

LifeFull Schools Geography Curriculum Map 2026-27

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
The local area: where do we live & Our School (combining these two Y1 units) Fieldwork - local area walks. Weather and seasons - x1 lesson on season. Weather is done as part of the morning registration routine. Fieldwork - seasons	The UK: what kind of place is it? Weather and seasons - x1 lesson on season. Weather is done as part of the morning registration routine. Fieldwork - seasons		Continents and oceans: what can we find out about the world? Weather and seasons - x1 lesson on season. Weather is done as part of the morning registration routine.	
Links to writing core texts Autumn Term:				

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• Spring Term: • Summer Term: Case study Region and Country					
Year 2					
Y2 Autumn 1	Y2 Autumn 2	Y2 Spring 1	Y2 Spring 2	Y2 Summer 1	Y2 Summer 2
Local area study: mapping a route and reading maps X3 lessons Life in a Capital City: London x3 lessons		Hot and cold places Hot places: Deserts & rainforests What are hot places like? Where are hot places located? Cold Places Locational Knowledge Human and Physical Geography Place Knowledge		Contrasting locality: what is it like to live in Jamaica? 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: • Autumn Term: • Spring Term:					

- Summer Term:
Case study Region and Country

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

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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
	Land use: how diverse are local and UK landscapes? X4 lessons		Mountains and Volcanoes: what, where and why? (Y4 Oak unit)		The water cycle: why is it important? Rivers: What's special about them?
Links to writing core texts: • Autumn Term: • Spring Term: • Summer Term: Case study Region and Country					

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Year 4					
Y4 Autumn 1	Y4 Autumn 2	Y4 Spring 1	Y4 Spring 2	Y4 Summer 1	Y4 Summer 2
	Climate zones: what are they and why do they matter?		Europe: how diverse are its landscapes and places?		Europe: what is it like to live in northern Italy?
Links to writing core texts: - Autumn Term: - Spring Term: - Summer Term: Case study Region and Country Italy					

UKS2

Year 5					
Y5 Autumn 1	Y5 Autumn 2	Y5 Spring 1	Y5 Spring 2	Y5 Summer 1	Y5 Summer 2
	North and South America: how diverse are their places and landscapes? Less geog this term X3 - 4 lessons		South America: why does the Amazon matter?		Natural resources: what are they, where are they found, why are they important?
Links to writing core texts: - Autumn Term: - Spring Term: - Summer Term: Case study Region and Country					
Year 6					

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Y6 Autumn 1	Y6 Autumn 2	Y6 Spring 1	Y6 Spring 2	Y6 Summer 1	Y6 Summer 2
	Earthquakes: how do they change the world?		Sustainable world: does it matter how we live?	Farms and factories: where does our food come from? Global trade: how do we get our stuff? (Combine two units)	
Links to writing core texts: - Autumn Term: - Spring Term: - Summer Term: Case study Region and Country					