



Curriculum Overview 2025 2026

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p>Theme: International term - Australia</p> <p>Key Question: Which places are special? Why?</p> <p>Skills: I can talk about my special places</p> <p>Knowledge: animal art, climate, flag, where it is on the globe, similarities and differences night/day</p> <p>Cross Curricular links: Aboriginal art Music</p>	<p>Theme: Festivals/ celebrations</p> <p>Key Question: Where is it in the world?</p> <p>Skills: I can talk about how I celebrate</p> <p>Knowledge: To differentiate between land and waters on an a globe.</p>	<p>Theme: Journeys</p> <p>Key Question: Where are you going?</p> <p>Skills: To make simple maps</p> <p>Knowledge: To use and understand locational language</p>	<p>Theme: Buildings</p> <p>Key Question: What is it like to live here?</p> <p>Skills: To use pictorial evidence</p> <p>Knowledge: To make observations and to talk about change</p>		<p>Theme: The Great Outdoors</p> <p>Key Question: Where are you going?</p> <p>Skills: To talk about their likes/ dislikes about the local environment</p> <p>Knowledge: To observe changes and patterns.</p>
Text	BBC Bitesize Tiddalick the Frog		The Train Ride/ Rosie's Walk	Window		Rosie's Hat
1	<p>Theme: International term Peru</p> <p>Key Question: What is it like to live in this place?</p> <p>Skills: I can recognise simple map features. I can ask questions about my environment and look for answers</p> <p>Knowledge: To respond to questions about where places are, beginning to offer obs about locations similarities and differences, including, location in the world, weather, people; respond to geographical questions about places.</p>		<p>Theme: Amazing Oceans/ Seas of the World</p> <p>Key Question: How do I use an atlas/ map?</p> <p>Skills: I can use a map, atlas, globe to find countries, oceans and seas. I can name features of oceans. I can draw a simple map.</p> <p>Knowledge: Begin to recognise, name and locate the world's continents and oceans. I know how to help protect our oceans.</p>	<p>Theme: Antarctic Adventure / Ernest Shackleton</p> <p>Key Question: What can I learn from using a map/atlas?</p> <p>Skills: I can use a map, atlas, globe to find countries, oceans and seas. I can name features of oceans. I can draw a simple map.</p> <p>Knowledge: Begin to recognise, name and locate the world's continents and oceans. I know how to help protect our oceans.</p>	<p>Theme: Extreme weather: continents and maps</p> <p>Key Question: What is the weather like there? Why?</p> <p>Skills: I can identify daily and seasonal changes. I can use maps to locate the continents.</p> <p>Knowledge: To describe a locality using observations. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Theme: Capital Cities</p> <p>Key question: what are the capital cities in the UK?</p> <p>Skills: I can use a map to locate British capital cities; to locate the countries that make up the UK on a map.</p> <p>Knowledge: To name British cities and towns and some of their geographical features.</p>
Text	Book: Martha Maps It Out		Book: The Secret Life of Oceans	Book: Around Antarctica	Book: Welcome to Our Table	Book: The Big Book of the UK
NC OBJ	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name and locate the world's continents and oceans. • 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. • Identify land use around the school. 					
	Theme: International term USA	Theme: Map Work		Theme: Weather around the		Theme:Seasides- 4



