

Geography

A Journey round the World



“Geography is the subject which holds the key to our future”. Michael Palin

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We ensure teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments. We aim to utilise our physical geography in our local area to offer enrichment of the Earth’s key physical geography teaching and also offer ample opportunities to ensure children deepen their human geography knowledge through carefully planned trips on a National level. Exposure to new experiences deepens character and allows our children to feel ready to navigate today’s world on a local, national and global level. As pupils continually progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

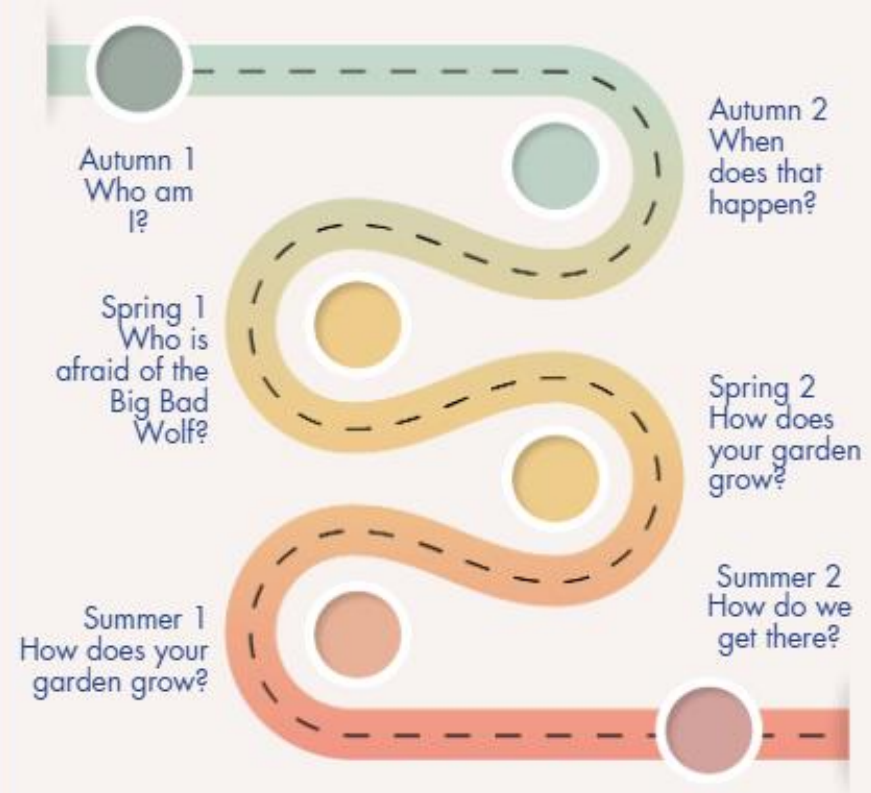
All children have access to the geography curriculum, through careful planning, (GDS, SEND/Inclusion) and the curriculum is taught using a variety of teaching and learning methods which include adaptive teaching of the curriculum to enable access.

Geography in our EYFS

Many **geographical skills and concepts** are embedded in the **Understanding the World** area of learning.



Early Years Big Questions 2025-26



EYFS Big Questions 2025-26

Place and Location Awareness

At Castle Carrock, our children begin developing geographical understanding by:

- Talking about places they know: their home, nursery, or familiar local places.
- Learning about **differences between environments** (e.g. the countryside vs. the city).
- Using simple positional language: “next to,” “behind,” “near,” “far.”
- Exploring simple maps or globes (e.g. pointing to the UK or where animals live).

Learning About the Wider World

At Castle Carrock our children:

- Learn about other countries through stories, food, music, or celebrations.
- Understand that people live in different places and have different ways of life.
- Begin to notice features like deserts, jungles, or polar regions.

Environment and Nature

At Castle Carrock, our Children:

- Observe and describe the natural world (weather, seasons, plants, animals).
- Go on nature walks or outdoor exploration to observe features like trees, hills, ponds.
- Talk about changes in the environment (e.g. "It's getting colder now" or "The leaves are falling").

