

St Michael's School
Geography Curriculum Overview 2026

Geography In The EYFS

Children will explore Geography through Understanding of The World. Throughout our continuous provision for the children, they will have opportunities to explore and actively learn about Geography. Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support progression into year 1 and contribute to the children's readiness for the Key Stage 1 Geography Programme of study. Each Term we have Big Questions which spark children's interests to find out and explore the world around them. As we read stories from around the world we will go on adventures with the support of google earth, maps and children's own knowledge of places they have travelled and want to learn about.

To Support our readiness we will: -

- Learn about our local area Woolmer Green and the surrounding areas when learning about ourselves and where we live by going on local walks.
- Use maps of the world in our continuous provision to locate different continents, oceans and countries. Locating places from the stories we read and the places we have travelled to.
- Create our own maps within story telling.
- Locate where different animals can be found around the world.
- Use Google Earth and Street views to explore different places and compare them to others using language such as similar and different.
- Explore different landmarks around the world as we travel through stories.
- Begin to understand the different features within our local area and other countries we explore, learning new physical and human features language.
- Use directional language when using the bee – bots
- Discuss the weather daily and compare to other countries.

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Reception Overview			
	Autumn	Spring	Summer
Big Questions	What makes me Unique? What is a traditional tale?	What is my favourite animal and why? How can I get there?	What can I grow? Who can help me?
Significant Individuals		David Attenborough	
Units of Work	Unit 1 – Exploring Maps Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.	Unit 2 – Outdoor Adventures Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.	Unit 3 – Around the world Investigate diverse global environments, children compare them to their local area by engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences.
Locational Knowledge	Skills; Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).* Knowledge; To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		
Place Knowledge	Skills; Discussing how environments in stories and images are different to the environment they live in. Knowledge; To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.		
Human and Physical Knowledge	Skills; Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).* Knowledge; To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		

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Geography Skills and Fieldwork	Question - Ask questions about the world around them. Observe - Commenting on the features they see in their school and school grounds. Measure - Answering simple questions, guided by the teacher Record - Creating some of the features they notice in their school and school grounds. Present - Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning Skills; Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable. Knowledge; To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).
Key Vocabulary in Reception	World, Earth, maps, directional language – left, right, up, down, forward, back, near, far, atlas Location, country, continent, ocean, village, town, city, United Kingdom, weather, London, Woolmer Green, church, road, street, shops, farm, house, flat, Unit 1 – above, aerial, bird's eye view, building, car park, direction, feature, field, find, house, identify, journey, lake, look, Unit 2 – acorn, autumn, bark, bent, big, bright, colour, dark, dry, feather, feel, flower, freezing, frosty Unit 3 – beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm, field

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Year 1		Autumn	Spring	Summer
Topic		<i>What is it like here?</i>	<i>What is the weather like in the UK?</i>	<i>What is it like to live in Shanghai?</i>
National Curriculum objectives		<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Human and physical geography</i> - Identify seasonal and daily weather patterns in the United Kingdom. - Use basic geographical vocabulary to refer to: - Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Human features: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use simple compass directions (North, South, East and West) and locational language (e.g. near/far, left/right). - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and use symbols in a key. - Use simple fieldwork and observational skills to study the geography of the school and its grounds, and the surrounding environment.	<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Human and physical geography</i> - Identify seasonal and daily weather patterns in the United Kingdom. - Use basic geographical vocabulary to refer to: - Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Human features: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use simple compass directions (North, South, East and West) and locational language (e.g. near/far, left/right). - Use simple fieldwork and observational skills to study the geography of the school and its grounds, and the surrounding environment.	<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - Name and locate the world's seven continents and five oceans. <i>Place knowledge</i> - 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. <i>Human and physical geography</i> - Identify seasonal and daily weather patterns in the United Kingdom. - Use basic geographical vocabulary to refer to: - Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Human features: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use simple compass directions (North, South, East and West) and locational language (e.g. near/far, left/right). - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and use symbols in a key. - Use simple fieldwork and observational