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<p>2</p>	<p>Contrasting localities</p> <p>Key Question: What is it like to live in this place? What do I think and why?</p> <p>Skills: I can investigate physical and human features of my environment</p> <p>Knowledge: To compare Chinnor with a contrasting location</p>	<p>Key Questions: Can I use map work to locate and describe a location?</p> <p>Skills: I can use recognise key features by looking at maps and aerial photographs and I can use compass directions and locational language to describe routes and to find features.</p>		<p>World Rainforests</p> <p>Key Question: How do the seasons affect us?</p> <p>Skills: I can observe and record indifferent ways eg. sketches, diagrams, ICT I can draw a map and use class agreed symbols to make a simple key.</p> <p>Knowledge: To identify changes associated with the seasons</p>		<p>countries vs non-European countries</p> <p>Key Question: How does it compare to where I live?</p> <p>Skills: I can use a map, atlas, globe to find the UK and its 4 countries and other countries, oceans and seas of interest, I can follow directions inc NSEW</p> <p>Knowledge: To use geographical language and find features on a map o use</p>
<p>TEXT</p>	<p>Light House Keeper's Lunch</p>					
<p>NC OBJ</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather; key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 					
<p>3</p>	<p>Theme: Similarities/differences- Passport to the World</p> <p>Key Question: Where is this location? What do you think about it?</p> <p>Skills: I can describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE. I can interpret charts</p> <p>Knowledge: To make observations about physical and human features of places</p>	<p>Theme: Coasts</p> <p>Key Question: What can I find out using a range of resources?</p> <p>Skills: I can link words to topic I can identify the 7 continents and 5 oceans on a world map. I can use a key. I can use letter/no. co-ordinates to locate features on a map.</p> <p>Knowledge: To understand that people can influence and change environments</p>				<p>Theme: Investigating our local area</p> <p>Key Question: How do I make a difference?</p> <p>Skills: I can ask questions and use simple studies to investigate my school, the grounds and the local area</p> <p>Knowledge: To understand that people can influence and change the environment.</p>
<p>TEXT</p>						
<p>NC OBJ</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics.. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 					
	<p>Theme: Locational & place knowledge- Around the World</p>		<p>Theme: Village settlers/ Somewhere to Settle</p>		<p>Theme: Improving the environment & Locational</p>	<p>Theme: Compare/ contrast two similar localities</p>



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4	<p>Key Question: What is this landscape like? What will it be like in the future?</p> <p>Skills: I can investigate places and themes at more than one scale; I can use satellite images, aerial photographs</p> <p>Knowledge: To identify and explain different views of people including themselves, to name, locate and to describe some of the characteristics of the areas.</p>	<p>Key Question: What geographical features encouraged people to settle?</p> <p>Skills: I can ask and respond to questions and offer my own ideas.</p> <p>Knowledge: To describe and understand key aspects of different types of settlements, to name and locate counties and cities of the UK</p>	<p>and place knowledge</p> <p>Key Question: What is this landscape like? What will it be like in the future?</p> <p>Skills: I can collect and record evidence with some aid</p> <p>Knowledge: To summarise changes and to understand the impact and influence of people</p>	<p>Water cycle</p> <p>Key Question: What is similar? What is different?</p> <p>Skills: I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map</p> <p>Knowledge: To describe and understand key aspects of climate zones, biomes and vegetation belts.</p>	
TEXT					
NC OBJ	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 				
5	<p>Theme: International term Arctic and Antarctica-Distribution of natural resources</p> <p>Key Question: What is this landscape like? How has it changed? What made it change? How is it changing?</p> <p>Skills: I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>Knowledge: To describe how physical and human processes can lead to similarities and difference between places</p>	<p>Theme: Changes-Enough for Everyone</p> <p>Key Question: Which physical and political factors influence and cause change to the environment?</p> <p>Skills: I can analyse and explain how water, weather and human impact changes the landscape.</p> <p>Knowledge: To describe the changes that have occurred because of physical and human factors and to give examples</p>		<p>Theme: Marvellous Maps</p> <p>Key Question: What are the geographical features? How do I know?</p> <p>Skills: I can identify and explain different views of people; I can design and use questionnaires to obtain views of community on subject I can use 8 compass points; I can use 4 figure coordinates to locate features on a map.</p> <p>Knowledge: To give reasons for differences and similarities when using primary and secondary sources of evidence; To recognise and use OS map symbols</p>	
TEXT					
NC OBJ	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 				



