using evidence;
- Use maps, atlases, globes, aerial photographs and digital technologies effectively to investigate and interpret the world around them;
- Show curiosity, resilience and enthusiasm when exploring geographical questions and challenges;
- Develop an understanding of sustainability, environmental responsibility, diversity and global citizenship.

The quality of education in Geography is continually evaluated through a rigorous cycle of monitoring, evaluation and review led by subject leaders and senior leaders. This includes pupil voice, work scrutiny, lesson visits, climate walks, assessment analysis and curriculum reviews to ensure consistency, progression and high expectations across the school. Subject leaders work collaboratively with staff to identify strengths, address priorities and drive continual improvement through targeted action planning and professional development.

Ultimately, pupils leave Jotmans Hall equipped with the geographical knowledge, vocabulary and critical thinking skills needed for the next stage of their education and as informed, responsible and active citizens who are prepared to contribute positively to an ever-changing world.

7.1 Assessment

At Jotmans Hall Primary School, assessment is used to help staff understand what pupils have learnt before, what they need to learn now and what they will learn next. Assessment is an integral part of our enquiry-led Geography curriculum and is carefully designed to ensure pupils develop secure geographical knowledge, disciplinary skills and confidence in communicating their understanding through oracy, discussion and debate.

End points are set in line with the Department for Education National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and concepts outlined within the programme of study.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is used to identify strengths, misconceptions and gaps in understanding so that teaching can be adapted to support, challenge and move learning forward. We believe that all pupils can achieve success in Geography through high expectations, adaptive teaching and a carefully sequenced curriculum which supports both breadth and depth of learning.

At the beginning of each new topic, pupils complete a Thinking Frame linked to the overarching enquiry question. This allows teachers to assess prior knowledge, vocabulary and understanding whilst giving pupils



the opportunity to share initial ideas and geographical understanding. At the end of the topic, pupils revisit their Thinking Frame using a different coloured pen to add new learning, vocabulary and understanding. This demonstrates clear progression in knowledge and enables pupils to reflect on how their understanding has developed throughout the unit.

Each Geography lesson begins with a “Sticky Question” retrieval activity which revisits key learning from the previous lesson. These low-stakes retrieval opportunities are designed to strengthen long-term memory, revisit geographical vocabulary and help pupils make links across lessons, places and geographical themes. Retrieval practice plays a key role in helping pupils know more and remember more over time.

At the end of each lesson, pupils complete an “ERIC’s Key Question Quiz” which assesses understanding of the lesson’s core knowledge and concepts. These quizzes provide immediate feedback for both pupils and teachers, allowing misconceptions to be addressed quickly and informing future planning and teaching sequences.

Each topic culminates in a class debate based on the overarching enquiry question. Through these debates, pupils revisit and synthesise the knowledge gained throughout the unit, applying geographical skills such as enquiry, fieldwork, observation, comparison, analysis and communication. Pupils are encouraged to articulate opinions, justify viewpoints using evidence and engage respectfully with alternative perspectives, developing both geographical understanding and high-quality oracy skills.

Pupils’ progress is continually monitored through retrieval activities, questioning, discussion, written outcomes, quizzes, pupil voice, fieldwork activities and teacher observations. Assessment information is used to ensure all pupils make strong progress from their starting points and achieve age-related expectations.

7.2 Subject Leader Monitoring

Subject leader monitoring will include:

- Work sampling to ensure progression in geographical knowledge, vocabulary and disciplinary skills;
- Pupil discussions to assess understanding, retention and depth of learning;
- Monitoring planning to ensure full curriculum coverage, progression and effective use of enquiry questions;
- Monitoring the effective use of retrieval practice and assessment strategies;
- Checking opportunities for high-quality oracy, discussion, debate, reading and writing across the curriculum;
- Monitoring pupils' understanding and application of geographical vocabulary;
- Monitoring the development of fieldwork, map work and geographical enquiry skills;
- Climate walks and lesson visits;
- Gathering and responding to stakeholder voice, including pupils;



- Monitoring links to PSHE, British Values, Relationships Education, Equality and Behaviours for Learning.

Subject leaders will:

- Work collaboratively with teachers to ensure pupils are supported and challenged effectively;
- Monitor attainment and progress across the subject;
- Identify priorities for development through ongoing evaluation;
- Contribute to whole-school improvement priorities and support the implementation of relevant actions within the School Development Plan.

7.3 Recording

In Geography, pupils will record their learning in the following ways:

- Topic books or folders
- Reception-Tapestry Learning Journey and class photo book

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Maps, photographs, globes, atlas', textbooks, online resources. Topic based resources located in top floor of School House.

8.2 Enhancing the Curriculum

We intend to inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also intend children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We intend children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.



9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils



- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in Geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Geography, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Geography.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:



- Curriculum Policy
- Assessment policy
- Feedback and Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years