



# The T-RF Geography Substantive Knowledge EYFS F1



	Rhyme Time	Let's Celebrate	People who help us	You can't catch me/Traditional tales	Changes/growing	Our Wonderful world
F1 Understanding the world: People, culture and communities	<b>Development matters:</b> Continue developing positive attitudes about the differences between people		<b>other:</b> <i>Know what the features of their community are. Eg. Home, nursery, park etc. Can talk about the differences they can see with regards to the weather, different buildings in the community etc.</i>		<b>Development matters:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
How to support this	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion, talk positively about different appearances, skin colours and hair types.		Provide simple maps, photos, or take a walk around the local community drawing attention to the key features. Encourage discussions about what buildings are made from, how many floors, home, shop etc.		Create books and displays about children's families around the world or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences	
Sticky Knowledge	I know what makes me unique I know that my friends and other people in my community look different to me		I know I go to Trentvale Nursery school I know how to get to my Nursery from my home I know 3 things I might see in my community (canal, school, friends house)		I know that some places look different to where I live I know some of the ways we can travel to different countries (train, car, aeroplane) I know what to wear for different types of weather	



# The T-RF Geography Substantive Knowledge EYFS F2



	Super Star Me	Families and communities	Once upon a time down on the farm	A Rumble in the Jungle	Pond Life	Where in the world shall we go?
F2 Understanding the world: People, culture and communities	<b>Development matters:</b> Talk about members of their immediate family and community.  Name and describe people in the community who are familiar to them.	<b>Development matters:</b> Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise some environments that are different from the one in which they live	<b>Development matters:</b> Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise some environments that are different from the one in which they live	<b>Development matters:</b> Recognise some similarities and differences between life in this country and life in other countries.  Explore the world around them.  Recognise some environments that are different from the one in which they live  Describe what they see in texts, or outside, in relation to different environments.		
How to support this	During dedicated talk time listen to what children say about their family. Share information about your own family giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and books show children how there are many different families. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, fire service, nurses, doctors and teachers.	Draw children's attention to the immediate environment introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road and/or village/town/city the school is located in. Offer opportunities for children to choose to draw simple maps of their immediate environment or maps from imaginary story settings they are familiar with. Name and explain the places the local importance to the community. Take children to places of local importance to the community. Invite visitors from different cultural communities.	Teach children about places in the world that contrast with location they know well. Use relevant specific vocabulary to describe contrasting locations. Use images, video clips, shared texts, and other resources to bring the wider world into the classroom and listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries maybe similar or different in terms of how they travel to school, what they eat, where they live and so on. Create opportunities to discuss how we care for the world around us. Offer opportunities to sing songs and join in with rhymes and poems about the world.			
Sticky Knowledge	I know I live in Beeston I know Beeston is in Nottingham, England I know some of the people I will see in my community (delivery drivers, police, shop keepers etc)	I know what a map is used for I know how to recreate a familiar map from a story I know how to make my own simple map of my journey to school I know what is different between a village and a city	I know about different environments and I can compare the features of a farm, pond, jungle I know what 'recycle' means and I can suggest a way to do it I know a feature of my environment and a feature of a different one (a field/mountain)			



# The T-RF Geography Vocabulary EYFS



<b>Rhyme Time/Let's Celebrate Super Star Me/Families and Communities</b>	<b>People who help us/You can't catch me-Traditional Tales Once upon a time-down on the farm/A Rumble in the jungle</b>	<b>Changes and growing/Our Wonderful World Pond Life/Where in the World Shall We Go?</b>
Beeston Nottingham England Community Unique/special Same Different	Africa Trentvale Nursery Park Home Canal School Map Journey City Village Farm Pond	Aeroplane Train Car Weather (sunny, rain etc) Environment Recycle Pond

ELG: Knows 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 their natural world around them including the seasons.



