

Geography curriculum map 2025-26

Fieldwork lessons

Sustainability/agro-education links

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Settling in/Routines/Feelings -traditional tales - zones of regulation	Why do leaves go crispy?	How many colours in a rainbow?	Does everything grow and change?	What helps me grow?	Do you remember when.....?
I cans	I can talk about members of their immediate family and community. I can continue developing positive attitudes about the differences between people. I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How do you feel today? Can you tell me a story?	Why do squirrels hide their nuts?	Are we there yet?	Are Carrots Orange?	Why do Ladybirds have spots?	Who Lives in a Rockpool?
I cans	I can talk about members of my immediate family and community. I can draw information from a simple map		I can recognise some similarities and differences between life in this country and life in other countries.		I can recognise some environments that are different from the one in which I live.	
Vocabulary	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route					
ELGs	Understanding the World: People, Culture and Communities 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, nonfiction text and (when appropriate) maps. The Natural World 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.					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		What is it like here? Kapow		What is the weather like in the UK? Kapow		What is it like to live in Shanghai? Kapow
I cans	<ol style="list-style-type: none"> 1. I can locate the school on an aerial photograph. (vocab: aerial, skill: draw birds eye map; knowledge: common symbols) 2. I can create a map of the classroom (vocab: features; Skills: Using symbols to represent things and places; knowledge: a map is seen from above) 3. I can locate key features of the playground (vocab: directional language; skills:using a simple map; knowledge: four features of the school grounds) 4. I can draw a simple map (vocab: directional language; skills: draw three features on a map; knowledge: recognise simple symbols) 5. I can investigate how we feel about our playground (vocab: survey; skills: conduct a survey; knowledge: what a survey can tell us) 6. I can create a design to improve our playground (vocab: improve; skills: draw symbols; knowledge: maps are shown birds eye view) 		<ol style="list-style-type: none"> 1. I can locate the four countries of the UK (vocab: England, Wales, Scotland, Northern Ireland; skill: use a map and locate Europe and the UK; knowledge: which country of the UK we live in) 2. I can identify seasonal changes in the UK (vocab: spring, summer, autumn, winter; skill: identify the current season; knowledge: some of the seasonal changes) 3. I can identify the four compass directions (vocab: compass; skill: describe directions using north, south, east, west; knowledge: the arrow always points north) 4. I can investigate daily weather patterns (vocab: north, south, east, west; skill: measure the weather; knowledge: different types of weather) 5. I can identify daily weather patterns in the UK (vocab: capital cities; skill: locate the capital cities of the UK; knowledge: weather is not the same everywhere in the UK) 6. I can understand how the weather changes with every season (vocab: seasonal weather; skill: choose appropriate clothing for the weather and season; knowledge: the weather of each season) 		<ol style="list-style-type: none"> 1. I can recognise human and physical features (vocab: human and physical features; skill: record observations with sketching; knowledge: examples of human and physical features) 2. I can draw a sketch map (vocab: aerial photograph; skill: sketch human and physical geography; knowledge: what an aerial photograph is) 3. I can name and locate some continents on a map (vocab: Europe; skill: use an Atlas to locate Europe and Asia; knowledge: where China is in the world) 4. I can identify physical and human features of a non-European country (vocab: human and physical geography (revision); skill: sorting human and physical features; knowledge: what human and physical features are) 5. I can describe what it is like in Shanghai (vocab: Shanghai; skill: compare Shanghai to Barnet/London; knowledge: what human and physical features are) 6. I can compare Shanghai to a small area of the UK (vocab: similar/different; skill: to compare two places; knowledge: how Shanghai and Barnet compare) 	

