

Geography Curriculum Knowledge and Skills Overview

	EYFS					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Daily Weather/Seasons -Autumn walk- seasonal changes -Introduce simple map on walk	Daily Weather/Seasons -Local community walks -Post box walk -Use simple map on walk	Daily Weather/Seasons -Winter Seasonal changes Our Local Area- Fleetwood -Map of classroom/school China Study -Similarities and differences between the place, people, flag, buildings. Chinese New Year	Daily Weather/Seasons -Spring Seasonal changes Maps -Local community walks -Map of local area	Daily Weather/Seasons -Record the weather Recycling Maps -Draw information from a simple map	Daily Weather/Seasons -Summer Seasonal changes -Record the weather Maps -Look at aerial view of the school
EYFS Statutory Framework	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Key Vocabulary	weather, seasons, autumn, map, near, far	weather, seasons, autumn, map, near, far	weather, seasons, winter, map, school, classroom, flag, China, Charles Saer	weather, seasons, spring, community, local area	weather, seasons, map	weather, seasons, summer, aerial view, school



Currently Yr 1 and 2, 3 and 4 and 5 and 6 are on cycle B due to previous mixed year groups. From 2026-27 Yr 2, 4 and 6 units will change

	Year 1		
	Autumn	Spring	Summer
Unit	Our School	Our Country	Our World
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 Geography -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. -use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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.
Key Vocabulary	Compass, North, South, East, West, map, key, human features, school, building, car park, playground, physical features, vegetation, plants, grass, trees, soil	Physical geography - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather, Loch Ness, white cliffs of Dover, Ben Nevis, Pennines, Heddon Valley Human geography - city, town, village, factory, farm, house, office, port, harbour, shop, North, South, East,	Continent - Africa, Europe, Kenya, physical and human features, Fleetwood, Nairobi, farm, skyscraper, Nairobi River, Nairobi National Park

		<p>West, near, far, left, right, Blackpool Tower, Angel of the North, Stonehenge, Big Ben, Hadrian's Wall, Edinburgh castle</p> <p>Country - England, Northern Ireland, Scotland, Wales, Capital city - London, Belfast, Edinburgh, Cardiff, Sea - English Channel, Irish Sea, North Sea</p>	
Key Knowledge (Substantive)	<ul style="list-style-type: none"> • To know we live in Fleetwood • To know where school is on a map • To use positional language to describe where things are in the classroom • To know how to make a simple map • To suggest ways to. Improve our school. 	<ul style="list-style-type: none"> • To know that England, Northern Ireland, Scotland and Wales are the countries which make up the UK • To know what a village is • To know what a town is • To know what a city is • To know the differences between a village, town and city • To recognise physical and human landmarks in the UK 	<ul style="list-style-type: none"> • To know where Kenya is • To know what farming is like in Nairobi and Fleetwood • To know and recognise human features in Nairobi • To know and recognise physical features in Nairobi • To identify similarities and differences between Nairobi and Fleetwood.
Key Skills (Disciplinary)	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and its grounds • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features (aerial Photos, symbols for a key, simple maps, simple fieldwork and observational skills) 	<p>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.</p>	<ul style="list-style-type: none"> • use maps, atlases and globes • compare area in UK with area in Kenya



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	Year 2		
	Autumn	Spring	Summer
Unit	Our School	Our Country	Our Wonderful World
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 Geography -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. -use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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.
Key Vocabulary	Compass, North, South, East, West, map, key, human features, school, building, car park, playground, physical features, vegetation, plants, grass, trees, soil	Physical geography - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather, Loch Ness, white cliffs of Dover, Ben Nevis, Pennines, Heddon Valley Human geography - city, town, village, factory, farm, house, office, port, harbour, shop, North, South, East, West, near, far, left, right, Blackpool Tower, Angel of the North, Stonehenge,	Continent - Africa, Europe, Kenya, physical and human features, Fleetwood, Nairobi, farm, skyscraper, Nairobi River, Nairobi National Park