# The T-RF Geography Substantive Knowledge KS1 Cycle A



	London	Once upon a time	The world around us	Africa
Main National Curriculum Objective	<p><u>Locational knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the <b>four countries and capital cities</b> of the United Kingdom and its <b>surrounding seas</b>.</li> </ul>	<p><u>Geographical skills and fieldwork</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<p><u>Human and physical geography</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, and key human features.</li> </ul>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><u>Human and physical geography.</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify <b>the location of hot and cold areas of the world</b> in relation to the Equator and the North and South Poles.</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a <b>small area in a contrasting non-European country</b></li> </ul>
Sticky Knowledge	<p><u>Year 1.</u> I know the united kingdom is made up of 4 countries. I can locate the 4 countries on a map. I know the 4 countries are England, Scotland, Wales and Northern Ireland. I know the capital city for each country. I know the Houses of parliament, Buckingham Palace and Big Ben are features in London. I can recognise the Union Jack.</p> <p><u>Year 2</u> I know that the UK is an island. I can locate it on a world map. I know the surrounding seas. I know the flag for each country in the UK. I know the characteristics of England: biggest country , the largest population, its capital city is in the SE, Nth -Lake District , Sth Cliffs of Dover. Scotland – Edinburgh castle, Ben Nevis, Lochs and many small islands. Wales – highest mountain- Snowdon, valleys, unusual place names , smaller quieter roads. Northern Ireland – across the Irish sea, the titanic museum, the Giants Causeway.</p>	<p><u>Year 1.</u> I know that a map is a drawing of an actual place that uses lines and symbols to represent real life objects. I know that a map has symbols and a key. I know a map shows key features of an area. I know that these features are represented by symbols. I know a birds eye view is a picture from above. I know I can use locational language to locate a feature. I know I can use directional language to follow a route.</p> <p><u>Year 2</u> I know there are lots of different types of maps (road maps, climate maps and ordnance survey maps) I can recognise features of a map from symbols and a key. I know a map shows key features located on a grid. I know an aerial view will show me physical and human features. I know I can use compass directions to locate a feature. I know I can use simple compass directions to follow a route.</p>	<p><u>Year 1</u> I know that a human feature is something that is made by humans. I know that a physical feature is a natural feature of the earth's surface. I know that near us we have the river Trent, hills, fields and that these are physical features. I know that the canal, houses, school and shops are human features. I know the names of some physical features in England: beaches, cliffs, weather, forests, hills, rivers, seas, seasons, valleys and mountains and that these are physical features. I know the names of some human features in England: cities, towns, villages, shops, farms, canals, harbours, bridges, roads.</p> <p><u>Year 2</u> To use the above knowledge I know the human and physical features on a map. I know human and physical features of a location by looking at the geographical features. I know that some human features may look like physical features. E.g canal, farm, port.</p>	<p><u>Year 1</u> I know that Europe and Africa are continents. I know where they are on a world map. I know that Kenya is a country in Africa. I know that the UK is a country in Europe. I know the relevant oceans are the Atlantic and the Indian ocean. I know that Africa is on the equator and is a hot place. I know that Europe is above the equator and some parts are hot and some parts are cold. I know that Kenya has different and some similar physical features to the UK. (swamps, savannahs, and mountains) I know that Kenya has similar human features but that they may look different to ours. (houses, schools, roads and bridges)</p> <p><u>Year 2</u> I know that the world has seven continents and can locate them on a map or globe. I know the world has 5 oceans and can locate them on a map or globe. I know that the Arctic region is at the North Pole and is made up of ice. I know the Antarctic is at the South Pole, and is a continent. I know that the equatorial region is the hottest place of the Earth and can locate the continents that go across it. I know that Africa is has many countries . I know that Africa is the second largest Continent, I know that Africa has different weather because it is so big. I know that Kenya is a country in Africa and can locate it on a map and globe. I know that Kenya is hot because it is in on the equator. I know the human features of Kenya are different to other places in the world. I know how the physical features of the landscape and the weather effect the human features</p>



