CHERBOURG PRIMARY SCHOOL

Geography

Knowledge and Skills Year R to Year 6

Our Geography curriculum is designed to inspire curiosity and fascination about the world and its people. We seek to equip children with a secure understanding of natural and human environments, alongside a deep understanding of the Earth's key physical and human processes.

As children progress through the school, they build increasingly detailed knowledge of globally significant places and the interaction between physical and human processes. This enables them to understand how landscapes and environments are formed, used and therefore change over time.

We develop children's geographical knowledge, understanding and skills through carefully sequenced learning that builds long-term understanding. Children are taught to think and work like geographers by developing contextual knowledge of places and processes and recognising how human and physical processes are interdependent.

Children are given regular opportunities to develop and apply geographical skills through fieldwork, collecting and analysing data and communicating findings. They interpret a wide range of geographical sources including maps, globes, aerial photographs, diagrams and Geographical Information Systems. Children are also taught to communicate their understanding clearly through maps, quantitative data and written explanations.

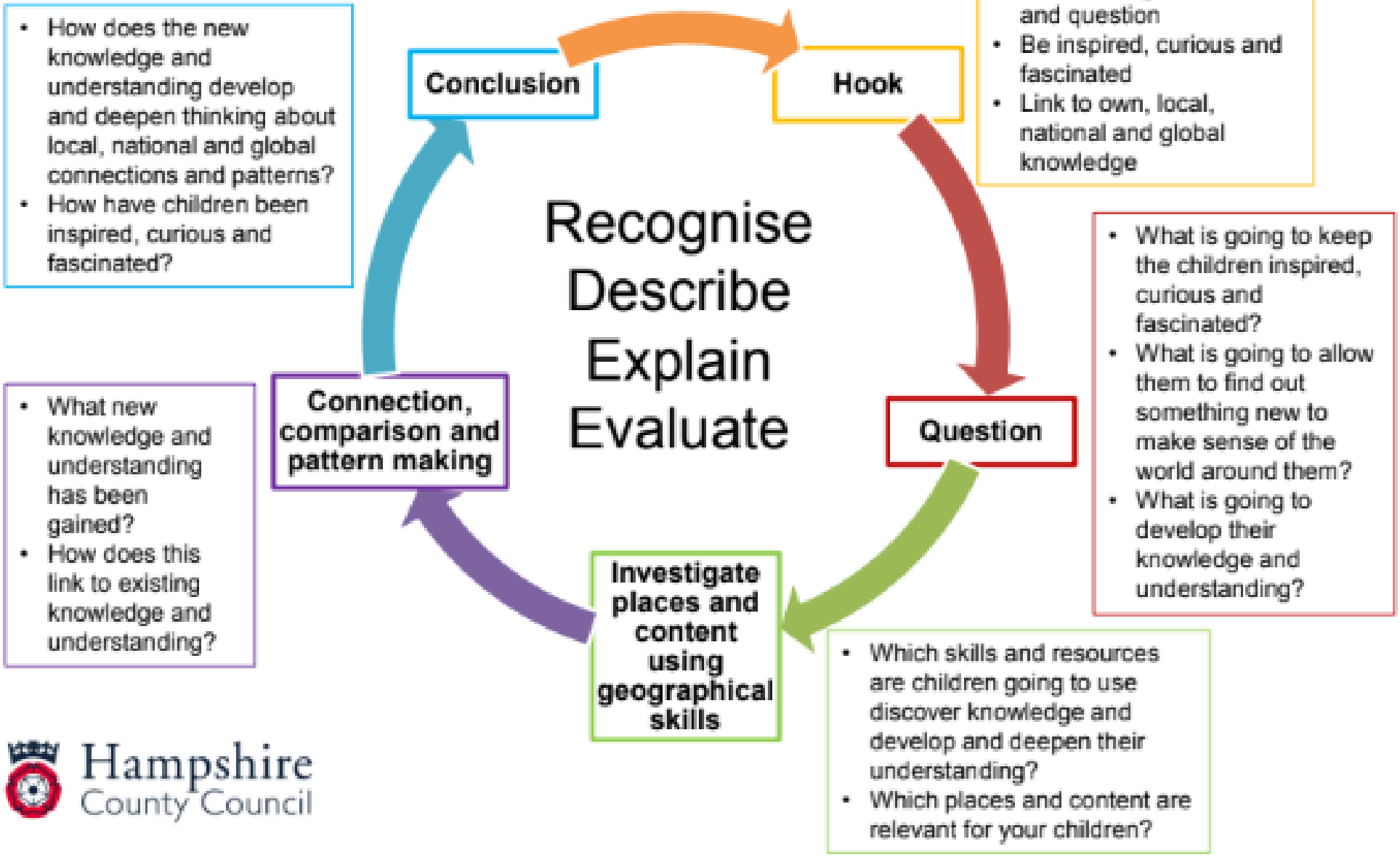
Through Geography, we aim to develop confident, compassionate and courageous learners who understand their role as global citizens. Children are encouraged to reflect on the relationship between people and the environment, to consider global challenges and to recognise their responsibility in shaping a sustainable future. Ultimately, our Geography curriculum helps children to learn, reflect and flourish, preparing them not only for the next stage of education but for life beyond Cherbourg.