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				skills to study the geography of the school and its grounds, and the surrounding environment.
Whole unit	Expected outcomes	Pupils who are secure will be able to: - Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.	Pupils who are secure will be able to: - Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons and the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Suggest appropriate clothing and activities for each season.	Pupils who are secure will be able to: - Give examples of human and physical features. - Identify features they see on a walk. - Explain the location of features using some directional language. - Use an aerial photograph to locate physical and human features. - Draw simple pictures or symbols on a sketch map. - Draw compass points. - Name the continent they live in. - Use an atlas to locate the UK and China on a world map. - Use an atlas to locate Europe and Asia on a world map. - Identify China's physical and human geography. - Sort physical and human features using photographs. - Identify physical and human features in images of Shanghai. - Compare Shanghai to their locality. - Identify similarities and differences between human and physical features.
	Visits/trips/workshops			
	Vocabulary	Tier 1: map school classroom playground feature draw place look see Tier 2: aerial photograph location symbol human physical improve design environment representation	Tier 1: UK England Scotland Wales Northern Ireland map country weather season Tier 2: compass direction north south east west locate pattern change climate	Tier 1: map sketch place feature world continent Shanghai China city UK Tier 2: Europe Asia Africa America Australia Oceania physical human environment location difference similarity
Weekly learning objectives specific to St. Michael's (progression of skills)	1	To know what an aerial photograph is by locating our school. Understanding images from above → Identifying familiar places → Recognising how we can find locations What is an aerial photograph?	To know what the UK is by locating its four countries. Recognising places → Identifying countries → Naming and locating them on a map What is the UK? What are the four countries of the UK?	To recognise physical and human features. Observing the world → Identifying natural and man-made features → Classifying them What is a physical feature? What is a human feature? How can we tell the difference?

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		What can we see in an aerial photograph of our school? Why is it useful to look at places from above?	Where are they on a map?	
	2	To know what a map is by creating a map of our classroom. Understanding what maps show → Identifying objects in a space → Representing a place using symbols What is a map? What can we see in our classroom? How can we show our classroom on a map?	To know how the seasons change in the UK by identifying seasonal differences. Observing changes over time → Recognising seasonal features → Describing differences What are the seasons? What happens in each season? How does the UK change throughout the year?	To draw a sketch map. Understanding simple maps → Observing key features → Representing them clearly What is a sketch map? What features should we include? How can we draw a simple map of a place?
	3	To know what features are by exploring our playground. Observing the environment → Identifying physical and human features → Describing locations What is a feature? What features are in our playground? Where are these features located?	To know how to describe location by learning the four compass directions. Understanding direction → Using positional language → Applying it to maps What are the compass directions? What do north, south, east and west mean? How can we use them to describe where things are?	To name and locate some continents on a world map. Recognising the world → Naming continents → Locating them on a map What is a continent? What continents can we name? Where are they on a world map?
	4	To know how to draw a simple map by representing a familiar place. Understanding symbols and layout → Choosing what to include → Creating a simple representation What is a simple map? What do we need to include on a map? How can we draw a map of a place we know?	To know what weather is by observing daily weather patterns. Observing changes → Recording weather → Describing patterns What is the weather? What is the weather like today? How does the weather change each day?	To identify physical and human features of a non-European country. To know what a place is like by identifying its physical and human features. Exploring a new place → Identifying features → Describing environments What physical features are in this country? What human features are there? How do these features shape the place?
	5	To know how people feel about places by exploring our playground. Observing experiences → Expressing opinions → Understanding different viewpoints How do we feel in our playground? What do we like about our playground? What would we change about our playground?	To know how weather varies across the UK by investigating daily patterns. Comparing places → Identifying similarities and differences → Describing patterns Is the weather the same everywhere in the UK? How does weather change in different places? What patterns can we notice?	To describe what it is like in Shanghai. Observing a case study → Identifying key features → Describing daily life Where is Shanghai? What is it like in Shanghai? What makes Shanghai different or special?
	6	To know how places can be improved by designing a better playground. Identifying problems → Generating ideas → Designing solutions What could be improved in our playground? What ideas do we have to make it better? How can we design an improved playground?	To know how weather changes with the seasons by exploring patterns over time. Linking weather and seasons → Identifying patterns → Explaining changes How does weather change in each season? What patterns can we see across the year? Why does the weather change with the seasons?	To compare Shanghai to a small area of the UK. Identifying features → Comparing environments → Noticing similarities and differences What is it like in Shanghai? What is it like in a small area of the UK? How are these places the same and different?

