



North Leigh Rolling Curriculum Overview : Geography – Spring Term

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A . 2025-2026	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Local environment: North Leigh grounds and the village. Use of aerial maps of the classroom, school and village.	“Rivers run wild” KS1: UK countries, capitals and seas, weather, seasons water cycle, rivers, hills, mountains KS2: UK & Europe (Year 5/6 incl polar regions / “Frozen Kingdom”)					
B . 2026-2027	ELG: know some similarities and differences between different religious and cultural communities, drawing on their experiences and what has been read in class Different countries and cultures. Comparison between North Leigh and South Africa. How people in different countries celebrate Christmas. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Using a globe and Google Earth to identify different countries. Drawing maps of Arctic.	“Coast to Coast” KS1: similarities & differences comparison between area of UK & contrasting non-European country, seashores, coastal erosion KS2: North and South America					
C. 2027-2028	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Drawing maps linked to fairy tale story settings. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps The Great Barrier Reef The seashore – rock pools, cliffs, pebble beach, sandy beach.	“Endangered, Exciting, Extinct” KS1: world – continents and oceans, hot / cold areas of world, equator, N/S poles Volcanoes, earthquakes KS2: Arctic and Antarctic regions					
A . 2028-2029	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Drawing maps linked to fairy tale story settings. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps The Great Barrier Reef The seashore – rock pools, cliffs, pebble beach, sandy beach.	“Misty mountain, Winding River” KS1: UK countries, capitals and seas, weather, seasons water cycle, rivers, hills, mountains KS2: UK & Europe					
B . 2029-2030	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Drawing maps linked to fairy tale story settings. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps The Great Barrier Reef The seashore – rock pools, cliffs, pebble beach, sandy beach.	“Bon Voyage” KS1: similarities & differences comparison between area of UK & contrasting non-European country, seashores, land erosion KS2: North and South America					
C. 2030-2031	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Drawing maps linked to fairy tale story settings. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps The Great Barrier Reef The seashore – rock pools, cliffs, pebble beach, sandy beach.	“Extreme Earth” KS1: world – continents and oceans, hot / cold areas of world, equator, N/S poles Volcanoes, earthquakes KS2: Arctic and Antarctic regions					

Geography National Curriculum End of KS expectations

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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;
- 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;
- 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.

Human and Physical Geography

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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 Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.