Trip ideas	Local area walk using maps. Can children navigate their way to a local park to have their lunch? Can children navigate to the correct bus stop to get to their trip destination? Can they compare a local play park to their playground for inspiration?		Science museum			
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Would you prefer to live in a hot or a cold place? Kapow		Why is our world wonderful? Kapow		What is it like to live by the coast? Kapow
I cans	<ol style="list-style-type: none"> 1. I can name and locate the seven continents (vocab: names of the seven continents; skill: locate the continents on a map; knowledge: that a continent is a large area of land) 2. I can locate the North and South Poles (vocab: North and South Pole; skill: locate the Poles on a map; knowledge: that the Poles are cold places) 3. I can locate the Equator on a world map (vocab: Equator; skill: find the Equator line on a map; knowledge: that countries on or near the Equator are hotter than those farther away) 4. I can compare the UK and Kenya (vocab: Kenya; skill: locate Kenya on a world map; knowledge: some similarities/differences between the UK and Kenya) 5. I can investigate local weather conditions (vocab: weather/climate; skill: locate hot and cold places on a map; knowledge: know where a 		<ol style="list-style-type: none"> 1. I can identify geographical characteristics of the UK (vocab: geographical characteristics; skill: to be able to recognise and use the four main compass points; knowledge: where the four UK capital cities are on a map) 2. I can locate some of the world's most amazing places (vocab: the seven continents; skill: identify human and physical geographical features on a map; knowledge: where the seven continents are on a world map) 3. I know the names of the five oceans and can locate them on a map (vocab: the five oceans; skill: to be able to locate the five oceans on a map; knowledge: the difference between oceans and seas) 4. I can understand how to draw human and physical features on a sketch map (vocab: aerial/birds eye view; skill: to draw an aerial/bird's eye view; knowledge: what is an aerial or birds eye view) 		<ol style="list-style-type: none"> 1. I can locate the seas and oceans surrounding the UK (vocab: the seas and oceans surrounding the UK; skill: describe the directions of the seas and oceans using the main compass points; knowledge: know where the seas and oceans are on a map) 2. I can explain what the coast is (vocab: coast; skill: locate UK coasts; knowledge: the features of a coast) 3. I can identify the physical features of the coast (vocab: physical feature; skill: locate the Jurassic coast on a map; knowledge: physical features of the Jurassic Coast) 4. I can identify human features on the coast (vocab: human feature; skill: locate human features of the coast; knowledge: how people use the coast) 5. I can investigate how people use the local coast (vocab: data; skill: record data using a tally chart; 	

	country is on the globe will affect its climate) 6. I can identify key features of hot and cold places (vocab: features; skill: locate a hot and cold country on the map; knowledge: explain why some countries are hotter than others)		5. I can investigate local habitats and record findings (vocab: data; skill: to record data in a tally chart; knowledge: how to sketch findings on a map) 6. I can understand how to present findings in a bar chart (vocab: evaluate; skill: to evaluate findings; knowledge: how to look after a natural habitat)		knowledge: follow a route on a map) 6. I can present findings on how people use the local coast (vocab: pictogram; skill: to record findings in a pictogram; knowledge: understand what the pictogram tells you about use of the local area) NOTE: Lesson 5 involves a visit to the coast, if this is not possible a tourist attraction locally could be visited. The planning will have to change to reflect this.	
Trip ideas	ZSL climate zones		Local habitat walk. Environmental Centre.		Ideally a beach visit!	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Why do people live near volcanoes? Kapow		Who lives in Antarctica? Kapow		Are all settlements the same? Kapow
I cans	1. I can name and describe the layers of the Earth (vocab: name the four layers of the Earth; skill: order the four layers of the Earth; knowledge: what a tectonic plate is) 2. I can explain how and where mountains are formed (vocab: mountain/tectonic; skill: explain mountain is formed by tectonic plates; knowledge: name a mountain range and the continent it is in) 3. I can why volcanoes happen and where they occur (vocab: volcano/features; skill: explain the features of a volcano and where		1. I can understand the position and significance of the lines of latitude (Vocab: latitude; skills: locate lines of latitude and hemispheres on map; knowledge: why global climates zones are different) 2. I can describe the location and physical features of Antarctica (vocab: physical features; skill: use an Atlas and globe; knowledge: the weather and landscape of Antarctica) 3. I can describe the human features of Antarctica (vocab: adaptation; skill: explain how people adapt to Antarctica; knowledge: know who		1. I can describe different types of settlements (vocab: settlement; skill: locate some cities in the UK on a map; knowledge: what a settlement is) 2. I can identify human and physical features of the local area (vocab: key; skills: locating features on a map; knowledge: what a map key is) 3. I can explain why human and physical features are in particular locations (vocab: route; skill: following a route on a map; knowledge: why features are in certain locations)	