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Year 2		Autumn	Spring	Summer
Topic		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
National Curriculum objectives		<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - Name and locate the world's seven continents and five oceans - Identify hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Place knowledge</i> - Understand geographical similarities and differences between a small area of the UK and a contrasting non-European country <i>Human and physical geography</i> - Identify seasonal and daily weather patterns in the UK - Use basic geographical vocabulary to describe: - Physical features (e.g. season, weather, mountain, river, vegetation) - Human features (e.g. city, town, village, house, shop) <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify continents, oceans and countries studied - Use simple compass directions and locational language (e.g. near/far, left/right) - Use aerial photographs and simple maps, including symbols and keys - Use simple fieldwork and observational skills to study the local area	<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - 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 <i>Human and physical geography</i> - Use basic geographical vocabulary to describe: - Physical features (e.g. coast, ocean, forest, mountain, river, vegetation) - Human features (e.g. city, town, village, port, harbour, shop) <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify the UK, continents and oceans - Use simple compass directions (North, South, East, West) and locational language - Use aerial photographs and plan perspectives to recognise landmarks and features - Devise and use simple maps with basic symbols and a key - Use simple fieldwork and observational skills to study the local environment	<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - 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 <i>Human and physical geography</i> - Use basic geographical vocabulary to describe: - Physical features (e.g. beach, coast, cliff, sea, ocean, river) - Human features (e.g. town, harbour, port, shop, house) <i>Geographical skills and fieldwork</i> - Use world maps, atlases and globes to identify the UK and surrounding seas - Use simple compass directions (North, South, East, West) and locational language - Use aerial photographs and plan perspectives to recognise coastal features - Devise and use simple maps with basic symbols and a key - Use simple fieldwork and observational skills to study the local area and coastal environments
Whole unit	Expected outcomes	Pupils who are secure will be able to: - Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map.	Pupils who are secure will be able to: - Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on	Pupils who are secure will be able to: - Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and

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Weekly learning objectives specific to St. Michael's (progression of skills) key questions		• Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map.	• a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart.	• oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used.
	Visits/trips/workshops			
	Vocabulary	Tier 1: map weather hot cold sea Kenya Tier 2: continent country climate ocean temperature Tier 3: Equator polar ice sheet rainforest savannah	Tier 1: map sea land river lake Tier 2: country ocean location habitat symbol Tier 3: physical feature human feature fieldwork OS map tally chart	Tier 1: sea coast map town village Tier 2: coastline ocean island harbour location Tier 3: physical feature human feature fieldwork tally chart sand dunes
	1	To know the seven continents Understanding global geography → Identifying locations → Recognising spatial patterns What are the seven continents? Where are they on a map? Which continents are largest and smallest?	To identify geographical characteristics of the UK Understanding place → Identifying features → Recognising characteristics What is the UK? What human and physical features does it have? What makes it special?	To locate the seas and oceans surrounding the UK. Understanding location → Identifying surrounding waters → Recognising geographical position What seas and oceans are around the UK? Where are they on a map? Why are they important?
	2	To locate the North and South Poles Understanding polar regions → Identifying key locations → Recognising environmental features Where are the North and South Poles? What are they like? How are they different from where we live?	To locate some of the world's most amazing places Understanding global locations → Identifying places → Recognising significance What are some amazing places around the world? Where are they on a map? Why are they special?	To explain what the coast is. Understanding key concepts → Identifying features → Explaining meaning What is the coast? Where can we find coasts? Why are they important places?
	3	To locate the Equator on a world map Understanding global lines → Identifying position → Recognising climate links	To know the names of the five oceans and locate them on a map	To identify the physical features of the coast. Understanding natural features → Identifying coastal landforms → Recognising characteristics

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		What is the Equator? Where is it on a map? How does it affect temperature and climate?	Understanding oceans → Identifying locations → Recognising global importance What are the five oceans? Where are they? Why are oceans important?	What physical features can we find at the coast? What are cliffs, beaches and rocks? How are they formed?
	4	To compare the UK and Kenya Understanding places → Identifying features → Recognising differences Where are the UK and Kenya? What are they like? How are they similar and different?	To draw human and physical features on a sketch map Understanding mapping → Identifying features → Representing them visually What are human and physical features? How can we draw them on a map? Why are maps useful?	To identify human features on the coast. Understanding human activity → Identifying features → Recognising purpose What human features are found at the coast? What are piers, harbours and lighthouses? Why are they built?
	5	To investigate local weather conditions Understanding weather → Collecting information → Identifying patterns What is the weather like today? How can we measure it? How does it change over time?	To investigate local habitats and record findings Understanding habitats → Observing and recording → Identifying living things What is a habitat? What lives in our local area? How can we record what we find?	To investigate how people use the local coast. Understanding human use → Collecting information → Identifying patterns How do people use the coast? What activities take place there? Why do people visit or work there?
	6	To identify key features of hot and cold places Understanding climate zones → Identifying characteristics → Recognising differences What are hot and cold places like? What plants, animals and people live there? How do they survive?	To understand how to present findings in a bar chart Understanding data presentation → Organising information → Interpreting results What is a bar chart? How do we create one? What can it tell us about our findings?	To present findings on how people use the local coast. Organising information → Presenting results → Communicating ideas How can we show what we have found? What does our data tell us? How can we explain our findings clearly?