Lewis Bundy (Geography Leader), July 2026

HIAS Moodle+ resource

A geographical enquiry approach to a lesson or a sequence of lessons

Hampshire Services
HIAS SCHOOL IMPROVEMENT



Hampshire County Council

Year R				
EYFS framework	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Understanding the World: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **Understanding the World: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Knowledge** Know that the world contains many countries and environments. Understand that maps and globes help us locate places. Recognise simple features of their local area. **Skills** Identify familiar places on maps. Talk confidently about their local environment. Use geographical vocabulary linked to place and direction. **End of year expectations** Talk about their local environment and familiar places. Recognise simple maps and globes. Use basic geographical vocabulary linked to location and direction.	**Knowledge** Know similarities and differences between places. Understand that communities may live differently. Recognise features of contrasting environments. **Skills** Compare local environments with contrasting locations. Discuss how people live in different places. Use stories and texts to develop understanding of places. **End of year expectations** Describe similarities and differences between places and communities. Talk about different countries and cultures through stories and experiences.	**Knowledge** Know the four seasons and some of their features. Understand that weather affects what people do. Recognise features of beaches, forests, cities and countryside. Understand simple environmental changes such as melting, freezing and plant growth. **Skills** Observe and describe seasonal changes. Identify human and physical features in different environments. Draw and label pictures of natural environments. Ask and answer questions about the world around them. **End of year expectations** Identify simple human and physical features. Describe weather and seasonal changes. Observe and talk about the natural world.	**Knowledge** Know that fieldwork helps us learn about places. Understand that information can be collected in different ways. Recognise basic map symbols and simple aerial views. **Skills** Carry out simple fieldwork in the school grounds. Draw maps from memory and observation. Use photographs, maps and small-world play to explore places. Record observations through drawing, discussion and sorting activities. **End of year expectations** Use simple maps, photographs and observations to learn about places. Draw simple maps and record findings through pictures and discussion. Participate in simple fieldwork activities.

Year 1				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Knowledge** Know that the world is made up of continents and oceans. Name and locate the United Kingdom on a world map. Name the four countries of the United Kingdom. Name the seven continents. Know the capital cities of the UK. Know the seas surrounding the UK. Know that continents contain many countries. **Skills** Locate the UK on maps and globes. Identify England, Scotland, Wales and Northern Ireland. Begin to use simple geographical vocabulary linked to location. Locate continents and oceans on maps and globes. Use world maps to identify places. Locate surrounding seas on a map. Use atlases and globes confidently.	**Knowledge** Know similarities and differences between their local area and another place in the UK. Know that places can have different features. Know that places around the world may look different. Understand that weather and climate can affect places. Know similarities and differences between the UK and a contrasting non-European country. **Skills** Describe familiar places. Compare photographs of different places. Talk about what is the same and different. Compare local places with a contrasting location. Ask geographical questions. Use photographs and stories to discuss places. Compare homes, schools and environments. Describe differences between places. Use geographical vocabulary in discussions.	**Knowledge** Identify basic human features such as houses, shops and roads. Identify basic physical features such as trees, rivers and hills. Know the four seasons and describe seasonal weather. Identify seasonal and daily weather patterns in the UK. Know that some places are hotter or colder than others. Identify physical features including beach, forest, sea and river. Identify human features including city, town and village. Recognise physical features including coast, cliff and hill. Recognise human features including harbour, port and farm. Identify key physical and human geographical vocabulary. **Skills** Sort human and physical features. Observe weather changes. Use simple geographical vocabulary.	**Knowledge** Know that maps and globes show places. Know that symbols are used on maps. Understand simple directional language. Know that maps can show routes and landmarks. Understand simple compass directions. Know that fieldwork helps geographers understand places. Know that observations can be recorded. **Skills** Use simple picture maps. Follow routes around school. Use language such as left, right, near and far. Draw simple maps of familiar places. Use North, South, East and West. Identify landmarks from aerial photographs. Use basic symbols in a map key. Create simple maps. Carry out simple fieldwork in school grounds. Use observational skills.