# The T-RF Geography Substantive knowledge

## KS1 Cycle A



London Vocabulary	Once upon a time Vocabulary	The world around us Vocabulary	Africa Vocabulary
<p><i>Earth</i></p> <p><i>Continent</i></p> <p><i>United Kingdom</i></p> <p><i>Country</i></p> <p><i>England, Scotland, Wales, Northern Ireland</i></p> <p><i>Capital City – London, Edinburgh, Cardiff, Belfast</i></p> <p><i>Union Jack</i></p> <p><i>Human Feature</i> – cities, towns, villages, shops, farms, canals, harbours, bridges, roads.</p> <p><i>Physical feature</i> - beaches, cliffs, weather, forests, hills, rivers, seas, seasons, valleys and mountains</p> <p><i>Year 2</i></p> <p><i>Sea – North Sea , Irish Sea, English Chanel , Atlantic Ocean</i></p> <p><i>Continents – Asia, Africa, Nth / Sth America, Antarctica , Europe and Oceana ( Australasia)</i></p> <p><i>Pacific, Atlantic, Southern, Arctic and Indian.</i></p> <p><i>Population</i></p> <p><i>Geographical features</i></p> <p><i>Characteristic</i></p> <p><i>Lake District , Cliffs of Dover. Edinburgh castle,</i></p> <p><i>Ben Nevis, Lochs</i></p> <p><i>Snowdon, valleys,</i></p> <p><i>Titanic museum, Giants Causeway.</i></p>	<p><i>End of KS1</i></p> <p>Symbols</p> <p>Key</p> <p>Birds eye view</p> <p>Directional language</p> <p>Locational language</p> <p>Near far up down left right</p> <p>Route</p> <p>Locate</p> <p>Human features</p> <p>Physical features</p> <p><i>Year 2</i></p> <p><i>Ariel view</i></p> <p><i>Compass Directions</i></p> <p><i>North South East West</i></p>	<p><i>End of KS1</i></p> <p><i>Human Feature –</i></p> <p><i>Physical feature -</i></p> <p><i>Year 2</i></p> <p><i>Geographical features</i></p>	<p><i>End of KS1</i></p> <p><i>Continents</i></p> <p><i>Europe</i></p> <p><i>Africa</i></p> <p><i>Country</i></p> <p><i>Kenya</i></p> <p><i>Equator</i></p> <p><i>Physical swamps</i></p> <p><i>Savannahs</i></p> <p><i>Mountains</i></p> <p><i>Year 2</i></p> <p><i>2nd largest</i></p> <p><i>Equatorial Region</i></p>