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Year 3				
Autumn		Spring		Summer
Topic		Why do people live near volcanoes?	Who lives in the Antarctic?	Are all settlements the same?
National Curriculum objectives		<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - 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. <i>Place knowledge</i> - 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. <i>Human and physical geography</i> - 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. <i>Geographical skills and fieldwork</i> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - 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. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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. <i>Geographical skills and fieldwork</i> - 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 knowledge of the United Kingdom and the wider world.	<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> - 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 understand how some of these aspects have changed over time. <i>Place knowledge</i> - 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. <i>Geographical skills and fieldwork</i> - 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 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

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		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.	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.	digital technologies.
	Expected outcomes	Pupils who are secure will be able to: - Name all four layers of the Earth in the correct order, stating one fact about each layer. - Explain one or more ways a mountain can be formed. - Give a correct example of a mountain range and its continent. - Describe a tectonic plate and know that mountains occur along plate boundaries. - Correctly label the features of shield and composite volcanoes and explain how they form. - Name three ways in which volcanoes can be classified. - Describe how volcanoes form at tectonic plate boundaries. - Explain a mix of negative and positive consequences of living near a volcano. - State whether they would or would not want to live near a volcano. - State that an earthquake is caused when two plate boundaries move and shake the ground. - Explain that earthquakes happen along plate boundaries. - List some negative effects that an earthquake can have on a community. - Observe, digitally record and map different rocks using a symbol on a map. - Identify rock types and their origins based on collected data.	Pupils who are secure will be able to: - Describe lines of latitude and longitude, giving an example. - Understand that the Northern and Southern Hemispheres have seasons at different times. - Define climate zones, giving an example. - Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. - Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. - Describe the equipment and clothing researchers use in Antarctica. - State the outcome of Shackleton's expedition. - Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. - Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. - Describe a similarity and a difference between life in the UK and life in Antarctica. - Draw a map of the route taken on an expedition. - State one thing that went well on the expedition and one aspect that did not go as hoped.	Pupils who are secure will be able to: - Locate some cities in the UK. - Describe the difference between villages, towns and cities. - Identify features on an OS map using the legend. - Describe the different types of land use. - Follow a route on an OS map. - Discuss reasons for the location of human and physical features. - Locate some geographical regions in the UK. - Identify and begin to offer explanations about changes to features in the local area. - Describe the location of New Delhi. - Identify some human and physical features in New Delhi. - State some similarities and differences between land use and features in New Delhi and the local area.
	Visits/trips/workshops			
	Vocabulary	Tier 1: earth rock mountain volcano shake ground	Tier 1: map place ice cold north south Tier 2: latitude longitude hemisphere climate direction	Tier 1: place home land city compare change Tier 2: settlement feature human physical location local Tier 3: nucleated dispersed linear agricultural