	End of year expectations Name the seven continents. Name the four countries of the UK. Locate the UK on maps and globes.	**End of year expectations** Describe similarities and differences between places. Compare their local area with another location.	Record daily weather. Describe features using geographical vocabulary. Compare hot and cold places. Describe seasonal changes. Identify features in photographs and maps. Use geographical vocabulary accurately. **End of year expectations** Identify key human and physical features. Describe seasonal and daily weather patterns.	Record findings through drawings, charts and simple maps. **End of year expectations** Use maps, globes and aerial photographs. Use simple compass directions. Draw simple maps with symbols. Carry out basic fieldwork.

Year 2				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Knowledge** Know the location and characteristics of the four countries of the UK. Know the surrounding seas of the UK. Understand that continents contain many countries. Name and locate all seven continents and five oceans confidently. Know the difference between a continent, country and ocean. **Skills** Locate UK countries, capitals and seas on maps. Use atlases and globes independently. Describe locations using geographical vocabulary. Use maps and globes to locate continents and oceans. Use geographical vocabulary accurately. Describe locations using compass directions. Locate studied places independently. Use atlases and globes effectively. Use directional language accurately. **End of year expectations**	**Knowledge** Understand geographical similarities and differences between a small area of the UK and a contrasting non-European country. Know that environments influence how people live. Understand how physical and human features shape places. Know that places may change over time. Understand similarities and differences between places in terms of weather, landscape and human activity. **Skills** Compare homes, schools, transport and jobs. Discuss similarities and differences using evidence. Use photographs, maps and texts to investigate places. Compare physical and human features of different places. Ask and answer geographical questions. Use evidence from maps and photographs. Present comparisons between locations.	**Knowledge** Know the location of hot and cold areas of the world. Understand that the Equator is linked to hotter places. Identify key physical features including mountain, valley, vegetation and soil. Identify key human features including factory, office and harbour. Understand seasonal weather patterns in the UK. Understand how weather affects people and places. Recognise a wider range of physical and human features. Understand seasonal changes and patterns. **Skills** Locate hot and cold places on world maps. Describe weather patterns. Explain simple differences between climates. Describe landscapes using geographical vocabulary. Compare urban and rural environments.	**Knowledge** Know that aerial photographs show places from above. Understand that maps include symbols and keys. Understand that maps can be used to plan routes. Know that symbols represent features on maps. Know that fieldwork can help answer geographical questions. Understand that observations can be presented in different ways. **Skills** Use aerial photographs to identify features. Use map keys confidently. Follow routes using directional language. Create maps with keys and symbols. Use simple compass directions confidently. Interpret aerial photographs and plan views. Carry out simple fieldwork investigations. Use tally charts and simple data collection.

	Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the United Kingdom and surrounding seas.	Use geographical vocabulary confidently. Explain differences between environments. **End of year expectations** Compare a small area of the UK with a contrasting non-European country. Describe similarities and differences between places.	Observe and record weather patterns. Identify and describe features in maps and photographs. Explain differences between human and physical features. Record and interpret simple weather data. **End of year expectations** Identify seasonal and daily weather patterns. Locate hot and cold areas of the world. Identify a range of human and physical features using correct vocabulary.	Draw maps using symbols and keys. Present findings through discussion, drawings and charts. **End of year expectations** Use maps, atlases and globes confidently. Use simple compass directions and locational language. Use aerial photographs and plan perspectives. Create simple maps with keys and symbols. Carry out simple fieldwork investigations and record findings.

Year 3				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Skills** Use maps and atlases to locate counties, cities and regions. Identify significant physical and human features on a range of maps. Use four-figure grid references to locate features. Use the four points of a compass to describe location and movement. **Knowledge** Know the location of countries and regions studied. Know how physical features influence settlement and land use. Understand the significance of the Equator and hemispheres. End of Year Expectations Can locate places studied using maps and atlases and describe how physical and human features influence their location and development.	**Skills** Compare the characteristics of the local area with a contrasting locality. Describe how physical and human features contribute to the identity of a place. Use geographical evidence to support observations. **Knowledge** Know how the local area has changed over time. Know similarities and differences between Eastleigh and Ghana. Understand how land use reflects the needs of a settlement. End of Year Expectations Can explain similarities and differences between places using appropriate geographical vocabulary and evidence.	**Skills** Describe relationships between physical features and human activity. Explain how people use and adapt environments. Compare different biomes and climates. **Knowledge** Know different settlement types and patterns. Know the characteristics of major biomes studied. Understand economic activity linked to chocolate production. End of Year Expectations Can explain how human activity and physical geography influence one another.	**Skills** Use maps, aerial photographs and digital maps to investigate places. Collect and record fieldwork data systematically. Present findings using maps, diagrams and simple graphs. **Knowledge** Know how different geographical sources provide information. Understand simple methods of collecting and presenting geographical data. End of Year Expectations Can use geographical sources and fieldwork evidence to answer questions about places and environments.

