



## Geography Coverage 2025-2026

AIM	Pupils should develop and extend their geographical skills and knowledge beyond their locality including the United Kingdom, Europe and North and South America. Pupils should identify the characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical understanding and skills to identify the position and significance of locational and place knowledge. Children should use maps, atlases, fieldwork and geographical vocabulary with increasing confidence. Pupils should identify the topography of areas around the world and develop an understanding of the interactions within the environment. Pupils should build curiosity through questioning and fieldwork to make meaningful connections between people, places and environments to gain a wider understanding of the ever-changing world.								
	PRE SCHOOL	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ADVENT	Understanding the World in the Early Years focuses on helping children make sense of their lives and the world around them by exploring people, communities and the natural environment. Through play, stories and real-life experiences, children learn about family, similarities and differences, nature, seasons, animals and changes in the world, developing curiosity, respect for others, and an understanding beyond their immediate experiences. (CLL and UW link)			<b>Our School and Farley Hill</b>  (Fieldwork study)  Key knowledge- Locate the school on a map and identify human and physical features in the local area.	<b>Mapping the World; Continents and Oceans</b>  Key knowledge- Name and locate the world's seven continents and five oceans	<b>Topography of UK</b>  Key knowledge- Countries and geographical regions in the UK. Key topographical features (including hills, mountains, coasts and rivers) of the UK.	<b>Region Study Geography around the world</b>  Climate zones, biomes and vegetation belts.  Field work study – local ecosystem	<b>Economic Activity</b>  Key knowledge- Identifying the impact of local and global trading including exports and imports. How does tourism impact on the economy of the UK and other places in the world?	<b>Population</b>  Key knowledge- To identify push and pull factors of migration, understand birth and death rates.  Fieldwork study - impact of population on the local area.
				LENT	Explore and respond to different natural phenomena in their setting and on trips.	Talk about what they see, using a wide vocabulary	Draw information from a simple map.	<b>The United Kingdom</b>  Key Knowledge – Naming and locating countries of the UK and describing weather patterns	<b>Hot and Cold Places</b>  Key knowledge- recognise seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Make connections between climate and the equator.
PENTECOST	Make connections between the features of their family and other families.	Continue developing positive attitudes about the differences between people.	Recognise that people have different beliefs and celebrate special times in different ways.		<b>Contrasting area study Southend</b>  Key knowledge- Identify human and physical features of a coastal area in the UK.	<b>Non-European Contrasting Study</b>  Luton in comparison with Nigeria  Key knowledge- How does development vary around the world? What impact does this have on the area?	<b>Settlements and land use</b>  Key knowledge - Identify types of settlements and understand how some aspects of land use have changed over time	<b>Oceans</b>  Key knowledge- The location of the seas and oceans and understand their importance to human development.	<b>Region study- London, Poland and Jamaica</b>  Key knowledge – compare the similarities and differences of the human and physical geography between a region of the UK, Europe and North America Fieldwork enquiry – local environment
	Notice differences between people	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between life in this country and life in other countries.  Talk about members of their immediate family and community  Name and describe people who are familiar to them.						