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	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. <p>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 				
<p>6</p>	<p>Theme: International term Amazing Americas; Rivers; Mountains</p> <p>Key Question: How will I interpret the information?</p> <p>Skills: I can use maps to research factual information about locations and features.</p> <p>Knowledge: To use a variety of maps with different scales and to know what 6 figure Grid References mean and how to calculate them.</p>	<p>Theme: Mountains and Rivers</p> <p>Key Question: How are mountains formed and changed over time?</p> <p>Skills: To use maps to locate and to analyse the height, shape and other mountain features.</p> <p>Knowledge: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>Theme: Our Changing World</p> <p>Key Question: What is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?</p> <p>Skills: I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Knowledge: To describe how physical and human processes can lead to similarities and difference between places and explain the reasons.</p>
<p>TEXT</p>					
<p>NC OBJ</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 				



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Mapping Progression Years 1 and 2					
Using and interpreting	Position and orientation	*Drawing	*Symbols	*Perspective and scale	Using IT
<p>I can find information on aerial photographs.</p> <p>I know that maps give information about the world (where and what?).</p> <p>I can follow a route on a prepared map.</p> <p>I can recognise simple features on maps such as buildings, roads and fields.</p> <p>I recognise that maps need a title.</p> <p>I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>I can begin explaining why places are where they are.</p>	<p>I am beginning to use directional vocabulary.</p> <p>I can say which direction N, S, E, W is for example, using a compass in the playground.</p> <p>I know which direction N is on an Ordnance Survey map.</p>	<p>I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p>	<p>I can use symbols on maps (own and class agreed symbols).</p> <p>I know that symbols mean something on maps.</p> <p>I can find a given Ordnance Survey symbol on a map with support.</p> <p>I am beginning to realise why maps need a key</p>	<p>I can look down on objects and make a plan for example, on desk, high window to playground.</p> <p>I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).</p> <p>I can use large scale, vertical aerial photographs.</p> <p>I know that when you 'zoom in' you see a smaller area in more detail.</p>	<p>I can find places using a postcode or simple name search.</p> <p>I can add simple information to maps for example, labels.</p> <p>I can draw around simple shapes and explain what they are on the map for example, houses.</p> <p>I can measure, with support to show distance for example, my house to school, to the shops.</p> <p>I can zoom in and out of a map.</p> <p>I can draw a simple route.</p> <p>I can highlight areas.</p> <p>I can add an image to a map.</p>
<p>Use: Large scale street maps, large scale Ordnance Survey maps, Aerial photographs, tourist brochure maps, paper maps, storybook maps, IT maps, globes and atlases</p> <p>Introduce: simple grids, four cardinal points, basic IT mapping tools, zoom function of digital maps.</p> <p>Context: -focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds</p> <p>global scale – world maps, globes and through story.</p>					

Mapping Progression Years 3 and 4					
Using and interpreting	Position and orientation	*Drawing	*Symbols	*Perspective and scale	Using IT
<p>I can use atlases, maps and globes.</p> <p>I can use large scale maps outside.</p> <p>I can use maps at more than one scale.</p> <p>I can make and use simple route maps.</p> <p>I can locate photos of features on maps.</p> <p>I can use oblique and aerial views.</p>	<p>I can use simple grids.</p> <p>I can give direction instructions up to 8 cardinal points.</p> <p>I can use 4- figure coordinates to locate features.</p> <p>I know that 6 figure Grid References can help you find a place more accurately than</p>	<p>I can make a map of a short route with features in correct order.</p> <p>I can make a map of small area with features in correct places.</p>	<p>I can use plan views regularly.</p> <p>I can give maps a key with standard symbols.</p> <p>I can use some Ordnance Survey sty</p>	<p>I can use maps and aerial views to help me talk about for example, views from high places.</p> <p>I can make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m².</p> <p>I can use the scale bar to</p>	<p>I can use the zoom function to locate places.</p> <p>I can use the zoom function to explore places at different scales.</p> <p>I can add a range of annotation labels and text to help me explain features and places.</p> <p>I can highlight an area on a map and measure it using the Area</p>