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Weekly learning objectives specific to St. Michael's (progression of skills) key questions		Tier 2: crust mantle core earthquake magma plate Tier 3: tectonic plate epicentre seismic waves pyroclastic flow magma chamber	Tier 3: Antarctica iceberg ice sheet ice shelf Shackleton	residential commercial New Delhi
	1	To name and describe the layers of the Earth. Understanding the Earth → Identifying its structure → Describing each layer What are the layers of the Earth? What is each layer called? What is each layer like?	To understand the position and significance of lines of latitude. Understanding the Earth → Identifying lines on a map → Recognising their importance What are lines of latitude? Where are they on a map or globe? Why are they important?	To describe different types of settlements. Understanding places → Identifying settlement types → Describing their characteristics What is a settlement? What different types of settlements are there? What are these settlements like?
	2	To explain how and where mountains are formed. Understanding Earth processes → Identifying where mountains form → Explaining how they are created What is a mountain? Where are mountains found? How are mountains formed?	To describe the location and physical features of Antarctica. Locating a place → Identifying physical features → Describing the environment Where is Antarctica? What physical features can we find there? What is the environment like?	To identify the human and physical features in the local area. Observing the local area → Identifying features → Classifying them as human or physical What is a human feature? What is a physical feature? What features can we find in our local area?
	3	To explain why volcanoes happen and where they occur. Understanding natural processes → Identifying locations → Explaining causes What is a volcano? Why do volcanoes happen? Where do volcanoes occur?	To describe the human features of Antarctica. Exploring human activity → Identifying features → Understanding how people use places Do people live in Antarctica? What human features are there? How do people use Antarctica?	To discuss why physical and human features are in particular locations. Exploring locations → Identifying reasons for features → Explaining patterns Why are physical features found in certain places? Why are human features built in certain places? How do features affect where people live?
	4	To recognise the negative and positive effects of living near a volcano. Exploring impacts → Identifying advantages and disadvantages → Understanding different perspectives What happens near a volcano? What are the dangers of living near a volcano? What are the benefits of living near a volcano?	To use four-figure grid references to plot Shackleton's route to Antarctica. Understanding map skills → Using grid references → Plotting locations What are grid references? How do we use four-figure grid references? Where was Shackleton's route?	To describe how land use in the local area has changed. Observing change over time → Identifying land use → Describing developments What is land use? How has our local area changed? Why has land use changed?
	5	To explain what earthquakes are and where they occur. Understanding natural events → Identifying causes → Locating where they happen What is an earthquake? Why do earthquakes happen? Where do earthquakes occur?	To plan a simple route on a map using compass points. Understanding direction → Using compass points → Planning routes What are compass points? How can we use them on a map? How do we plan a route?	To identify land use in New Delhi. Exploring a new location → Identifying land use → Describing how land is used Where is New Delhi? How is land used in New Delhi? What is similar or different to our local area?

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	6	To observe and record the location of rocks around the school grounds and discuss findings. Investigating the local environment → Observing and recording → Discussing patterns and findings What rocks can we find around our school? Where are these rocks located? What do we notice about them?	To follow instructions involving compass points and map a simple route. Following directions → Applying map skills → Mapping routes accurately What do compass directions tell us? How can we follow map instructions? How can we draw a route on a map?	To compare land use in two different locations. Identifying features → Comparing land use → Noticing similarities and differences What is land use like in each place? How are these locations similar? How are these locations different?
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Year 4					
Autumn		Spring		Summer	
Topic	Why are rainforests important to us?		Where does our food come from?	What are rivers and how are they used?	
National Curriculum objectives	<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - 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. - 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). <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts (with a focus on rainforest environments), rivers 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.		<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - 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. <i>Place knowledge</i> - 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. <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts (with a focus on rainforest environments), rivers 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		<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - 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 understand how some of these aspects have changed over time. <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts (with a focus on rainforest environments), rivers 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. <i>Geographical skills and fieldwork</i>

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	<i>Geographical skills and fieldwork</i> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	energy, food, minerals and water. <i>Geographical skills and fieldwork</i> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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.	- 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 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.
Unit Outcomes	Pupils who are secure will be able to: - Describe a biome and give an example. - State the location and some key features of the Amazon rainforest. - Name and describe the four layers of tropical rainforests. - Understand that trees and plants adapt to living in the rainforest and give an example. - Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. - Name one way in which the Amazon is changing. - Articulate why the Amazon rainforest is important. - Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. - Use a variety of data collection methods with support. - Summarise how the local woodland is used and suggest changes to improve the area.	Pupils who are secure will be able to: - Identify that different foods grow in different biomes and say why. - Explain which food has the most significant negative impact on the environment. - Consider a change people can make to reduce the negative impact of food production. - Describe the intentions around trading responsibly. - Explain that food imports can be both helpful and harmful. - Describe the journey of a cocoa bean. - Locate countries on a blank world map using an atlas. - Use a scale bar correctly to measure approximate distances. - Collect data through an interview process. - Analyse interview responses to answer an enquiry question. - Discuss any trends in data collected.	Pupils who are secure will be able to: - Identify water stores and processes in the water cycle. - Describe the three courses of a river. - Name the physical features of a river. - Name some major rivers and their location. - Describe different ways a river is used. - List some of the problems around rivers. - Describe human and physical features around a river. - Identify the location of a river on an OS map. - Make a judgement on the environmental quality in a river environment. - Make suggestions on how a river environment could be improved.
Visits/trips/workshops			
Vocabulary	Tier 1: forest tree animals plants people Tier 2: biome vegetation equator climate community Tier 3: canopy layer emergent layer deforestation indigenous peoples greenhouse gas	Tier 1: food farm map truck shop Tier 2: trade import export distribution sustainability Tier 3: food miles carbon footprint air freight responsible trade sample size	Tier 1: water river rain map land Tier 2: evaporation precipitation valley tributary flooding Tier 3: meander oxbow lake estuary percolation transpiration

