

LifeFull Schools Geography Curriculum Map 2025-26

EYFS - Understanding of the world

Nursery Autumn	Nursery Spring	Nursery Summer
Children are aware of where they live and have some knowledge of their local environment.	Children are familiar with their local environment and know how it is different/ similar to other areas.	Children know what country they live in, where their family was born and countries that are important to their family. They know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception Autumn	Reception Spring	Reception Summer
Children know what country they live in, where their family was born and countries that are important to their family. They know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Children begin to explore map- making in a variety of ways, following simple maps in the immediate environment. For example- collecting items found - journey sticks and designing and following treasure maps.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

KS1

Year 1				
Autumn	Y1 Spring 1	Y1 Spring 2	Y1 Summer 1	Y1 Summer 2
Thinking like a geographer - weather and seasonal changes (a geographer notices and records patterns) X1 lesson introducing the seasons in UK (LI: To identify the features of the four seasons) - ext chn to think about length of the day, hours of daylight, weather patterns,	Mapping the world - continents and oceans Locational Knowledge Geographical Skills and		Human and Physical Geography - Isle of Coll and the difference with London	

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changes to animals e.g. hibernate, burying nuts, migrating birds), frost on leaves, frog spawn, baby birds preparing to fly, fruit harvest etc HA - seasons caused by tilt of earth and proximity to the sun X1 weather symbols and how we will observe and record the weather (wet and dry days over 2 weeks) (LI: To make observations, spot patterns and record them) - how do geographers record their observations - drawing pictures, writing notes, taking photos, recording information in tables) Geographical enquiry over autumn term e.g. exploring signs of Autumn in the school grounds and recording these for short periods of time, multiple times. (LI: To notice, locate and explore signs of Autumn) Geographical enquiry over autumn term/early spring term - exploring signs of winter in the school grounds and recording these (LI: To notice, locate and explore signs of Winter) X1 lesson comparing weather patterns, and seasonal changes in Autumn and winter. (drawing or writing)	Fieldwork Human and Physical Geography		Locational Knowledge Geographical Skills and Fieldwork Human and physical geography Place Knowledge	
Links to writing core texts - Autumn Term: Lost of Found by Oliver Jeffers - cold climate (South Pole/Antarctica) - Spring Term: Leaf by Sandra Dieckmann - cold climate (North Pole/Arctic) - Summer Term: Katie Morag Stories by Mairi Hedderwick - Isle of Coll Case study Region and Country Isle of Coll, Scotland				
Year 2				

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Y2 Autumn 1	Y2 Autumn 2	Y2 Spring 1	Y2 Spring 2	Y2 Summer 1	Y2 Summer 2
The United Kingdom Local Area Study - mapping the school playground/local park Inc Compass directions. Locational Knowledge Geographical skills and fieldwork Human and Physical Geography		Weather - compare hot & cold areas in the world - their location and characteristics Hot places: Deserts & rainforests What are hot places like? Where are hot places located? Cold Places Locational Knowledge Human and Physical Geography Place Knowledge		Human and Physical Geography - Jamaica Locational Knowledge Geographical Skills and Fieldwork Human and physical geography Place Knowledge Where is Jamaica located? What are some of the features (physical and human) of Jamaica? How are these different from London? What is life like in Jamaica? What is school like in Jamaica? How is this similar and different to our school? How is our local area linked to Jamaica? Families, culture, carnival etc. Compare and contrast to the local area	
Links to writing core texts:					

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- Autumn Term: The Journey Home by Fran Preston-Gannon - cold climate (North Pole/Arctic)
- Spring Term:
- Summer Term: Look Back by Trish Cooke and Caroline Binch - this is set in Dominica. It was studied in Spring Term. When studying St Lucia, make links to both countries being part of the Caribbean. Look at maps - where are they in relation to each other, size, similarities in physical features.

Case study Region and Country

St Lucia

National curriculum for KS2

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

3 4 5 6 Every year group

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- **physical geography**, including: **climate zones**, **biomes and vegetation belts**, **rivers**, **mountains**, **volcanoes and earthquakes**, and the **water cycle**
- **human geography**, including: **types of settlement and land use**, **economic activity including trade links**, and the **distribution of natural resources including energy, food, minerals and water**

Geographical skills and fieldwork

- **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
- **use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**
- **use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**

LKS2

Year 3					
Y3 Autumn 1	Y3 Autumn 2	Y3 Spring 1	Y3 Spring 2	Y3 Summer 1	Y3 Summer 2
Locate UK in relation to Europe Name and locate countries and cities in UK Focus on London - What's a city? Locational Knowledge	Compare and contrast London with Mousehole Locational Knowledge Geographical skills and fieldwork Human and Physical Geography	Volcanoes What is the earth made of? Why do volcanoes erupt? Where do volcanoes occur? Why do people live near volcanoes? Locational Knowledge	Earthquakes Why do earthquakes occur? Why are they so dangerous? How do people stay safe living in an earthquake zone? Locational Knowledge	Geographical inquiry Bowling Alley Locational Knowledge Human and Physical Geography	Geographical inquiry Bowling Alley continued Locational Knowledge Human and Physical Geography