Cultural and Human Geography

At Castle Carrock, our children:

- Talk about different homes, communities, and ways of life.
- Explore how people live in different parts of the world.

Geography Key Stage 1

Pupils should develop **knowledge about the world, the UK, and their local area.**

Key Geographical skills:

- **Locational Knowledge**
- Name and locate the **four countries** of the UK and their **capital cities**.
- Name the **seas** surrounding the UK.
- **2. Place Knowledge**
- Understand similarities and differences between the **local area** and a **contrasting non-European area** (e.g., a small village in the UK vs. a village in Kenya).
- **3. Human and Physical Geography**
- Identify **basic physical features**: beach, cliff, coast, river, forest, hill, mountain, sea, ocean, season, weather.
- Identify **basic human features**: city, town, village, factory, farm, house, office, port, harbour, shop.
- **4. Geographical Skills and Fieldwork**
- Use **simple maps**, including **atlases**.
- Use **locational language** (near, far, left, right).
- Use **directions** (north, south, east, west) in a simple way.
- Use **fieldwork** to observe and record the human and physical features in the local environment.

Geography in Key Stage 1 2025-26



KEY STAGE 1 GEOGRAPHY 2025-26

Where am I?



I know that the UK is short for the United Kingdom
I know that the pond can be described in relation to other objects, such as being near, far away from, or behind the plants.
I know that an aerial photograph is a picture taken from above, showing a bird's-eye view of a place.
I know that symbols on a map can represent places, and a specific symbol can be used to show a shop.
I know that a map is used to help people find their way and understand where things are located.

AUTUMN

Would you prefer to live in a hot or a cold place?



I know that the equator is an imaginary line around the middle of the Earth and places near it are usually hot.
I know that there are seven continents in the world.
I know that the South Pole is in Antarctica, which is a very cold place.
I know that the North Pole is in the Arctic Ocean and it is also very cold.
I know that different places in the world have different climates—some are hot and some are cold.
I know what clothes and items I would need to pack for a hot place and for a cold place.
I know that where people live can affect what they wear, eat, and do.

SPRING

What is it like to live in Shanghai?



I know that Shanghai is a city in China.
I know what a physical feature is, like a river, hill, or beach that is made by nature.
I know what a human feature is, like a road, bridge, or building that is made by people.
I know that a river is a physical feature.
I know that cities like Shanghai have both physical and human features.
I know how to look at a place and say if it has more human or physical features and explain why.

SUMMER

Geography in Key Stage 1 2026-27



KEY STAGE 1 GEOGRAPHY 2026-27

What is the weather like in the UK?



I know the names of the four countries in the UK:
England, Scotland, Wales, and Northern Ireland.

I know that there are four seasons in a year:
Spring, Summer, Autumn, and Winter.

I know that different seasons have different types of weather:
For example, summer is usually warm and sunny, and winter is often cold and snowy.

I know how to describe the weather using words like:
sunny, cloudy, rainy, windy, snowy.

I know that a compass shows direction and helps us find North, South, East, and West.

I know how to look at a picture and say what season it might be, using clues like clothes, trees, and weather.

AUTUMN

Why is our world wonderful?



I know the capital cities of the UK: London, Cardiff, Edinburgh, and Belfast.

I know that Cardiff is the capital city of Wales.

I know that Edinburgh is in the north of the UK.

I know that the Tower of London is a famous landmark in London.

I know how to give directions from one UK capital city to another using words like north, south, east, and west.

I know that our world is full of amazing places, landmarks, and natural features that make it special.

SPRING

What is it like to live by the coast?



I know that the sea is a large area of salt water.

I know that the UK is surrounded by the Atlantic Ocean and the North Sea, but not the Pacific Ocean.

I know that the English Channel is to the south of the UK.

I know that a coast is the land next to the sea or ocean.

I know that coasts have physical features like beaches, cliffs, and rock pools.

I know what it might be like to live by the coast and how it is different from living inland.

SUMMER

Geography Key Stage 2

Key Skills:

Locational Knowledge

- Locate the world's countries, focusing on Europe and North and South America, including major cities.
- Identify key physical and human features.