# The T-RF Geography Substantive Knowledge KS1 Cycle B



	Walking on the moon	Frozen planet	Rainforests
Main National Curriculum Objective	<p><u>Locational knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features and key human features.</li> <li>Seasonal changes will be taught through Science.</li> </ul>	<p><u>Human and Physical geography</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the <b>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></li> <li>Geographical skills and fieldwork</li> <li>use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul>	<p><u>Place knowledge</u> Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li><b>use basic geographical vocabulary to refer to: key physical features and key human features</b> of a non – European place.</li> </ul>
Sticky Knowledge	<p><u>Year 1.</u> I know the shape of the UK and that it is in the continent Europe. I know the united kingdom is made up of 4 countries. I can locate the 4 countries on a map. I know the 4 countries are England, Scotland, Wales &amp; Nth Ireland. I know the capital city for each country. I know the Houses of parliament, Buckingham Palace and Big Ben are features in London. I can recognise the Union Jack.</p> <p><u>Year 2</u> I know that the world has seven continents and can locate them on a map or globe. I know the world has 5 oceans and can locate them on a map or globe. I know that the UK is an island and is in Europe I can locate it on a world map. I know the surrounding seas. I know the flag for each country in the UK. I know the characteristics of England: biggest country , the largest population, its capital city is in the SE, Nth -Lake District , Sth Cliffs of Dover. Scotland – Edinburgh castle, Ben Nevis, Lochs and many small islands. Wales – highest mountain- Snowdon, valleys, unusual place names , smaller quieter roads. Northern Ireland – across the Irish sea, the titanic museum, the Giants Causeway.</p> <p><u>Year 1</u> I know that a human feature is something that is made by humans. I know that a physical feature is a natural feature of the earth's surface. I know that near us we have the Rver Trent, hills, fields and that these are physical features. I know that the canal, houses, school and shops are human features. I know the names of some physical features in England: beaches, cliffs, weather, forests, hills, rivers, seas, seasons, valleys and mountains I know the names of some human features in England: cities, towns, villages, shops, farms, canals, harbours, bridges, roads.</p> <p><u>Year 2</u> To use the Year 1 knowledge I know the human and physical features on a map. I know human and physical features of a location by looking at the geographical features. I know that some human features may look like physical features. E.G . canal, farm, port.</p>	<p>Year 1 I know the coldest places in the world are the Arctic and the Antarctic. I know that they are at the top of the globe on the base of the globe.</p> <p><u>Year 2</u> I know that the Arctic region is at the North Pole and is made up of ice. I know the Antarctic is at the South Pole, and is a continent.</p> <p><u>Year 1.</u> I know that a map is a drawing of an actual place that uses lines and symbols to represent real life objects. I know that a map has symbols and a key. I know a map shows key features of an area. I know that these features are represented by symbols. I know a birds eye view is a picture from above. I know I can use locational language to locate a feature. I know I can use directional language to follow a route.</p> <p><u>Year 2</u> I know there are lots of different types of maps (road maps, climate maps and ordnance survey maps) I can recognise features of a map from symbols and a key. I know a map shows key features located on a grid. I know an aerial view will show me physical and human features. I know I can use compass directions to locate a feature. I know I can use simple compass directions to follow a route.</p>	<p><u>Year 1</u> I know that Europe and Sth America are continents. I know where they are on a world map. I know that Brazil is a country in South America. I know that the UK is a country in Europe. I know the relevant oceans are the Atlantic and the Pacific ocean. I know that Brazil is on the equator and is a hot place. I know that Europe is above the equator and some parts are hot and some parts are cold. I know that Brazil has different and some similar physical features to the UK. (Forests , Pampas lands , and mountains) I know that Brazil has similar human features but that they may look different to ours. (houses, schools, roads and bridges)</p> <p><u>Year 2.</u> I can name and locate the continents of Europe and South America I Know that South America is has many countries . I know that South America is the fourth largest Continent, I know that South America has a range of weather features because it is so big.</p> <p>I know that Brazil is a country in South America and can locate it on a map and globe.</p> <p>I know that Brazil is is hot because it is near equator. I know that Brazil has lots of rain.</p> <p>I know the human features of Brazil are different to other places in the world. I know how the physical features of the landscape and the weather effect the human features</p>



# The T-RF Geography Substantive knowledge

## KS1 Cycle B



### Walking on the moon Vocabulary

*End of KS1*  
 Earth  
 Continent  
 United Kingdom  
 Country  
 England, Scotland, Wales, Northern Ireland  
 Capital City – London, Edinburgh, Cardiff, Belfast  
 Union Jack  
 Human Feature – cities, towns, villages, shops, farms, canals, harbours, bridges, roads.  
 Physical feature - beaches, cliffs, weather, forests, hills, rivers, seas, seasons, valleys and mountains  
  
*Year 2*  
 Sea – North Sea , Irish Sea, English Chanel , Atlantic Ocean  
 Continents – Asia, Africa, Nth / Sth America, Antarctica , Europe and Oceana ( Australasia)  
 Oceans – Pacific, Atlantic, Southern, Arctic and Indian.  
 Human Feature  
 Physical feature  
 Population  
 Geographical features  
 Characteristic  
 Lake District , Cliffs of Dover. Edinburgh castle, Ben Nevis, Lochs  
 Snowdon, valleys,  
 Titanic museum, Giants Causeway.

### Frozen planet Vocabulary

*End of KS1*  
 Arctic  
 Antarctic  
 Globe  
 Ice  
 Symbols  
 Key  
 Birds eye view  
 Directional language Locational language  
 Near far up down left right  
 Route  
 Locate  
 Human features  
 Physical features  
  
*Year 2*  
 Ariel view  
 North Pole  
 South Pole  
 Compass Directions  
 North South East West

### Rainforests Vocabulary

*End of KS1*  
 Continents  
 Europe  
 South America  
 Country  
 Brazil  
 Equator  
 Physical Forest Pampaslands mountains  
  