Year 4				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Skills** Use atlases and digital maps to locate biomes, climate zones and tectonic regions. Use four-figure grid references accurately and begin to apply six-figure grid references. Use the eight points of a compass confidently. **Knowledge** Know the global distribution of major biomes. Know the location of polar regions and tectonic plate boundaries. Understand how latitude affects climate. End of Year Expectations Can accurately locate geographical regions and explain how location affects environmental conditions.	**Skills** Compare places using evidence from a range of geographical sources. Explain how location influences physical and human characteristics. Identify connections between environments and ways of life. **Knowledge** Know the characteristics of rainforest and polar regions. Understand similarities and differences between contrasting environments. Know how people adapt to different environments. End of Year Expectations Can explain how location and environment influence the lives of people living in different places.	**Skills** Explain physical processes and their impacts. Describe interactions between people and environments. Interpret cause-and-effect relationships. **Knowledge** Know how earthquakes occur. Know the characteristics and importance of rainforest ecosystems. Understand the impact of climate change on polar environments. End of Year Expectations Can explain physical processes and evaluate their effects on people and environments.	**Skills** Use a wider range of maps and digital mapping tools. Interpret aerial imagery and geographical data. Present information using a range of graphical methods. **Knowledge** Know how scale, symbols and grid references improve map accuracy. Understand different ways of collecting and presenting geographical information. End of Year Expectations Can select and use appropriate geographical tools to investigate and present findings

Year 5				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Skills** Use latitude, longitude and six-figure grid references to locate places. Locate mountain ranges, volcanic regions and countries within Europe. Use time zones to describe global locations. **Knowledge** Know the location of major mountain ranges and volcanic regions. Know the countries and key physical features of Europe. Understand how latitude and longitude support global navigation. End of Year Expectations Can accurately locate and describe places using geographical vocabulary and mapping techniques.	**Skills** Compare regions within Europe and beyond. Analyse how physical geography influences human activity. Draw conclusions from geographical evidence. **Knowledge** Know the characteristics of a European region and a contrasting North American region. Understand how climate, landscape and resources influence settlement. End of Year Expectations Can explain how physical and human characteristics shape regions and influence people's lives.	**Skills** Analyse relationships between climate, vegetation and human activity. Explain geographical processes using evidence. Compare environmental characteristics across regions. **Knowledge** Know how volcanoes form and affect landscapes. Understand climate zones, vegetation belts and time zones. Know how water is obtained, managed and used. Understand mountain formation. End of Year Expectations Can explain how physical processes create and change environments and influence human activity.	**Skills** Interpret a range of geographical data sources. Use digital mapping to analyse patterns and relationships. Select appropriate methods to present findings. **Knowledge** Know how geographical data can be collected, analysed and interpreted. Understand how maps and data can reveal patterns and trends. End of Year Expectations Can independently use geographical tools and evidence to investigate geographical questions.

Year 6				
National Curriculum	**Location Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical skills and Field work**
Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Skills** Interpret geographical patterns at local, national and global scales. Use latitude, longitude and time zones confidently and accurately. Make connections between locations and global processes. **Knowledge** Know the global distribution of major rivers, climate zones and energy resources. Understand how regions are interconnected through environmental and economic processes. Know significant global environmental challenges. End of Year Expectations Can explain geographical patterns and connections between places at a range of scales.	**Skills** Evaluate how places change over time. Analyse connections between local and global issues. Use evidence to justify geographical conclusions. **Knowledge** Know how energy use affects places and environments. Know the characteristics and importance of river systems. Understand how human actions influence environmental change. End of Year Expectations Can evaluate how physical and human processes shape places and create change over time.	**Skills** Evaluate geographical issues from different perspectives. Analyse interactions between people and environments. Suggest and justify sustainable solutions to geographical challenges. **Knowledge** Know the processes of the water cycle and river formation. Understand the causes and impacts of climate change. Know the advantages and disadvantages of different energy sources. Understand principles of sustainability. End of Year Expectations Can evaluate geographical issues using evidence and explain how sustainable choices can influence future outcomes.	**Skills** Plan, conduct and evaluate geographical enquiries independently. Collect, analyse and present data using a range of methods. Interpret maps, graphs and digital mapping technologies critically. **Knowledge** Know how fieldwork enquiries are designed and carried out. Understand how data reliability affects conclusions. Know how GIS and digital technologies support geographical investigation. End of Year Expectations Can independently undertake geographical enquiries, draw justified conclusions and communicate findings using accurate geographical terminology.