Place Knowledge

- Understand similarities and differences between regions in the UK and globally (including contrasting non-European regions).

Human and Physical Geography

- Physical geography topics: climate zones, biomes, rivers, mountains, volcanoes, earthquakes, water cycle.
- Human geography topics: types of settlement, land use, economic activity including trade links.

Geographical Skills and Fieldwork

- Use maps, atlases, globes, digital mapping to locate countries and features.
- Use 4-figure grid references, symbols, and keys.
- Conduct fieldwork to observe, measure, record, and present human and physical features.

Geography in Lower Key Stage 2 2025-26



LOWER KEY STAGE 2 GEOGRAPHY 2025-26

Who lives in
Antarctica?



I know that the Antarctic Circle is a line of latitude near the South Pole.
 I know that when it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere.
 I know that Antarctica is at the most southern point on the globe.
 I know that the polar climate zone is extremely cold with little rainfall.
 I know that nobody lives in Antarctica permanently, but researchers visit and stay for short periods.
 I know that the Antarctic Treaty helps protect Antarctica and keeps it a peaceful place.
 I know that Ernest Shackleton is famous for bringing all his crew home safely after their ship sank in Antarctica.
 I know how to use a compass to find directions like north-west and south-west.
 I know how to use grid references to find features on a map.
 I know that people don't live in Antarctica permanently because of the extreme cold and harsh conditions.

AUTUMN

Are all
settlements the
same?



I know that a city is the largest type of settlement.
 I know that settlements can have different patterns, like dispersed, nucleated, or linear.
 I know that urban areas have entertainment and leisure facilities.
 I know that rural areas have countryside to enjoy and are usually quieter.
 I know that a physical feature is something natural, like an area of woodland.
 I know how to use compass directions like north-east and south-west to describe locations.
 I know that residential land use means land used for houses and apartment blocks.
 I know that New Delhi is a city in India, Asia.
 I know that cities have both human features (like buildings and roads) and physical features (like rivers and hills).

SPRING

What are rivers
and how are they
used?



I know that the water cycle is the never-ending movement of water from water stores, into the air, and back to the ground.
 I know that precipitation is water that falls from clouds as rain, sleet, snow, or hail.
 I know that evaporation is when warm water turns from a liquid into a gas.
 I know that glaciers, rivers, and oceans are water stores, but evaporation is not.
 I know that rivers have different parts called courses: upper, middle, and lower.
 I know that features like estuaries are found in the lower course of a river.
 I know that the River Severn is the longest river in the UK.
 I know that the River Nile is the longest river in Africa.
 I know that bridges are human features often found in river environments.
 I know that humans use rivers for transport, farming, drinking water, and recreation.

SUMMER

Geography in Lower Key Stage 2 2026-27



LOWER KEY STAGE 2 GEOGRAPHY 2026-27

Why do people live near volcanoes?



I know that we live on the Earth's crust.
I know that the mantle is the layer of the Earth made of magma.
I know that tectonic plates are pieces of the Earth's crust that move.
I know that a plate boundary is where two tectonic plates meet or move apart.
I know that volcanoes, mountains, and earthquakes can happen at plate boundaries.
I know that a volcanic mountain is formed when magma erupts from the Earth.
I know the main types of volcanoes are composite volcanoes and shield volcanoes.
I know that an extinct volcano will never erupt again.
I know that an earthquake is when the Earth's surface shakes.
I know how people can prepare for earthquakes to help keep themselves safe.

AUTUMN

Why are Rainforests important to us?



I know that a biome is an area of the world with a similar climate, animals, and vegetation
I know that the Amazon rainforest is in South America and is part of the tropical forest biome.
I know that there are four layers in a tropical rainforest: emergent, canopy, understory, and forest floor.
I know that the emergent layer gets the most sun, wind, and rain.
I know that buttress roots help keep tall trees steady in wet soil and strong winds.
I know that indigenous people are native to a land and have lived there before others arrived.
I know that deforestation means cutting down large areas of trees.
I know that the Amazon rainforest is important because it helps the planet by absorbing carbon dioxide and supporting biodiversity.

SPRING

Where does our food come from?