		<p>Big Ben, Hadrian's Wall, Edinburgh castle</p> <p>Country - England, Northern Ireland, Scotland, Wales, Capital city - London, Belfast, Edinburgh, Cardiff, Sea - English Channel, Irish Sea, North Sea</p>	
Prior Knowledge	<p>EYFS - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw information from a simple map.</p>	EYFS -	<p>EYFS - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p>
Key Knowledge (Substantive)	<ul style="list-style-type: none"> To know we live in Fleetwood To know where school is on a map To use positional language to describe where things are in the classroom To know how to make a simple map <p>To suggest ways to. Improve our school.</p>	<ul style="list-style-type: none"> To know that England, Northern Ireland, Scotland and Wales are the countries which make up the UK To know what a village is To know what a town is To know what a city is To know the differences between a village, town and city <p>To recognise physical and human landmarks in the UK</p>	<ul style="list-style-type: none"> To know where Kenya is To know what farming is like in Nairobi and Fleetwood To know and recognise human features in Nairobi To know and recognise physical features in Nairobi <p>To identify similarities and differences between Nairobi and Fleetwood.</p>
Key Skills (Disciplinary)	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and its grounds 	<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, 	<ul style="list-style-type: none"> use maps, atlases and globes compare area in UK with area in Kenya

	<ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features (aerial Photos, symbols for a key, simple maps, simple fieldwork and observational skills) 	continents and oceans studied at this key stage.	
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	Year 3		
	Autumn	Spring	Summer
Unit	Where to Settle?	Living in Europe	Rivers
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -name and locate cities of the United Kingdom -describe and understand key aspects of human geography, including types of settlement and land use 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe and understand key aspects of physical geography including rivers and the water cycle
Key Vocabulary	Fleetwood, county, North West, Lancashire, settlements, land use, hamlet, village, town, city, central business district (CBD), rural area, urban area, agriculture, housing,	Capital cities, London, Paris, Madrid, Rome, Athens, Amsterdam, Berlin, Copenhagen, Budapest, Stockholm, countries, UK, Ireland, Spain, France, Portugal, Germany, Italy, Poland,	River, mountain, water cycle, evaporation, condensation, precipitation, collection, water vapour, River Wyre, source, mouth, upper course, middle course, lower course,

	<p>industrial, business, leisure, retail, healthcare, entertainment, electricity, transport links</p>	<p>Denmark, The Netherlands, Greece, Sweden, the mainland, the islands and the Peloponnese, the Attica region, economic activity, tourism trade, feta cheese, hummus and breadsticks, Greek yoghurt and honey, tzatziki pita bread, olives, mountainous, Mount Olympus, volcanoes, Santorini, Milos, climate, Pennines.</p>	<p>floodplain, tributary, oxbow lake, meander, tributaries, waterfall, valleys, springs, erosion, transportation, deposition, flooding, fluvial, pluvial, coastal, plumbing</p>
<p>Key Knowledge (Substantive)</p>	<ul style="list-style-type: none"> • To know where Fleetwood is on a map • To name and locate major cities nearby to Fleetwood • To know what a settlement is • To know the features of a hamlet, village, town and city • To know what land use is like in rural areas • To know what land use is like in urban areas • To know what early settlers looked for when deciding where to live • To know what people need know when deciding where to live • To know how land is used in settlements 	<ul style="list-style-type: none"> • To name some European countries • To name some capital cities in Europe • To know where Greece is • To know why people choose to go on holiday in Greece • To name some national Greek dishes • To know what it's like on the Greek coast • To know how the Mediterranean coast compares to the Fylde Coast 	<ul style="list-style-type: none"> • To understand why rivers don't run out of water • To know how a river is formed • To know the main parts of a river • To know how rivers change • To know what causes a river to flood • To know some features of rivers around the world

	<ul style="list-style-type: none"> To know what different land use looks like on a map 		
Key Skills (Disciplinary)	<ul style="list-style-type: none"> Use maps to look at different land uses. Use maps to recognise what different settlements look like. To draw a map with a key showing a settlement. 	<ul style="list-style-type: none"> Use world maps, atlases and globes. 	<ul style="list-style-type: none"> Sketch work- children to draw a labelled sketch of their visit to the river Wyre. Using maps to look at the river's journey. Using a compass to navigate the walk along the river. What direction does the river flow?

