



St Michael's CE Primary School

Geography Curriculum
2026-2027

Courage to Flourish in the Love of God

GEOGRAPHY LONG-TERM PLAN | YEARS 1–6

National Curriculum key area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KEY STAGE 1 PROGRAMME OF STUDY						
LOCATIONAL KNOWLEDGE						
Name and locate the world's seven continents and five oceans.		U2: To name and locate the seven continents and five oceans using world maps and globes. U2: To identify Europe as the continent containing the UK and locate Africa, Kenya and Mombasa.				
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	U2: To name and locate the four countries and capital cities of the UK using maps and atlases. U2: To locate and name the seas surrounding the UK. U2: To identify simple human and physical characteristics of the four UK nations and capitals.					
PLACE KNOWLEDGE						
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.	U1: To describe the school and Bartley Green as familiar places, identifying what makes the community distinctive.	U1: To compare Bartley Green with a contrasting UK coastal locality using human and physical features. U2: To compare Bartley Green with Mombasa, Kenya, explaining how climate and coastal location affect life. U2: To compare a hot place and a cold place, describing similarities and differences.				
HUMAN AND PHYSICAL GEOGRAPHY						
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.	U2: To identify, describe and record daily weather using symbols. U2: To recognise seasonal weather patterns in the UK and explain effects on daily life and the environment. U2: To read and present a simple weather forecast.	U2: To locate hot areas in relation to the Equator and cold areas in relation to the North and South Poles. U2: To describe hot and cold climates and explain how climate affects people, animals and places.				

National Curriculum key area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	U1: To identify and label physical features in the school grounds, including trees, grass, soil, hills and plants. U2: To use vocabulary including sea, coast, hills, mountains, lochs and fields when describing the UK.	U1: To identify, classify and record local physical features using vocabulary such as forest, hill, river, soil and vegetation. U2: To describe hot, cold and coastal environments using vocabulary including ocean, coast, beach, cliff, mountain, valley and vegetation.				
Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	U1: To identify and label human features in the school and local community, including buildings, offices, shops and roads. U2: To identify cities, capitals, buildings, castles and other human features of the UK.	U1: To identify, classify and record human features in Bartley Green. U2: To describe human features of Mombasa and Bartley Green, including city, village, house, school, harbour and port.				
GEOGRAPHICAL SKILLS AND FIELDWORK						
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.	U2: To use maps, atlases and globes to locate the UK, its four countries, capitals and surrounding seas.	U2: To use world maps, atlases and globes to locate continents, oceans, the Equator, the poles, Kenya and Mombasa. U1: To use local maps to locate Bartley Green and community amenities.				
Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	U1: To use near, far, left and right to describe the position of features on maps of the school grounds.	U1: To use North, South, East and West to describe locations and follow routes in the local area. U1: To describe where local features are in relation to one another.				
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.	U1: To recognise the school and familiar landmarks from aerial photographs and match aerial views to real places. U1: To draw simple classroom and school-ground maps using symbols, labels and a key.	U1: To interpret aerial photographs of Bartley Green and identify local landmarks. U1: To create an aerial-view map of the local area using symbols, a key and relative position.				

National Curriculum key area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	U1: To observe human and physical features in the school and grounds. U1: To collect tally data, record findings and communicate observations.	U1: To observe and record human and physical features during local fieldwork. U1: To collect tally data and present findings in a bar graph and sketch map.				