I know that tropical biomes grow foods like pineapples.
I know that beef has a larger negative environmental impact than many other foods.
I know that food miles are the distance food travels to reach us.
I know that importing food means bringing it in from another country.
I know that trading responsibly helps workers get fair pay and good working conditions.
I know how to calculate distances using multiplication (e.g. 5×800).
I know that qualitative data is based on opinions or feelings, not numbers.
I know that a questionnaire is a good way to find out how people feel about something.
I know that swapping one meat-based meal for a vegetarian one can help fight climate change.
I know that buying local food can reduce food miles and help the environment.

SUMMER



UPPER KEY STAGE 2 GEOGRAPHY 2025-26

Why does population change?



- I know that the global population is growing.
- I know that population can grow due to factors like better healthcare.
- I know that birth rate means the number of babies born per 1,000 people each year.
- I know that a sparsely populated area has few people compared to its size.
- I know that migration means the movement of people from one place to another.
- I know that people may migrate involuntarily due to war or danger in their home country.
- I know that a pull factor is something positive that attracts people to a new place.
- I know that London and the South-East are the most populated UK regions because of jobs, transport, and being the capital.
- I know that a Likert scale is used to collect people's opinions.
- I know that a country's death rate might increase due to poor healthcare, war, or natural disasters.

AUTUMN

Why do oceans matter?



- I know that evaporation is part of the water cycle and helps move water into the air.
- I know that the Great Barrier Reef is located in Oceania.
- I know that coral reefs are important because they provide food and shelter for many marine species.
- I know that oceans help humans by allowing us to trade goods between countries.
- I know that coral bleaching happens when algae leave the coral, taking away its colour and food.
- I know that biodegradable means something can naturally break down and return to nature.
- I know that global warming can cause sea levels to rise as glaciers melt.
- I know that a healthy marine environment has clean water and is safe for wildlife and people.
- I know that adding bins and reducing plastic waste helps keep marine environments clean.
- I know that we can help protect oceans by making environmentally friendly choices.

SPRING

Can I carry out an independent fieldwork enquiry?



- I know that an enquiry is an investigation into a question.
- I know that a tally chart is useful for collecting data like the number of vehicles passing a point.
- I know that interviews are a good way to collect opinions about a topic.
- I know that a questionnaire should be quick and easy to answer.
- I know that a Likert scale helps capture environmental quality or opinions.
- I know that planning a route before a fieldwork trip helps save time, avoid getting lost, and ensures data is collected in the right places.
- I know that a road map is best for planning a car journey.
- I know that grid references help locate places quickly and accurately on a map.
- I know how to use compass directions to describe the location of places.
- I know that planning a geographical enquiry involves choosing the right methods, tools, and locations for collecting data.

SUMMER

Geography in Upper Key Stage 2- 2025-26



UPPER KEY STAGE 2 GEOGRAPHY 2026-27

What is life like in the Alps?



- I know that the Alps are located in Europe.
- I know that the Alps are fold mountains.
- I know that Mont Blanc is the highest mountain in the Alps.
- I know that the Alps spread across eight countries.
- I know that the Alps have a Mediterranean and mountain climate.
- I know that temperate deciduous forests can be found in the Alps.
- I know that glaciers are large bodies of ice found in the mountains.
- I know that tourists visit the Alps for skiing, hiking, mountain biking, and sightseeing.
- I know that climate change is causing glaciers in the Alps to melt.
- I know that climate change is affecting the Alps by changing the landscape and environment.

AUTUMN

Would you like to live in the desert?



- I know that biomes are areas with a similar climate and landscape, where similar plants and animals live.
- I know that a desert is a place with very little rainfall and sparse vegetation and wildlife.
- I know that hot deserts are hot, dry, and arid for most of the year.
- I know that the Sahara is the largest hot desert in the world.
- I know that the Mojave Desert is located in North America.
- I know that Death Valley National Park is a popular tourist attraction in the Mojave Desert.
- I know that mushroom rocks are formed by wind blowing sand against the lower parts of the rock over thousands of years.
- I know that desertification is when land near a desert becomes dry and arid.
- I know that people use deserts for tourism, farming, mining, and renewable energy like wind and solar power.