*Year 2*  
 Fourth Largest  
 Equatorial Region



# The T-RF Geography Substantive Knowledge LKS2 Cycle A



	Romans (Autumn 1)	Nottingham Fieldwork (Autumn 2)	Vikings (Spring)
Main National Curriculum Objective	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>locate the world's countries, using maps to focus on Europe</b> (including the location of Russia) and North and South America, <b>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></li> <li>□ <b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</b> and understand how some of these aspects have changed over time.</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>□ <b>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</b></li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></li> <li>□ <b>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</b></li> <li>□ <b>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.</b></li> </ul>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>locate the world's countries, using maps to focus on Europe</b> (including the location of Russia) and North and South America, <b>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>□ <b>describe and understand key aspects of:</b></li> <li>□ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></li> <li>□ <b>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</b></li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></li> </ul>
Sticky Knowledge	<p>I know that Italy is located in Southern Europe.</p> <p>I know that its climate in Summer is sunny and warm</p> <p>I know that the climate in winter is cold and wet</p> <p>I know that Italy has active volcanoes</p> <p>I know that on of Italy's major industries is tourism</p> <p>I know that on of Italy's major industries is manufacturing</p> <p>I know that northern Italy is richer than southern Italy</p> <p>I know that south of the UK is richer than</p>	<p>I know that Nottingham is a city</p> <p>I know that Beeston is a suburb of Nottingham</p> <p>I know how to read a OS map</p> <p>I know how to draw and read a sketch map</p> <p>I know that land is used for different purposes</p> <p>I know what retail is</p> <p>I know what industry is</p> <p>I know what service is</p> <p>I know that Nottingham is a transport hub</p>	<p>I know that Scandinavia is made up of 4 countries.</p> <p>I know that it is located in Northern Europe</p> <p>I know the capital cities of these countries</p> <p>I know that Fjord is a need saltwater inlet</p> <p>I know the different landscapes of the four Nordic countries</p> <p>I know the main natural resources of the Nordic countries</p> <p>I know that Lego is an important export from Denmark</p>





# The T-RF Geography Substantive knowledge

## LKS2 Cycle A



*Similarities*  
*Differences*  
*Climate*  
*Mediterranean*  
*Continental Europe*  
*Mount Etna*  
*Mount Vesuvius*  
*Apennines*  
*Tourism*  
*Agriculture*  
*Manufacturing*  
*Adriatic*

*Settlement*  
*Land use*  
*Urban*  
*Rural*  
*Transport*  
*Transport links*  
*natural resources*  
*Village*  
*Town,*  
*City*  
*Hamlet*  
*Human features*  
*Physical features*  
*Agriculture*  
*Industrial*  
*Leisure*  
*Retail*  
*Housing*  
*Business*  
*Services*  
*Map symbol*

*Scandinavia*  
*Sweden*  
*Baltic Sea*  
*Stockholm*  
*Norway*  
*Fiords*  
*Oslo*  
*Finland*  
*Denmark*  
*Copenhagen*  
*Settlement*  
*Trade*  
*Export*  
*Natural resources*



# The T-RF Geography Substantive Knowledge LKS2 Cycle B



	Stone Age	Egyptians	South America
Main National Curriculum Objective	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>name and locate countries and cities of the United Kingdom</b>, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), <b>and land-use patterns</b>; and understand how some of these aspects have changed over time.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of: <ul style="list-style-type: none"> <li>□ <b>human geography, including: types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ <b>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</b></li> <li>□ <b>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.</b></li> </ul>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>□ <b>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)</b></li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of: <ul style="list-style-type: none"> <li>□ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></li> <li>□ <b>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</b></li> </ul> </li> </ul>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>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</b></li> <li>□ <b>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)</b></li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>□ <b>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</b></li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of: <ul style="list-style-type: none"> <li>□ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></li> <li>□ <b>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</b></li> </ul> </li> </ul>
Sticky Knowledge	<p>I can name the capital cities of the United Kingdom and the four nations.</p> <p>I know Skara Brae was a Stone Age settlement.</p> <p>I know that early settlers chose there settlement due to physical geographic features such as access to water and resources.</p>	<p>I know Egypt is in Africa</p> <p>I can name three other countries in Africa</p> <p>I can compare the climate between the UK and Egypt.</p> <p>I know that the Pyramids are a Human geographical feature.</p> <p>I know the River Nile is the worlds longest river.</p>	<p>I know that South America is in the Southern Hemisphere.</p> <p>I know that the equator goes through it.</p> <p>I know that the rainforests are located between the two tropics.</p> <p>I know Brazil is in South America.</p> <p>I can name 2 other countries in South America.</p> <p>I know that South America is made up of several</p>