	<p>they might be found; knowledge: list three ways a volcano might be classified)</p> <p>4. I can recognise the negative and positive effects of living near a volcano (vocab: eruption; skill: understand the pros and cons of living near a volcano; knowledge: explain why people live near volcanoes)</p> <p>5. I can explain what earthquakes are and where they occur (vocab: earthquake; skill: describe where earthquakes happen; knowledge: know the negative effects of earthquakes)</p> <p>6. I can observe and record the location of rocks around the school and discuss findings (vocab: igneous/sedimentary/metamorphic; skill: plot locations of rocks on a map using symbols; knowledge: identify types of rocks)</p>		<p>visits and lives in Antarctica)</p> <p>4. I can use four-figure grid references to plot Shackleton's route to Antarctica (vocab: Shackleton; skill: use four figure grid references; knowledge: who Shackleton was and what he did)</p> <p>5. I can plan a simple route on a map using a compass (vocab: compass; skill: give directions using the four points of the compass; knowledge: how to zoom in and out of a digital map)</p> <p>6. I can follow instructions involving compass points and a simple map route (vocab: route; skill: map a route; knowledge: how to follow the eight directions of a compass)</p>		<p>4. I can explain how land use in my area has changed (vocab: geographical region; skill: locate different geographical regions of the UK; knowledge: how land use changes)</p> <p>5. I can identify how land is used in New Delhi (vocab: New Delhi; skill: locating New Delhi on a map; knowledge: how land is used in New Delhi)</p> <p>6. I can compare land use in two different locations (vocab: unique features; skill: compare similarities and differences of two locations' knowledge: how settlements and land use differ)</p>	
Trip ideas	Science Museum/Natural History Museum.		Field trip outside (or around school) following own route on map.		Local area walk.	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Why are rainforests important to us? Kapow		Where does our food come from? Kapow (Link with GROW project)		What are rivers and how are they used? Kapow
I cans	<p>1. I can describe a biome and locate some rainforests on a map (vocab: biome; skill: using an Atlas to locate rainforests; knowledge: what a</p>		<p>1. I can explain the impact of food choices on the environment (V food miles; S explain how food choices can harm the environment; K know</p>		<p>1. I can describe how the water cycle works (V water cycle; S explain the different ways water moves' K know how water is recycled)</p>	

	biome is) (NB - I can doesn't match task) 2. I can describe the characteristics of each layer of the rainforest (vocab: the four layers of the tropical rainforest; skill: describe the characteristics of each layer; knowledge: how vegetation has adapted) 3. I can understand the lives of indigenous people living in the rainforest (vocab: indigenous; skill: explain how natural resources are used; knowledge: define the word indigenous) 4. I can explain why the tropical rainforests are important and the threats to the Amazon (vocab: positive environmental change; skill: how we can affect positive change; knowledge: how humans harm the rainforest) 5. I can understand how a local woodland is used by collecting data (vocab: data; skill: to risk assess and plan a route; knowledge: different ways to collect data) 6. I can analyse how local woodlands are used and present my findings (vocab: bar chart; skill: to construct a bar chart of data; knowledge: use data to understand how a woodland is used)		why different foods grow in different biomes) 2. I can explain the importance of trading responsibly (V responsibility; S explain responsible trade; K the advantages and disadvantages of importing food) 3. I can describe the journey of a cocoa bean 4. I can map and calculate the distance food travels (V food mile ; S use a scale bar to calculate approximate mileage; K label countries correctly on a world map) 5. I can design a method of collecting data on where our food comes from (V data collection; S analyse information; K how to collect data) 6. I can explain the advantages and disadvantages of buying local and imported food (V advantage/disadvantage; S identify an advantage or disadvantage; K the limitations of questionnaires)		2. I can recognise the features and courses of a river (V river course; S describe the three courses of a river K where a river starts and ends) 3. I can name and locate some of the world's longest rivers (V tributary; S locate rivers on a world map; K name some of the world's longest rivers and which continent they are in) 4. I can describe how rivers are used (V pollution; S describe how rivers are important to the natural environment; K challenges that can occur with rivers) 5. I can locate human and physical features on a map (V human and physical features; S use grid references to describe the location of features; K where a river starts and ends) 6. I can collect data on the features of a local river (V Likert scale; S judge the quality of an environment using a Likert scale; K how to improve the environment of a river).	
Trip ideas	ZSL rainforest biome, One Day Creative - Rainy Rainforest - they come in to school and explore the rainforest through drama (or similar), Trent Park.		Ice Cream Farm or other local farm. TTA farm and Learning from the Land project.		River Thames water boat. Thames Barrier.	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic		What is life like in the Alps? Kapow		Why do oceans matter? Kapow		Would you like to live in the desert? Kapow
I cans		<ol style="list-style-type: none">1. I can locate the Alps on a map (vocab: Alps; skill: locate and label the seven continents; knowledge: the eight countries the Alps are in)2. I can locate the key physical and human characteristics of the Alps (vocab: human and physical features; skill: identify human and physical features; knowledge: locations of the Alps)3. I can describe the physical and human features of the Alpine region (Vocab: Alpine region; skill: research human and physical geography; knowledge: describe land use in the region)4. I can collect data on what there is to do in the local area (vocab: Ordnance Survey Map; skill: use an OS map; knowledge: using symbols to represent things on a map)5. I can explain the similarities and differences between the local area and the Alpine region (vocab: similarities/differences; skill: to compare two areas; knowledge: what human and physical geography are)6. I can understand the human and physical geography of the Alps (vocab: human/physical geography; skill: to use geographical vocabulary; knowledge: features of the two areas)		<ol style="list-style-type: none">1. I can explain the importance of our oceans (vocab: water cycle; skill: map an example of how the ocean is used for trading; knowledge: why the ocean is important to our planet)2. I can locate and describe the significance of the Great Barrier Reef (vocab: coral reef; skill: identify the location of the GBR; knowledge: explain the threats to coral reefs)3. I can explain the impact humans have on coral reefs and oceans (vocab: thematic maps; skill: interpret thematic maps; knowledge: explain how humans area affected by changing oceans)4. I can understand how to keep our oceans healthy and begin a fieldwork enquiry (vocab: data collection; skill: identify potential risks during fieldwork; knowledge: explain ways to support oceans)5. I can collect data on the types of litter polluting the marine environment (vocab: quantitative data; skill: mark on a sketch map where data was collected; knowledge: know how to avoid risks during fieldwork)6. I can present, analyse and evaluate the data collected (vocab: pie chart; skill: plot data on a digital map; knowledge: how to improve a marine environment)		<ol style="list-style-type: none">1. I can summarise the characteristics of a desert biome (vocab: desert biome; skill: identify the latitude of desert biomes; knowledge: animals and plants that might live in a desert biome)2. I can locate and explore the features of deserts (vocab: Mojave Desert; skill: use data to compare temperatures; knowledge: the largest desert in each continent)3. I can describe the physical features of a desert environment (vocab: Death Valley; skill: explain how the physical features of a desert are formed; knowledge: name the physical features of a desert environment)4. I can explain different ways humans can use deserts (vocab: time zones; skill: recognise different time zones; knowledge: how humans use the Mojave Desert)5. I can describe some of the threats facing deserts (vocab: environmental threat; skill: weigh up benefits and drawbacks of living in a desert environment; knowledge: negative effects of human activity on a desert environment)6. I can explore similarities and differences between two physical environments (vocab: hospitable; skill: identify differences between two biomes; knowledge: why a

