



Bosvena

School “At Bosvena School, we nurture healing, curiosity, and courage so every child can thrive, in learning, in relationships, and in life.”



B- Bravery

E- Empathy

A- Aspirations

C- Communication

O- Opportunity

N- Nurture

Geography Overview KS1-KS4

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Locational Knowledge Core knowledge <ol style="list-style-type: none"> UK countries and capital cities; surrounding seas Continents and oceans Very local area (school, street, neighbourhood) Skills <ol style="list-style-type: none"> Identify locations on simple maps and globes Use basic geographical vocabulary (near/far, left/right) Progression focus Recognising and naming places → locating them visually	Locational Knowledge Core knowledge <ol style="list-style-type: none"> World countries (focus on Europe, North & South America) Latitude, longitude, Equator, Tropics Skills <ol style="list-style-type: none"> Use atlases accurately Locate places using coordinates Builds from KS1: Naming places → understanding global position	Locational & Place Knowledge Core knowledge <ol style="list-style-type: none"> Global regions, major cities, emerging economies Re-studied places from KS2 in new contexts Skills <ol style="list-style-type: none"> Justify why places are significant Explain how place meaning changes over time Builds from KS2: Comparing places → contextual understanding	
Place Knowledge Core knowledge <ol style="list-style-type: none"> Features of the local area (homes, roads, parks) A contrasting non-European place (basic similarities/differences) Skills <ol style="list-style-type: none"> Describe places using simple sentences Ask simple questions: <i>What is it like? What is there?</i> Progression focus Describing what a place is like using observation	Place Knowledge Core knowledge <ol style="list-style-type: none"> Regions of the UK A region in Europe and a region in the wider world Skills <ol style="list-style-type: none"> Compare places using physical and human characteristics Use evidence (maps, images, data) Builds from KS1: Simple description → structured comparison	Human–Environment Interaction Core knowledge <ul style="list-style-type: none"> Climate change evidence and impacts Resource management and sustainability Skills <ul style="list-style-type: none"> Evaluate different viewpoints Use evidence to support arguments Builds from KS2: Identifying impacts → weighing responses	
Human Geography Core knowledge <ol style="list-style-type: none"> Weather and seasons in the UK Physical features: river, hill, forest, sea Human features: town, city, farm, school Skills <ol style="list-style-type: none"> Sort features into human/physical Observe changes over time (e.g. seasons) Progression focus Identifying features → recognising patterns	Human Geography Core knowledge <ol style="list-style-type: none"> Types of settlement and land use Trade and natural resources Population distribution Skills <ol style="list-style-type: none"> Explain why settlements grow in certain places Identify links between resources and human activity Builds from KS1: Identifying features → explaining location choices	Human Geography Core knowledge <ol style="list-style-type: none"> Population changes and migration Urbanisation and megacities Globalisation and economic activity Skills <ol style="list-style-type: none"> Interpret demographic and economic data Explain uneven development Builds from KS2: Explaining patterns → evaluating consequences	Human Geography Core knowledge <ul style="list-style-type: none"> Urban challenges Development and inequality Resource security (food, water, energy) Skills <ul style="list-style-type: none"> Compare strategies across contexts Construct extended evaluative responses Builds from KS3: Explaining issues → critical evaluation
	Physical Geography Core knowledge <ol style="list-style-type: none"> Rivers and the water cycle Mountains, volcanoes, earthquakes Climate zones and biomes 	Physical Geography Core knowledge <ol style="list-style-type: none"> Tectonic processes and hazards Atmospheric circulation and climate systems 	Physical Geography Core knowledge <ul style="list-style-type: none"> Weather hazards and climate change River and coastal management Ecosystems and biodiversity

	<p>Skills</p> <ol style="list-style-type: none"> Describe processes (erosion, deposition) Link climate to vegetation and lifestyles <p>Builds from KS1: Recognising features → understanding processes</p>	<p>3. River and coastal systems</p> <p>Skills</p> <ol style="list-style-type: none"> Analyse cause-effect relationships Explain how systems interact <p>Builds from KS2: Describing processes → analysing systems</p>	<p>Skills</p> <ul style="list-style-type: none"> Assess risk and management strategies Evaluate sustainability <p>Builds from KS3: Analysing systems → judging effectiveness</p>
Geographical Skills & Fieldwork	Geographical Skills & Fieldwork	Geographical Skills & Fieldwork	Fieldwork & Geographical Enquiry
<p>Core knowledge</p> <ol style="list-style-type: none"> Simple maps and symbols Directional language (up/down, left/right) <p>Skills</p> <ol style="list-style-type: none"> Follow a simple map Make basic observations of the school grounds <p>Progression focus Experiencing geography through direct observation</p>	<p>Geographical Skills & Fieldwork</p> <p>Core knowledge</p> <ol style="list-style-type: none"> OS map symbols, scale, grid references Data types (tally charts, bar graphs) <p>Skills</p> <ol style="list-style-type: none"> Conduct simple fieldwork investigations Collect, present and describe data <p>Builds from KS1: Observation → structured enquiry</p>	<p>Core knowledge</p> <ol style="list-style-type: none"> GIS and digital mapping Advanced graphs and maps <p>Skills</p> <ol style="list-style-type: none"> Design geographical enquiries Analyse and draw conclusions from data <p>Builds from KS2: Guided enquiry → independent investigation</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> Enquiry frameworks Sampling methods and data reliability <p>Skills</p> <ul style="list-style-type: none"> Plan, conduct and evaluate fieldwork Apply findings to unfamiliar contexts <p>Builds from KS3: Enquiry design → synoptic application</p>