	Year 3/4 and 4		
	Autumn	Spring	Summer
Unit	Where to Settle?	Living in Europe	Rivers
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -name and locate cities of the United Kingdom -describe and understand key aspects of human geography, including types of settlement and land use 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe and understand key aspects of physical geography including rivers and the water cycle
Key Vocabulary	Fleetwood, county, North West, Lancashire, settlements, land use, hamlet, village, town, city, central	Capital cities, London, Paris, Madrid, Rome, Athens, Amsterdam, Berlin, Copenhagen, Budapest, Stockholm,	River, mountain, water cycle, evaporation, condensation, precipitation, collection, water vapour,

	business district (CBD), rural area, urban area, agriculture, housing, industrial, business, leisure, retail, healthcare, entertainment, electricity, transport links	countries, UK, Ireland, Spain, France, Portugal, Germany, Italy, Poland, Denmark, The Netherlands, Greece, Sweden, the mainland, the islands and the Peloponnese, the Attica region, economic activity, tourism trade, feta cheese, hummus and breadsticks, Greek yoghurt and honey, tzatziki pita bread, olives, mountainous, Mount Olympus, volcanoes, Santorini, Milos, climate, Pennines.	River Wyre, source, mouth, upper course, middle course, lower course, floodplain, tributary, oxbow lake, meander, tributaries, waterfall, valleys, springs, erosion, transportation, deposition, flooding, fluvial, pluvial, coastal, plumbing
Key Knowledge (Substantive)	<ul style="list-style-type: none"> • To know where Fleetwood is on a map • To name and locate major cities nearby to Fleetwood • To know what a settlement is • To know the features of a hamlet, village, town and city • To know what land use is like in rural areas • To know what land use is like in urban areas • To know what early settlers looked for when deciding where to live • To know what people need know when deciding where to live 	<ul style="list-style-type: none"> • To name some European countries • To name some capital cities in Europe • To know where Greece is • To know why people choose to go on holiday in Greece • To name some national Greek dishes • To know what it's like on the Greek coast <p>To know how the Mediterranean coast compares to the Fylde Coast</p>	<ul style="list-style-type: none"> • To understand why rivers don't run out of water • To know how a river is formed • To know the main parts of a river • To know how rivers change • To know what causes a river to flood • To know some features of rivers around the world •

	<ul style="list-style-type: none"> To know how land is used in settlements To know what different land use looks like on a map 		
Key Skills (Disciplinary)	<ul style="list-style-type: none"> Use maps to look at different land uses. Use maps to recognise what different settlements look like. To draw a map with a key showing a settlement. 	<ul style="list-style-type: none"> Use world maps, atlases and globes. 	<ul style="list-style-type: none"> Sketch work- children to draw a labelled sketch of their visit to the river wyre. Using maps to look at the river's journey. Using a compass to navigate the walk along the river. What direction does the river flow?