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<p>I can recognise some patterns on maps and begin to explain what they show.</p> <p>I can give maps a title to show their purpose.</p> <p>I can use thematic maps.</p> <p>I can explain what places are like using maps at a local scale.</p> <p>I recognise that contours show height and slope.</p>	4- figure coordinates.			<p>estimate distance.</p> <p>I can use the scale bar to calculate some distances.</p> <p>I can relate measurement on maps to outdoors (using paces or tape).</p>	<p>Measurement Tool.</p> <p>I can use grid references in the search function.</p> <p>I can use the grid reference tool to record a location.</p> <p>I can highlight areas within a given radius.</p> <p>I can add photographs to specific locations.</p>
<p>Use: Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, 4-figure coordinates. a range of different maps for example, tourist brochure, paper and IT maps, storybook maps, atlases, 6-figure coordinates.</p> <p>Introduce: what 6-figure Grid References mean, • 8 cardinal points, • greater independence in using IT mapping tools.</p> <p>Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>					

Mapping Progression Years 5 and 6					
Using and interpreting	Position and orientation	*Drawing	*Symbols	*Perspective and scale	Using IT
<p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can follow routes on maps saying what is seen.</p> <p>I can use index and contents page of atlas. I can use thematic maps for specific purposes.</p> <p>I know that purpose, scale, symbols and style are related.</p> <p>I can appreciate different map projections.</p> <p>I can interpret distribution maps and use thematic maps for information</p> <p>I can follow a route on 1:50 000 Ordnance Survey map;</p> <p>I can describe and interpret relief features</p>	<p>I can use 4 and 6- figure coordinates to locate features.</p> <p>I can give directions and instructions to 8 cardinal points.</p> <p>I can align a map with a route.</p> <p>I can use latitude and longitude in an atlas or globe.</p>	<p>I can make sketch maps of an area using symbols and key.</p> <p>I can make a plan for example, garden, play park; with scale.</p> <p>I can design maps from descriptions.</p> <p>I can draw thematic maps for example, local open spaces.</p> <p>I can draw scale plans.</p>	<p>I can use agreed and Ordnance Survey symbols.</p> <p>I appreciate maps cannot show everything.</p> <p>I can use standard symbols</p> <p>I know 1:50.000 symbols and atlas symbols.</p>	<p>I can use a range of viewpoints up to satellite.</p> <p>I can use models and maps to talk about contours and slope.</p> <p>I can use a scale bar on all maps.</p> <p>I can use a linear scale to measure rivers.</p> <p>I can describe height and slope using maps, fieldwork and photographs.</p> <p>I can read and compare map scales.</p> <p>I can draw measured plans for example, from field data.</p>	<p>I can find 6-figure grid references and check using the Grid Reference Tool.</p> <p>I can combine area and point markers to illustrate a theme.</p> <p>I can use maps at different scales to illustrate a story or issue.</p> <p>I can use maps to research factual information about locations and features.</p> <p>I can use linear and area measuring tools accurately.</p>
<p>Use: Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>					



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	geographical language to describe feature or location e.g hill/local/a road/coastline/ woods	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/ plain/location/ industry/transport	·to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley	·to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland	·describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry (builds on questions from previous years)	ask geographical questions e.g. what is it like to live in this place?	ask geographical questions –where is this place? what is it like? How has it changed?	ask geographical questions: where is this location? What do you think about it?	ask questions –what is this landscape like? what will it be like in the future?	ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?	ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?
	express own views about a place, people, environment	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
	recognise how places have become the way they are e.g. shops (patterns and processes)	recognise how places have become the way they are e.g. shops (patterns and processes)	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling	identify and explain different views of people including themselves	identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject	identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
	observe and record e.g. identify buildings on a street – memory maps	observe and record in different ways eg. sketches, diagrams, ICT	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity
	communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	communicate in ways appropriate to task and audience	communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school