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KEY STAGE 2 PROGRAMME OF STUDY						
LOCATIONAL KNOWLEDGE						
Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.			U2: To locate Europe, the UK and selected European countries and major capitals using maps and atlases. U2: To locate and name European rivers, mountains and seas and identify climate regions. U2: To locate Catalonia within Spain and describe its human and physical characteristics.	U1: To locate major tropical rainforests, the Equator and tropics using atlases and digital maps. U1: To locate the Amazon region in South America and describe its climate, biome and human activity.	U1: To locate major world rivers and compare their global significance. U2: To locate major mountain ranges, active volcanoes and earthquake zones, including examples in Europe and Asia. U2: To locate UK mountain regions and describe their physical characteristics.	U1: To locate global climate zones and biomes and analyse global climate-change case studies. U2: To use world maps to locate source countries, resources and global trade routes connected to Birmingham.
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; understand how some aspects have changed over time.			U1: To name and locate UK regions, selected counties and major cities, including Birmingham and the West Midlands. U1: To locate UK rivers, mountains and coasts and compare urban and rural land use. U1: To explain how Birmingham and UK land-use patterns have changed over time.	U2: To identify the human and physical features and land uses of Bartley Green as a Birmingham settlement. U2: To explain the function of Bartley Reservoir and how the local settlement has changed over time.	U1: To locate Bartley Reservoir and explain its role in Birmingham's water system. U2: To locate and describe UK mountain regions, including Eryri/Snowdonia and the Lake District.	U1: To analyse how climate change affects UK settlements, infrastructure and local water systems. U2: To explain how migration and global connections have changed Birmingham's identity over time.
Identify the position and significance of latitude, longitude, the Equator, hemispheres, the Tropics, polar circles, the Prime/Greenwich Meridian and time zones (including day and night).				U1: To locate the Equator and tropics and explain their significance for rainforest distribution and climate.		U1: To relate latitude and distance from the Equator to the distribution of climate zones and biomes. U2: To locate the Prime/Greenwich Meridian, explain time zones and calculate time differences for global connections.
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.			U2: To compare Catalonia with the West Midlands, explaining similarities and differences in human and physical geography.	U1: To compare the Amazon rainforest region with Birmingham and the wider UK. U2: To compare villages, towns and cities and explain how settlement features and land use vary.	U1: To compare Bartley Reservoir and a global river, drawing conclusions about features, use and significance. U2: To compare how communities in different countries experience and respond to tectonic hazards.	U1: To compare climate-change impacts and responses in the UK and contrasting global regions. U2: To compare how resources, trade and migration connect countries and shape Birmingham.
HUMAN AND PHYSICAL GEOGRAPHY						

National Curriculum key area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.			U2: To identify European climate regions and locate major rivers, mountains and seas. U1: To locate and describe key UK topographical features.	U1: To describe tropical rainforest climate, biome structure, vegetation belts, biodiversity and adaptation. U1: To explain relationships between climate, vegetation and human activity, including deforestation.	U1: To explain river features, flow, flooding, reservoirs and the stages of the water cycle. U2: To explain mountain formation, volcanoes, earthquakes and their effects on people and places.	U1: To distinguish weather from climate and explain climate zones, biomes, the greenhouse effect and climate change. U1: To analyse environmental impacts including drought, flooding, sea-level rise and extreme weather.
Describe and understand key aspects of human geography, including settlement and land use, economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.			U1: To compare urban and rural land use and explain why Birmingham is regionally important. U1: To explain how cities and land-use patterns change over time. U2: To describe human features, settlements and cultural diversity within Europe.	U1: To explain rainforest resource use, trade links, Indigenous livelihoods, deforestation and sustainability. U2: To classify settlements, interpret land-use maps and explain settlement growth and change. U2: To explain water as a natural resource supporting Bartley Green.	U1: To explain how rivers and reservoirs support settlements, water supply and human activity. U1: To evaluate water access, inequality, conservation and sustainable use. U2: To explain why people live near mountains and volcanoes and how communities prepare for hazards.	U1: To evaluate renewable and non-renewable resources, energy use, sustainability and climate adaptation. U2: To explain imports, exports, Fairtrade, supply chains and the uneven distribution of resources. U2: To explain migration, global interconnectedness and how global links shape Birmingham.
GEOGRAPHICAL SKILLS AND FIELDWORK						
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			U1: To use maps, atlases, OS maps and digital mapping to locate and describe UK regions, counties, cities and features. U2: To use maps, atlases and digital mapping to locate European countries, capitals, regions and physical features.	U1: To use atlases and digital maps to locate rainforests, the Equator, tropics and the Amazon region. U2: To interpret land-use and OS maps of settlements and the local area.	U1: To use maps and aerial photographs to locate rivers and interpret the local water system. U2: To use maps and atlases to locate mountain ranges, volcanoes, earthquake zones and UK mountain regions.	U1: To use maps and atlases to identify climate zones, biomes and locations in global case studies. U2: To use maps and atlases to trace trade routes, resource distribution, supply chains and global connections.
Use the eight points of a compass, four- and six-figure grid references, symbols and a key (including Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.			U1: To use four-figure grid references, OS symbols and keys to locate map features. U1: To compare digital and paper maps using zoom and satellite views.	U2: To use eight-point compass directions, OS symbols and keys to describe features around Bartley Green.	U1: To use compass directions, symbols and keys during reservoir fieldwork. U2: To use six-figure grid references to locate features accurately.	
Use fieldwork to observe, measure, record and present human and physical features in the local area using sketch maps, plans, graphs and digital technologies.			U1: To use fieldwork to observe, record and present the human and physical features of Birmingham, using photographs, field sketches, annotated maps and tally charts.	U2: To observe and record local human and physical features and present findings using a sketch map, symbols and a key.	U1: To conduct fieldwork at Bartley Reservoir, recording observations through notes and sketch maps and using compass directions and keys.	U1: To conduct a school environmental audit, collecting data with tallies, notes and sketches, presenting findings and evaluating improvements.