# The T-RF Geography Substantive knowledge

## LKS2 Cycle B



Settlement  
 Patterns  
 settlers  
 land use  
 Urban  
 Rural  
 Transport  
 transport links  
 natural resources  
 Village  
 town, city  
 human features  
 physical features  
 Agriculture  
 Industrial  
 Leisure  
 Retail  
 Housing  
 Business  
 Suburb

Settlement  
 settlement patterns  
 Settlers  
 land use  
 River Nile  
 Biome  
 Desert  
 Mount Sinni  
 Flooding  
 Source  
 Upper Course  
 Lower Course  
 Middle Course  
 Meander  
 Trade  
 Transport  
 Tourism  
 Natural Resources

Central America  
 South America  
 Equator Tropics  
 Brazil  
 Amazon  
 Pacific Ocean  
 Sea Gulf of Mexico  
 Rainforest  
 Canopy  
 Native tribes  
 Extinction  
 Biome  
 Biodiverse  
 Environment  
 Eco system  
 Deforestation  
 Climate Change  
 Conservation  
 Rainforest  
 Amazon River  
 Evaporation  
 Condensation  
 Water  
 vapour  
 Precipitation  
 Solid/liquid/gas Water cycle  
 Pollution



# The T-RF Geography Substantive Knowledge UKS2 Cycle A



	Horror	USA	Our Environment
Main National Curriculum Objective	<p>Locational knowledge</p> <p>□ identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</b> and time zones (including day and night)</p>	<p><i>Human and physical geography</i></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ human geography, including: types of settlement and land use, <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p>	<p><i>Human and physical geography</i></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</p> <p><i>Geographical skills and fieldwork</i></p> <p>□ 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</p> <p>□ <b>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</b></p>
Sticky Knowledge	<p>I know the UK is divided into different administrative areas called counties</p> <p>I know the UK is divided into regions and we live in the East Midlands</p> <p>I know the Prime Meridian is a line of longitude which divides the Earth into the Eastern and Western hemispheres</p> <p>I know the Prime Meridian runs through the Royal Observatory in Greenwich</p> <p>I know the Prime Meridian is the basis for the world's time zones, it is 0 degrees longitude</p> <p>I know that lines of longitude run in a north/south direction from pole to pole</p> <p>I know that lines of latitude run in an east/west direction parallel to the Equator</p> <p>The Equator is an imaginary line at 0 degrees latitude</p>	<p>I know the Americas are two separate continents</p> <p>I know the USA is in the continent of North America</p> <p>I know the USA has a number of distinct biomes, e.g. prairies, everglades</p> <p>I know that North America contains many different countries</p> <p>I know the USA is divided into states</p> <p>I know that the variety of biomes are due to its scale</p> <p>I know that tourism is based on both human and physical features, e.g. the Statue of Liberty, Times Square, Disney, Hoover Dam, Grand Canyon, Niagara Falls, Yellowstone Park, Rocky Mountains</p> <p>I know that natural resources of America include: oil, coal, corn, natural gas, uranium, fish, oranges, almonds and these contribute to its economy</p> <p>I know that America is one of the richest countries in the world</p>	<p>I know that canals are man-made features</p> <p>I know that Attenborough was a working gravel pit</p> <p>I know that Attenborough today is a nature reserve</p> <p>I know it is used for a variety of purposes</p> <p>I know that it is an area that floods</p> <p>I know that the weir-field is a flood plain</p> <p>I know that Attenborough Nature Reserve is one of the most important areas for nature in England</p> <p>I know that the River Trent is the third largest river in England</p> <p>I know the features of a river</p> <p>I know that David Attenborough is affiliated with the nature reserve</p> <p>I know the dangers of open water</p>