Weekly learning objectives specific to St. Michael' s (progression of skills) key questions	1	To describe and give examples of a biome and find the location and some features of the Amazon rainforest. Understanding biomes → Identifying locations → Recognising key features What is a biome? Where is the Amazon rainforest? What are its key features?	To explain the impact of food choices on the environment. Understanding environmental impact → Identifying choices → Recognising consequences How do our food choices affect the environment? What happens when food is produced? Why do some foods have a bigger impact than others?	To describe how the water cycle works. Understanding natural processes → Identifying stages → Explaining the movement of water What is the water cycle? What are evaporation, condensation and precipitation? How does water move around the Earth?
	2	To describe the characteristics of each layer of a tropical rainforest. Understanding rainforest structure → Identifying layers → Explaining characteristics What are the layers of a rainforest? What is each layer like? What plants and animals live there?	To understand the importance of trading responsibly. Understanding global trade → Identifying fair practices → Recognising responsibility What is trade? What does responsible trading mean? Why is it important to be fair to farmers and workers?	To recognise the features and courses of a river. Understanding river systems → Identifying features → Recognising stages What is a river? What are the features of a river? What happens in the upper, middle and lower courses?
	3	To understand the lives of indigenous peoples living in the Amazon rainforest. Understanding human environments → Identifying lifestyles → Recognising adaptations Who are indigenous peoples? How do they live in the rainforest? How do they use its resources?	To describe the journey of a cocoa bean. Understanding production processes → Identifying stages → Explaining movement Where do cocoa beans come from? How do they travel to us? What happens to them along the way?	To name and locate some of the world's longest rivers. Understanding global geography → Identifying locations → Recognising significance What are some of the world's longest rivers? Where are they on a map? Why are they important?
	4	To describe why tropical rainforests are important and understand the threats to the Amazon. Understanding importance → Identifying benefits → Recognising threats Why are rainforests important? How do they help the planet? What threats does the Amazon face?	To map and calculate the distance food has travelled. Understanding mapping skills → Measuring distance → Recognising food miles What are food miles? How can we map where food comes from? How far has our food travelled?	To describe how rivers are used. Understanding human activity → Identifying uses → Recognising importance How do people use rivers? Why are rivers important for transport, water and energy? How do rivers help people?
	5	To understand how local woodland is used using a variety of data collection methods. Understanding land use → Collecting data → Identifying patterns How is local woodland used? What methods can we use to collect data? What patterns can we find?	To design and use data collection methods to find where our food comes from. Planning investigations → Collecting data → Interpreting findings How can we find out where food comes from? What questions can we ask? How can we record our results?	To identify and locate human and physical features on a map. Understanding mapping → Identifying features → Recognising differences What are human and physical features? How can we find them on a map? Why are maps useful?
	6	To analyse and present findings on how local woodland is used. Analysing information → Presenting results → Explaining conclusions What does our data show? How can we present it clearly? What conclusions can we make about woodland use?	To discuss the advantages and disadvantages of buying both locally and imported food. Comparing choices → Identifying benefits and drawbacks → Evaluating decisions What is local food? What is imported food? What are the advantages and disadvantages of each?	To collect data on the features of a local river. Collecting information → Observing features → Recording findings How can we study a local river? What features can we observe? How can we record what we find?

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Year 5		Autumn	Spring	Summer
Topic		What is life like in the Alps?	Why do Oceans matter?	Would you like to live in the desert?
National Curriculum objectives		<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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 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). <i>Place knowledge</i> - 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 (e.g. the Alps), and a region within North or South America. <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, mountains, rivers and vegetation belts (with a focus on alpine environments). - Human geography, including: types of settlement and land use, economic activity including tourism and trade links, and the distribution of natural resources	<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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 understand how some of these aspects have changed over time. <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, mountains, rivers and vegetation belts (with a focus on alpine environments). - Human geography, including: types of settlement and land use, economic activity including tourism and trade links, and the distribution of natural resources including energy, food, minerals and water. <i>Geographical skills and fieldwork</i> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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.	<u>National curriculum Geography subject content</u> <u>Pupils should be taught about:</u> <i>Locational knowledge</i> - Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - 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). <i>Place knowledge</i> - 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 (e.g. the Alps), and a region within North or South America. <i>Human and physical geography</i> - Describe and understand key aspects of: - Physical geography, including: climate zones, mountains, rivers and vegetation belts (with a focus on alpine environments). - Human geography, including: types of settlement and land use, economic activity including tourism and trade links, and the distribution of natural resources including energy, food, minerals and water. <i>Geographical skills and fieldwork</i> - Use maps, atlases, globes and digital/computer mapping to locate