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Geographical skills and fieldwork Human and Physical Geography		Human and Physical Geography	Human and Physical Geography		
Links to writing core texts: - Autumn Term: The Mousehole Cat by Antonia Barber (set in Cornwall) - Spring Term: The Girl with the Brave Heart by Rita Jahanforuz - set in Teran - Summer Term: Attila the Hen by Paddy Mounter - set in English countryside, farming, battery farming; Queen of the Falls by Chris Van Ahlsburg - set in Canada, Niagara Falls. Case study Region and Country Cornwall, England					
Year 4					
Y4 Autumn 1	Y4 Autumn 2	Y4 Spring 1	Y4 Spring 2	Y4 Summer 1	Y4 Summer 2
What are natural resources and where are they located? (Electricity, coal, oil etc) - Human and physical - - Where are resources? What natural resources does the UK have? Environmental effects (pollution etc) - How do we produce energy? What does the future hold? - Locational Knowledge - world map work (Iceland, New Zealand)	South Africa - Diamond and Gold mines in South Africa. - Locational Knowledge - using maps to locate South Africa - Human and physical geography - distribution of natural resources, land use, economic activity	What is Migration? Why do people move? How does migration affect people and places? - Locational Knowledge - worlds countries - Human and physical geography - Natural disasters, economic activity	Geographical investigation (skills & fieldwork) Enquiry question: How can the streets in our area be safer for pedestrians? Locational Knowledge Human and physical geography Geographical skills and fieldwork	Rivers - Where does water come from? How do rivers start and where do they end? How do rivers shape the land? Where are the world's great rivers? Locational Knowledge Human and physical geography (revise water cycle) Geographical skills and fieldwork	Geographical investigation (skills & field work) How are rivers used? How can we find out about the River Thames? What features does the River Thames have? Visit the River Thames - Human and physical geography - What happens when a river floods? - Locational Knowledge - Human and physical geography

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					Geographical skills and fieldwork What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape? How does the River Thames change throughout its course? How do people interact with the River Thames and surrounding landscape? Why is the River Thames liable to flooding? What is the role of the Thames Flood Barrier in preventing flooding? How does the Thames Flood Barrier work?
Links to writing core texts: - Autumn Term: Journey to Jo-burg by Beverley Naidoo - set in South Africa. - Spring Term: The Happy Prince by Oscar Wilde - depicts a number of major landmarks across the world. It is set in a non-defined European city. The swallow needs to migrate to Egypt. - Summer Term: Coming to England by Floella Benjamin - migration from Trinidad to London; The Pied Piper of Hamelin by Micheal Murpurgo - set in Hamelin, Germany; Just a Dream by Chris Van Ahlsburg - environmental themes of the text are different types of pollution, food miles, overfishing. Case study Region and Country South Africa					

UKS2

Year 5					
Y5 Autumn 1	Y5 Autumn 2	Y5 Spring 1	Y5 Spring 2	Y5 Summer 1	Y5 Summer 2
Maps study - local area Including four figure grid references and land-use over time - this needs to be added Locational Knowledge Geographical Skills and Fieldwork Human and physical geography	Geographical investigation Mapping - (planning a trip to Hampshire, taking in the Gordon Brown Centre Locational Knowledge Geographical Skills and Fieldwork Human and physical geography	Biomes - What is a biome? Where are they? Climate zones Biomes - compare two biomes (Rainforests and Arctic) (Trip to Kew Gardens) Locational Knowledge Human and physical geography	Position in the world - longitude, latitude Equator Northern and Southern hemisphere Tropics of Cancer and Capricorn Link to climate and heat/temperature around the planet Locational Knowledge Human and physical geography	Place knowledge - a study of Brazil Geographical society link (Recap to rainforest biome) Links to rivers links to Carnival focus on a region (Rio's land use, tourism) Compare London to Rio (compare the Amazon to the Thames) Where is Brazil? Identification of the human and physical features. Investigate the Brazilian climate. Urbanisation - why do people move to the cities? What is life like in cities for young people - compare with London	(Time zones) Locational Knowledge Human and physical geography Place Knowledge

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				Explore Brazilian cultural - indigenous people and carnival Locational Knowledge Human and physical geography Place Knowledge	
Links to writing core texts: - Autumn Term: Oranges in No Man's Land by Elizabeth Laird - set in Lebanon - Spring Term: The Windrush Child by Benjamin Zephaniah and The Windrush (poem) by John Agard - migration from Caribbean. - Summer Term: Street Child by Berlie Doherty - set in Victorian London, slums (Rio). The Great Kapok Tree. Case study Region and Country Rio, Brazil - links to learning in history about the Notting Hill Carnival (Rio Carnival). Comparisons could also be made to the living conditions of slums in Victorian England.					
Year 6					
Y6 Autumn 1	Y6 Autumn 2	Y6 Spring 1	Y6 Spring 2	Y6 Summer 1	Y6 Summer 2
Mapping - 6 figure grid references Locational Knowledge Geographical Skills and Fieldwork Human and physical geography	Globalisation - is the world a better place because of globalisation? Trade - where has our food come from? Locational Knowledge Human and physical geography	Geographical investigation - Fieldwork Environmental challenges: Impact of pollution on the local environment. Locational Knowledge Human and physical geography	Environmental challenges: (i) Climate change Pollution with a focus on polar and tropical regions Locational Knowledge Human and physical geography	Germany - European Country study Where is Germany located in Europe? What countries border Germany? How is Germany similar and different to the U.K? The language and culture? Where are the Alps located? Where are the Alps	Mountains Mountains - Alps How are they formed? Where are the biggest mountain ranges in the world? Locational Knowledge Human and physical geography Place Knowledge

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				located in Germany? What is it like in the Alps? What do people do for a living in the Alps? What is it like living in the Alps? How is this different from London? What are some of the challenges facing people who live in the German alps? Locational Knowledge - countries and capital cities in Europe Human and physical geography Name key physical and human features in Europe Place Knowledge - compare two regions	
Links to writing core texts: - Autumn Term: Skellig, Rebound, Romeo and Juliet and A Christmas Carol - Spring Term: Amal Unbound - Summer Term: Anne Frank's Diary by Anne Frank - set Germany and Amsterdam; I am David by Anne Holm - set in Eastern Europe and Italy. Case study Region and Country Germany					