	Year 5/6		
	Autumn	Spring	Summer
Unit	Energy and Our Natural Resources	Mountains	Maps
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe and understand aspects of human geography, including the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -name and locate land use patterns and understand how some of these aspects have changed over time 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -name and locate geographical regions and their identifying human and physical characteristics, key topographical features, including hills and mountains -describe and understand key aspects of mountains 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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
Key Vocabulary	land use, recreational, residential, commercial, agricultural, transport, rural, urban, forestry, industry, farming, urbanisation, erosion, natural resources, fossil fuels, renewable energy, crops, livestock, wind, solar, tidal, hydro-electric, biothermal, geothermal, power stations, mining, import, arable	mountain, mountain range, summit, slopes, face, sides, ridge, valley, fold mountains, fault-block mountains, volcanic mountains, dome mountains, plateau mountains, Pyrenees, Alps, Uran, Tian Shan, Himalayas, Great Dividing Range, Rwenzori, Atlas, Andes, Appalachian Mountains, Sierra Nevada, Rocky Mountain, Snowdon, Pen Y Fan, Carnedd Llewelyn, Mount Everest, Scafell Pike, Helvellyn, Cross Fell, Ben Nevis, Ben Macdui, Merrick, Slieve Donard, Slieve Commedagh, Sawel, contour lines, spot heights, layer colouring, climate, hypothermia, avalanches, landslides, altitude sickness	atlas, index, map, grid references, eastings, northings, coordinates, compass, north, east, south west, north west, north east, south east, south west, north north east, east north east, east south east, south south east, south south west, west south west, north west north, north north west, aerial map, Ordnance Survey Map, political map, physical map, thematic map, topographical map, road map
Key Knowledge (Substantive)	<ul style="list-style-type: none"> • To know how land is used in the UK • To know how land use has changed over time • To know how our coastlines have changed • To know where the UK gets its natural resources from • To know what fossil fuels are • To know how we use fossil fuels in the UK 	<ul style="list-style-type: none"> • To know the key features of a mountain • To know how mountains are made • To be able to name the most famous mountain ranges around the world • To know how to find a UK mountain on a map • To know what it's like to live in a mountainous area 	<ul style="list-style-type: none"> • To know what an atlas is and how to use one • To know how to locate places on a map • To understand what symbols on a map mean • To know how to describe routes on a map • To know what different maps show

	<ul style="list-style-type: none"> To name some alternatives to fossil fuels To know where our food comes from 		
Key Skills (Disciplinary)	Map skills (comparing how land use has changed).	Use world maps, atlases and globes.	Use world maps, atlases and globes.
Cross Curricular Links			

	Year 6		
	Autumn	Spring	Summer
Unit	Energy and Our Natural Resources	Mountains	Maps
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe and understand aspects of human geography, including the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -name and locate land use patterns and understand how some of these aspects have changed over time 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -name and locate geographical regions and their identifying human and physical characteristics, key topographical features, including hills and mountains -describe and understand key aspects of mountains 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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
Key Vocabulary	land use, recreational, residential, commercial, agricultural, transport,	mountain, mountain range, summit, slopes, face, sides, ridge, valley, fold	atlas, index, map, grid references, eastings, northings, coordinates,

	rural, urban, forestry, industry, farming, urbanisation, erosion, natural resources, fossil fuels, renewable energy, crops, livestock, wind, solar, tidal, hydro-electric, biothermal, geothermal, power stations, mining, import, arable	mountains, fault-block mountains, volcanic mountains, dome mountains, plateau mountains, Pyrenees, Alps, Uran, Tian Shan, Himalayas, Great Dividing Range, Rwenzori, Atlas, Andes, Appalachian Mountains, Sierra Nevada, Rocky Mountain, Snowdon, Pen Y Fan, Carnedd Llewelyn, Mount Everest, Scafell Pike, Helvellyn, Cross Fell, Ben Nevis, Ben Macdui, Merrick, Slieve Donard, Slieve Commedagh, Sawel, contour lines, spot heights, layer colouring, climate, hypothermia, avalanches, landslides, altitude sickness	compass, north, east, south west, north west, north east, south east, south west, north north east, east north east, east south east, south south east, south south west, west south west, north west north, north north west, aerial map, Ordnance Survey Map, political map, physical map, thematic map, topographical map, road map
Key Knowledge (Substantive)	<ul style="list-style-type: none"> To know how land is used in the UK To know how land use has changed over time To know how our coastlines have changed To know where the UK gets its natural resources from To know what fossil fuels are To know how we use fossil fuels in the UK To name some alternatives to fossil fuels <p>To know where our food comes from</p>	<ul style="list-style-type: none"> To know the key features of a mountain To know how mountains are made To be able to name the most famous mountain ranges around the world To know how to find a UK mountain on a map <p>To know what it's like to live in a mountainous area</p>	<ul style="list-style-type: none"> To know what an atlas is and how to use one To know how to locate places on a map To understand what symbols on a map mean To know how to describe routes on a map To know what different maps show
Key Skills (Disciplinary)	Map skills (comparing how land use has changed).	Use world maps, atlases and globes.	Use world maps, atlases and globes.