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		including energy, food, minerals and water. <i>Geographical skills and fieldwork</i> • 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 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.		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 knowledge of the United Kingdom and the wider world.
Whole unit	Expected outcomes	Pupils who are secure will be able to: • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Pupils who are secure will be able to: • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.	Pupils who are secure will be able to: • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.
	Visits/trips/workshops			

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	Vocabulary	Tier 1: mountain map trees people snow Tier 2: climate glacier vegetation tourism population Tier 3: fold mountain mountain range coniferous trees recreational land use sea level	Tier 1: ocean water fish beach rubbish Tier 2: habitat ecosystem marine species erosion Tier 3: coral reef coral bleaching microplastics human footprint single-use plastic	Tier 1: desert hot dry sand plants Tier 2: climate biome rainfall vegetation drought Tier 3: desertification sand dune mesa flash flood salt flat
Weekly learning objectives specific to St. Michael's (progression of skills) key questions	1	To locate the Alps on a map. Understanding location → Identifying regions → Recognising position in the world Where are the Alps? Which countries are they in? How can we find them on a map?	To explain the importance of our oceans. Understanding global systems → Identifying importance → Recognising impact on life Why are oceans important? How do they support life on Earth? How do humans depend on oceans?	To summarise the characteristics of a desert biome. Understanding biomes → Identifying key features → Recognising environmental conditions What is a desert biome? What are its main characteristics? How is it different from other biomes?
	2	To describe the physical and human features of an Alpine region. Understanding geography → Identifying features → Explaining characteristics What are the physical features of an Alpine region? What human features are present? How do they shape the landscape?	To locate and describe the significance of the Great Barrier Reef. Understanding location → Identifying key features → Recognising global importance Where is the Great Barrier Reef? What is it like? Why is it significant?	To locate and explore features of deserts. Understanding location → Identifying regions → Recognising physical features Where are deserts found? What features do deserts have? How can we locate them on a map?
	3	To describe the physical and human features of an Alpine region. Understanding geography → Identifying features → Explaining characteristics What are the physical features of an Alpine region? What human features are present? How do they shape the landscape?	To explain the impact humans have on coral reefs and oceans. Understanding human impact → Identifying causes → Recognising consequences How do humans affect oceans and coral reefs? What causes damage? What are the consequences?	To describe the physical features of a desert environment. Understanding physical geography → Identifying landforms → Explaining characteristics What are the physical features of deserts? What are dunes, rocks and dry riverbeds? How are they formed?
	4	To investigate what there is to do in the local area using data collection. Understanding local area → Collecting information → Identifying patterns What activities take place in the local area? How can we collect data? What does the data show?	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. Understanding sustainability → Identifying actions → Planning investigations How can we protect oceans? What actions can people take? How can we plan a fieldwork enquiry?	To explain the different ways humans can use deserts. Understanding human activity → Identifying uses → Recognising opportunities How do people use deserts? What industries take place there? How do people survive in these environments?
	5	To understand similarities and differences between the local area and an Alpine area. Comparing places → Identifying similarities → Recognising differences How is the local area similar to the Alps? How is it different? Why do these differences exist?	To collect data on the types of litter polluting a marine environment. Collecting information → Identifying patterns → Recording findings How can we collect data on litter? What types of litter are found? What patterns can we see?	To describe some of the threats of desert environments. Understanding environmental issues → Identifying threats → Recognising impact What threats do deserts face? How do human activities affect them? What are the consequences?
	6	To understand the human and physical geography of the Alps. Understanding geography → Identifying	To present, analyse and evaluate data collected. Organising information → Analysing results → Evaluating outcomes	To explore the similarities and differences between two physical environments. Comparing environments → Identifying similarities