# The T-RF Geography Substantive knowledge

## UKS2 Cycle A



### Horror

Counties  
Regions  
East Midlands  
Prime Meridian  
Northern/Southern hemispheres  
East/West hemispheres  
Greenwich  
Royal Observatory  
Time zones  
Longitude  
Latitude  
Equator  
United Kingdom (UK)

### USA

Americas  
North America  
South America  
Continent  
Country  
Biomes  
States  
Human/physical features  
Tourism  
Natural resources  
Economy  
Trade links  
Energy  
Minerals

### Our Environment

Canal  
Man-made  
Attenborough  
Nature reserve  
Floods  
River Trent  
Flood plain  
Open water  
Ordnance Survey  
Sketch map



# The T-RF Geography Substantive Knowledge UKS2 Cycle B



	Disasters	Monasteries	Greece
Main National Curriculum Objective	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of: <ul style="list-style-type: none"> <li>□ physical geography, including: climate zones <b>rivers, volcanoes and earthquakes</b></li> </ul> </li> </ul> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>□ <b>locate the world's countries, using maps</b> identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones</b> (including day and night)</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ use maps, <b>atlases</b>, globes and <b>digital/computer mapping to locate countries</b> and <b>describe features studied</b></li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>□ use <b>maps</b>, atlases, globes and <b>digital/computer mapping to locate countries</b> and <b>describe features studied</b></li> <li>□ <b>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</b></li> </ul>	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>□ <b>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</b>, key physical and human characteristics, countries, and major cities</li> </ul> <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>□ <b>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</b></li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of: <ul style="list-style-type: none"> <li>□ <b>human geography, including: types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
Sticky Knowledge	<p>I know a natural disaster is a violent event that is outside the control of humans.</p> <p>I know natural disasters are caused by the forces of nature and may result in loss of life, injury and damage to property.</p> <p>I know the Earth's crust is divided into sections which can move and are called tectonic plates.</p> <p>I know an earthquake is a sudden violent shaking of the ground.</p> <p>I know a volcanic eruption is an opening in the earth's crust from which lava, ash and hot gases flow or are ejected during an eruption.</p> <p>I know a Tsunami is a long, high sea wave caused by an earthquake or other disturbance.</p> <p>I know the Ring of Fire is an unstable area of tectonic movement on the edge of the Pacific</p> <p>Mount Fuji is an active volcano.</p> <p>I know Japan's position within Asia.</p>	<p>I know Nottingham is a city and Nottinghamshire is a county</p> <p>I know Beeston Rylands is in Nottinghamshire</p> <p>I know Beeston is a suburb of the city of Nottingham</p> <p>I know that some Nottingham street names have historical origins, e.g. Wheelergate, Bridlesmith Gate, Goose Gate, Broadmarsh, Fletcher Gate.</p> <p>I know that Rufford Abbey, Newstead Abbey, Welbeck Abbey and Felley Priory were working monasteries and are still significant buildings today</p>	<p>I know that Greece is the most south-easterly country in Europe</p> <p>I know that Greece is one of the most mountainous countries in Europe</p> <p>I know that there are many Greek and Crete is the largest of these</p> <p>I know that Greece is part of the EU and their currency is the Euro</p> <p>I know tourism is a large source of income of Greece</p> <p>I know Greece has suffered many financial problems in recent times</p> <p>I know Athens is the capital of Greece</p> <p>I know that Mt Olympus is the highest mountain in Greece</p> <p>I know Greece exports olive oil, fresh fish, tomato based products and wine</p> <p>I know that many settlements are based around the coast</p> <p>I know that more people live in the UK than Greece</p> <p>I know that Greece has a Mediterranean climate (warm and sunny)</p>



# The T-RF Geography Substantive knowledge

## UKS2 Cycle B



### Disasters

Mount Fuji  
Rivers  
Volcanoes  
Earthquakes  
Tsunami  
Japan  
Natural disaster  
Tectonic plates  
Earth's crust  
Eruption  
Dormant  
Active  
Ring of Fire  
Lava  
Magma  
Magma chamber  
Pacific

### Monasteries

City  
County  
Nottingham  
Nottinghamshire  
Suburb  
Origins  
Abbey  
Monastery  
Priory

### Greece

Greece  
Europe  
South-Easterly