			place may/not be hospitable)			
Trip ideas						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Why does population change? Kapow		Where does our energy come from? Kapow		Can I carry out an independent fieldwork enquiry? Kapow
I cans	<ol style="list-style-type: none"> 1. I can understand the change and distribution of human population (vocab: population distribution; skills: understand global population change; knowledge: explain population distribution) 2. I can define birth and death rates and describe why they change (vocab: birth/death rates; skill: use a graph to identify population changes; knowledge: influences on birth/death rates) 3. I can recognise the push and pull factors affecting migration (vocab: migration; skill: explain push and pull migration; knowledge: why not all migration is voluntary) 4. I can begin to understand the impact climate change can have on the global population (vocab: climate change; identify ways to fight climate change at local level; knowledge: impact of climate change on population) 5. I can collect data showing how population impacts the amount of traffic and litter in the area (vocab: quantitative/qualitative data; skill: collect quantitative and qualitative 		<ol style="list-style-type: none"> 1. I can explain why energy sources are important (vocab: energy sources; skill: map energy trading routes; knowledge: give examples of different energy sources) 2. I can understand the benefits and drawbacks of different energy sources (vocab: renewable/non-renewable; skill: explain hat to consider when choosing energy sources; knowledge: the difference between renewable and non-renewable energy sources) 3. I can understand how energy is generated in the United States (vocab: Prime Meridian; skill: use a digital map; knowledge: where the Prime Meridian is and its significance to time zones) 4. I can explain how energy sources are distributed in an area (vocab: grid references; skill: using an OS map grid references; knowledge: understanding similarities and differences between two areas) 5. I can explain reasons for choosing an energy source (vocab: the different energy sources; skill: 		<ol style="list-style-type: none"> 1. I can develop an enquiry question (vocab: fieldwork; skill: identify a local issue; knowledge: explain changes and issues in the local area) 2. I can determine the most efficient data collection methods for fieldwork (vocab: data collection; skill: design a data collection method; knowledge: explain what data needs to be collected to answer the enquiry question) 3. I can plan a route for a fieldwork trip (vocab: route; skill: to plot the points for data collection on a route; knowledge: identify and explain any risks on the route) 4. I can collect data to answer the enquiry question (vocab: OS map; skill: to follow a route on an OS map; knowledge: how to collect data) 5. I can determine the answer to an enquiry question (vocab: analyse; skill: to add data to a digital map; knowledge: reach a conclusion based on the data) 6. I can present my findings (vocab: present; skill: determine which 	

	<p>data; knowledge: understand the data)</p> <p>6. I can write a report on the fieldwork process, analyse findings and make suggestions to improve a situation (vocab: data sets; skill: analyse and compare data sets; knowledge: understand conclusions and make suggestions)</p>	<p>justify the location of a new energy source; knowledge: explain the benefits and drawbacks of an energy source)</p> <p>6. I can collect and present data on where to position a solar panel on the school grounds (vocab: contours; skill: draw a sketch with contours; knowledge: understand collected data and what it tells you)</p>	<p>data to present; knowledge: understand found data)</p>
Trip ideas			