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		interactions → Recognising impact What is the human geography of the Alps? What is the physical geography? How do people and the environment interact?	How can we present our data? What do the results show? What conclusions can we make?	→ Recognising differences What is similar between different environments? What is different? Why do these differences exist?
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Y6				
		Autumn	Spring	Summer
Topic		Why does population change?		Where does our energy come from?
National Curriculum objectives		<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> • Locate the world's countries, using maps to focus on key physical and human characteristics • Name and locate counties and cities of the United Kingdom <i>Place knowledge</i> • Understand geographical similarities and differences through the study of human and physical geography of a region <i>Human and physical geography</i> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy • Understand how human and physical processes interact to influence and change landscapes and environments <i>Population and settlement</i> • Understand how population is distributed globally and how it changes over time • Understand migration and the reasons why people move, including push and pull factors <i>Environmental impact and sustainability</i> • Understand the impact of climate change on environments and people • Consider actions that can be taken to improve and sustain environments Geographical skills and fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and		<u>National curriculum Geography subject content</u> Pupils should be taught about: <i>Locational knowledge</i> • Locate the world's countries, using maps to focus on key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom <i>Place knowledge</i> • Understand geographical similarities and differences through the study of human and physical geography <i>Human and physical geography</i> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy <i>Geographical skills and fieldwork</i> • 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 knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <i>Map and data skills</i> • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital maps

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		present human and physical features using a range of methods, including sketch maps, plans and digital technologies <i>Data collection and analysis</i> • Interpret and present geographical data using a range of methods, including maps, graphs and digital tools • Collect, analyse and communicate geographical data gathered through fieldwork • Ask and answer geographical questions and use evidence to suggest improvements to environments		<i>Enquiry and analytical skills (implicit through geography curriculum)</i> • Ask and answer geographical questions • Analyse and communicate findings in different ways • Use evidence to justify and support conclusions
Whole unit	Expected outcomes	Pupils who are secure will be able to: • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment.		Pupils who are secure will be able to: • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.
	Visits/trips/workshops			
		Tier 1		Tier 1

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	Vocabulary	impact improvements population region Tier 2 digital technologies fossil fuels greenhouse gases Likert scale migrants migration noise pollution population density population distribution pull factors push factors qualitative quantitative refugee sparsely populated voluntary Tier 3 involuntary natural increase		coal consumption energy source sea level solar power windpower Tier 2 biofuel contour line crude oil dam emissions nuclear power producer regenerate replenish time zone urban planner Tier 3 six-figure grid reference Prime Meridian hydropower natural gas non-renewable renewable
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Weekly learning objectives specific to St. Michael's (progression of skills), key questions	1	To understand the change and distribution of the global population Understanding global patterns → Identifying distribution → Explaining reasons for change What is the global population? Where is it most and least dense? Why do populations change over time?		To know why energy sources are important. Understanding the role of energy → Identifying uses → Recognising importance in daily life What are energy sources? Where do we use energy? Why is energy important for people and the world?
	2	To understand birth and death rates by learning how they influence population change. Defining key measures → Identifying causes → Explaining change over time What are birth and death rates? Why do they increase or decrease? How do they affect population growth?		To understand the benefits and drawbacks of different energy sources. Comparing energy types → Identifying advantages and disadvantages → Evaluating impact What are renewable and non-renewable energy sources? What are the benefits of each? What are the drawbacks?
	3	To recognise the push and pull factors influencing migration. Understanding movement → Identifying reasons → Explaining choices people make What is migration? What are push factors? What are pull factors? Why do people move?		To understand how energy is generated in the United States. Understanding energy production → Identifying sources → Explaining processes How is energy produced in the United States? What types of energy are most common? How is energy generated?
	4	To begin to understand the impact climate change can have on the global population. Understanding environmental change → Identifying impacts → Explaining consequences What is climate change? How does it affect people's lives? Why might people need to move because of it?		To know how energy sources are distributed in an area. Understanding distribution → Identifying patterns → Explaining location choices Where are energy sources located? Why are they found in certain places? How does geography affect distribution?
	5	To collect data showing how population impacts the amount of traffic and litter in an area. Collecting data → Identifying patterns → Explaining local impacts How can we measure traffic and litter? What patterns can we find? How does population affect our local area?		To explain reasons for choosing an energy source. Exploring decision-making → Identifying influencing factors → Justifying choices What factors affect energy choices? Why might one source be chosen over another? How do cost, environment and availability influence decisions?
	6	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. Organising information → Analysing results → Proposing solutions How do we present fieldwork data? What do our results show? How can we improve our local area?		To collect and present data on where to position a solar panel on the school grounds. Collecting data → Analysing results → Presenting findings How can we collect data about sunlight and location? What patterns do we find? Where is the best place to put a solar panel and why?