SPRING

Where does our energy come from?

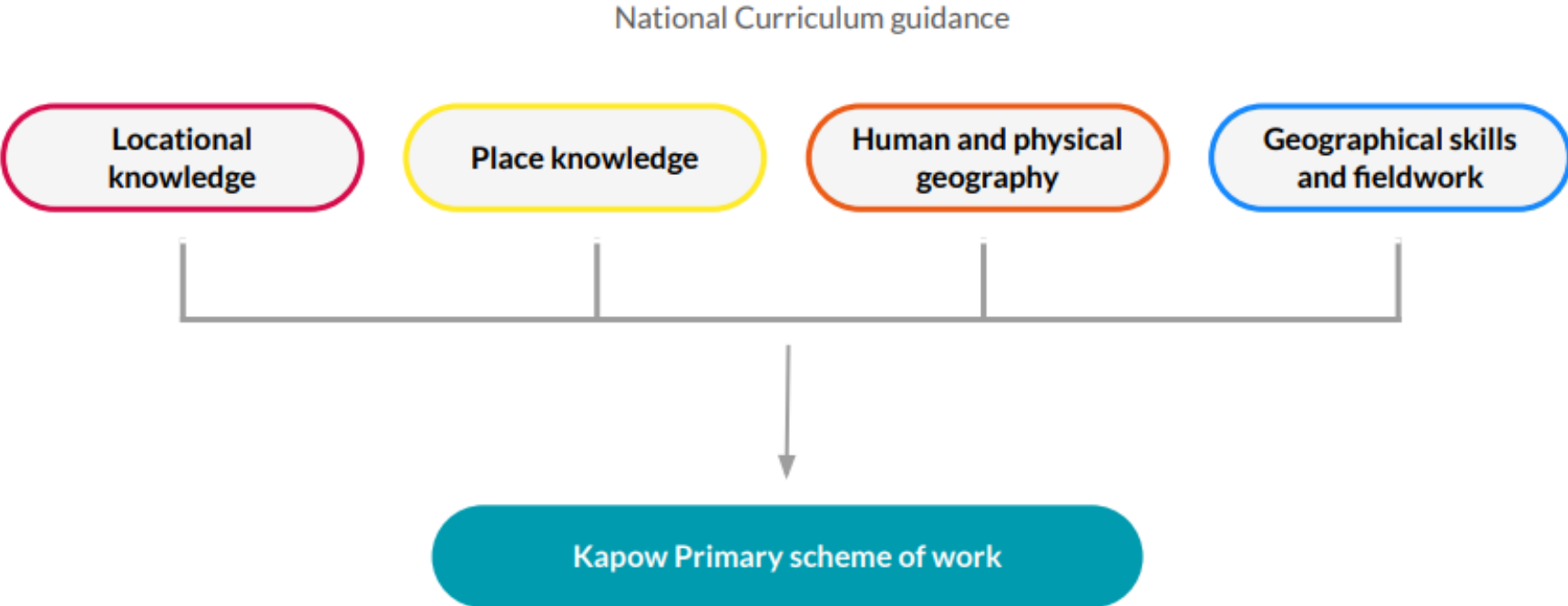


- I know that we need energy to light and heat buildings and to power transport.
- I know that hydropower generates electricity from the movement of water.
- I know that countries trade energy to support each other and strengthen relationships.
- I know that non-renewable energy sources will eventually run out.
- I know that renewable energy sources will never run out and are better for the environment.
- I know that wind power is the most consumed renewable energy source in the UK.
- I know that the Prime Meridian (Greenwich Meridian) is the line of longitude used to base time zones.
- I know how to use grid references to locate features on a map.
- I know that contour lines on a map show the height of the land.
- I know that non-renewable energy sources are widely used because they are currently easier to access and use.

SUMMER

Geography in Upper Key Stage 2 – 2026-27

How is the Geography scheme of work organised?



Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

	EYFS: Reception	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	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.
Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
Question	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	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.
Observe	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
Measure	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	
Record	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	
Present	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	