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Fieldwork	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Fieldwork: where, why? Use fieldwork techniques</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including: • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street) • drawing a freehand map (e.g. of the school grounds, local street or park) • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations • using a simple compass and cardinal compass directions (north, south, west, east) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) • making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) • using a questionnaire (e.g. to find out the most popular options for improving playtimes) • collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties • using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including: • making models, annotated drawings and field sketches to record observations • drawing freehand maps of routes (e.g. of a walk to a site in the local area) • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings for a specific purpose (e.g. traffic noise) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) • designing and conducting interviews (e.g. to investigate which spaces/places local people value) • using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) • using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school) • developing a simple method of recording their feelings about a place or site</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including: • making models, annotated drawings and field sketches to record observations • drawing freehand maps (e.g. of a site they have visited) • relating large-scale plans to the fieldwork site, identifying relevant features • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings (e.g. to create soundscapes) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • using standard field sampling techniques appropriately (e.g. taking water samples from a stream) • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance • conducting a transect to observe changes in buildings and land use</p>



Progression Map

Locational Knowledge

Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.

Children can:

- a** name and locate the world's seven continents and five oceans;
- b** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- c** use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

Place Knowledge

KS1

LKS2

UKS2

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- a** compare the UK with a contrasting country in the world;
- b** compare a local city/town in the UK with a contrasting city/town in a different country;
- c** use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.

Human and Physical Geography

Building on EYFS knowledge of how environments may vary, children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum



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Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- a** 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;
- b** 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;
- c** use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

KS1

LKS2

UKS2

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to learn how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a** use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b** use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c** devise a simple map; and use and construct basic symbols in a key;
- d** use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- e** use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.



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Topic	Locational	Place	Human & physical	Skills and fieldwork
Y1 International term	a b c	a b c	a b c	a b c d e
Christopher Columbus/ Amazing Oceans	a b c	a b c	a b c	a b c d e
Antarctic Adventure	a b c	a b c	a b c	a b c d e
Extreme weather	a b c	a b c	a b c	a b c d e
Royalty	a b c	a b c	a b c	a b c d e
Y2 International term contrasting localities	a b c	a b c	a b c	a b c d e
Map work	a b c	a b c	a b c	a b c d e
Weather/rainforests	a b c	a b c	a b c	a b c d e
An Island home	a b c	a b c	a b c	a b c d e

Locational Knowledge

LKS2

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding, recognising and identifying key physical and human geographical features.

Children can:

- a** locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;
- b** name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- c** 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;
- d** use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.



Place Knowledge

LKS2

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

KS2 Geography National Curriculum

Children can 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.

Children can:

- a** understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- b** explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;
- c** understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- d** explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;
- e** use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Human and Physical Geography LK2

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

Children can:

describe and understand key aspects of:

- a** physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b** human geography, including: types of settlement and land use;
- c** Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food

Geographical Skills and Fieldwork LK2

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).



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Children can:

- a** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b** use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c** use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d** use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Topic	Locational	Place	Human & physical	Skills and fieldwork
Y3				
International term	a b c d	a b c d e	a b c	a b c d
Coasts	a b c d	a b c d e	a b c	a b c d
Investigating the local area	a b c d	a b c d e	a b c	a b c d
Y4				
International term All around the world	a b c d	a b c d e	a b c	a b c d
Somewhere to settle	a b c d	a b c d e	a b c	a b c d
Improving the environment	a b c d	a b c d e	a b c	a b c d
What is it like in Whitby?	a b c d	a b c d e	a b c	a b c d

Locational Knowledge

UKS2

Children begin to explore Eastern Europe and South America, using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

Children can:

- a** use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- b** name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over



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time;

c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

KS2 Geography National Curriculum

Children can 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.

Children can:

- a** understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- b** understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- c** use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Geography

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.



Children can:

describe and understand key aspects of:

a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

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;

c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Children can:

a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

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;

c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Topic	Locational	Place	Human & physical	Skills and fieldwork
Y5				
International term Arctic and antarctic	a b c d	a b c d e	a b c	a b c d
Enough for Everyone	a b c d	a b c d e	a b c	a b c d
Marvellous maps	a b c d	a b c d e	a b c	a b c d
Y6				
Amazing Americas	a b c d	a b c d e	a b c	a b c d
Raging rivers Magnificent mountains	a b c d	a b c d e	a b c	a b c d
Our Changing World	a b c d	a b c d e	a b c	a b c d