**Holy Cross Catholic Primary School**



**Geography Curriculum Map**

**2025 - 2026**

**We care, we share, we value.**

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| **Nursery** | | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |  | | Children will discuss their Local Area – exploring buildings and talking about what they see. | Children will continue to develop positive attitudes to differences between people & know that there are different countries in the world. | |
| **Reception** | | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |  | | Develop knowledge of their Local Area. Children will be able to draw information on a simple map & understanding that some places are special to members of the community & describe what they see, hear and feel whilst outside | Children can demonstrate an understanding of their local area/where they live and how this can compare with similar places.  Children can name other countries and begin to identify some key landmarks. They can identify seasonal changes and can use directional language such as near far, left and right and relative vocabulary such as bigger, smaller. | |
| **Year 1** | | **Hot and Cold Climates**  **Locational Knowledge**   * I can identify hot and cold areas of the world (using globes and maps) in relation to the Equator and the North and South Poles.   **Human and Physical Geography**   * I can identify daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine). * I can identify hot and cold areas of the world (using globes and maps) in relation to the Equator and the North and South Poles.   **Geographical Skills and Fieldwork**   * I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality). * I can use directional language such as near far, left and right. * I can use relative vocabulary such as bigger, smaller, like, dislike. * I can recognise simple features on maps such as buildings, roads and fields. |  | | **The United Kingdom**  **Locational Knowledge**   * I can name, locate and identify the countries and capitals of the UK. * I can name, locate, and identify the seas surrounding the UK. * I know about my local area and can name key landmarks. E.g., The Dream, the nearest green space.   **Human and Physical Geography**   * I can talk about a human environment, such as the local area of a UK city, naming some features using key vocabulary. * Key human features, including: city, town, village, factory, farm, house, office. * I can show awareness that the weather may vary in different parts of the UK.   **Place Knowledge**   * I can understand geographical similarities and differences through studying the human and physical geography of the local area and another small area of the UK.   **Geographical Skills and Fieldwork**   * I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality). * I can use directional language such as near far, left and right. * I can use relative vocabulary such as bigger, smaller, like, dislike. * I can recognise simple features on maps such as buildings, roads and fields. | **Our Local Area**  **Locational Knowledge**   * I know about my local area and can name key landmarks. E.g., The Dream, the nearest green space.   **Human and Physical Geography**   * I can identify key human features, including: city, town, village, factory, farm, house, office.   **Geographical Skills and Fieldwork**   * I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality). * I can use directional language such as near far, left and right. * I can use relative vocabulary such as bigger, smaller, like, dislike. * I can recognise simple features on maps such as buildings, roads and fields. | |
| **Year 2** | | **Continents and Oceans**  **Locational Knowledge**   * I know where in the world the North and South Poles and Equator are. * I can identify, name and locate the 7 continents. * I can identify, name and locate the 5 oceans on a globe or atlas.   **Place Knowledge**   * I can describe some differences between places near the equator and at the poles.   **Geographical skills and fieldwork**   * I can use atlases, maps and globes to identify and describe some features and places (the seven continents and five oceans). * I can locate the equator on a map. |  | | **What would I pack for a trip to St Lucia?**  **Locational Knowledge**   * I can identify, name and locate the 7 continents. * I can identify, name and locate the 5 oceans on a globe or atlas.   **Place Knowledge**   * I can understand geographical similarities and differences through studying the human and physical geography of the local area and of a small area in a contrasting non- European country (St Lucia). * I can describe some differences between places near the equator and at the poles.   **Human and Physical Geography**   * I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. * Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather   **Geographical Skills and Fieldwork**   * I know the four compass points (NSEW) and can use a compass. * I can recognise simple features on maps – physical and human features. * I can use a key as part of a map. * I can use atlases, maps and globes to identify and describe some features and places (the seven continents and five oceans). * I can locate the equator on a map. | **Seasonal Changes**  **Human and Physical Geography**  I can identify seasonal changes in the UK and in my locality.  I can describe how weather can change during a day and what it is likely to be at different times of the year (in my locality).  I can recognise and describe simple patterns in the environment (e.g. seasonal changes). | |
| **Year 3** | **South America**  **Locational Knowledge**   * I can understand continent, country, state, city.   **Human and Physical Geography**   * I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. * I can recognise features and some activities that occur in different settlements using a range of key vocabulary. * I can recognise the main land uses within urban areas and the key characteristics of rural areas. * I can recognise that some regions are different from others.   **Geographical Skills and Fieldwork**   * I can locate places using a range of maps, including OS maps. * I can use 4-figure compasses. * I can read co- ordinates (numbers and letters, for example) to identify features of a map. * I can begin to use OS maps (four figure grid references) to identify features (by the end of Year 3). * I can follow a route on a map with some accuracy. * I can locate the UK on a variety of maps (including digital maps) with different scales, including OS and digital. | | | **Rivers**  **Locational Knowledge**     * I can locate and name some of the UK’s significant rivers. * I can name and locate the settlements at the mouth of rivers.   **Human and Physical Geography**   * I can understand the impact of human activity on rivers. * I can use simple geographical vocabulary to describe significant physical features and talk about how they change. * I can describe the features of a river environment and how they were formed. * I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.   **Geographical Skills and Fieldwork**   * I can use OS maps (four figure grid references) to identify features. * I can begin to use an 8-figure compass. * I can follow a route on a large-scale map. * I can locate places on a range of maps (variety of scales). * I can identify features on an aerial photograph, digital or computer map | | | **Earthquakes and Volcanoes**  **Place Knowledge**   * I can understand geographical similarities and differences through studying the human and physical geography of a region some European countries including the UK.   **Human and Physical Geography**   * I can use simple geographical vocabulary to describe significant physical features and talk about how they change. * I can describe and understand key aspects of physical geography, including volcanos. * I can understand how a mountain regions, rivers and volcanoes were formed. * I can describe the features of a volcano and the process of eruption using the appropriate vocabulary.   **Geographical Skills and Fieldwork**   * I can use OS maps (four figure grid references) to identify features. * I can begin to use an 8-figure compass. * I can follow a route on a large-scale map. * I can locate places on a range of maps (variety of scales). * I can identify features on an aerial photograph, digital or computer map |
| **Year 4** | **Mountains**  **Human and Physical Geography**   * I can name and locate geographical regions of the UK & their identifying physical characteristics, including some key topographical features including hills, mountains, coasts and rivers.   **Geographical Skills and Fieldwork**   * I can locate places using a range of maps, including OS maps. * I can use 4-figure compasses. * I can read co- ordinates (numbers and letters, for example) to identify features of a map. * I can begin to use OS maps (four figure grid references) to identify features (by the end of Year 3). | | | **North America**  **Locational Knowledge**   * I can understand the significance of latitude and longitude. * I can locate the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circles.   **Human and Physical Geography**   * I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.   **Geographical Skills and Fieldwork**   * I can use OS maps (four figure grid references) to identify features. * I can begin to use an 8-figure compass. * I can follow a route on a large-scale map. * I can locate places on a range of maps (variety of scales). * I can identify features on an aerial photograph, digital or computer map. | | | **Coasts**  **Locational Knowledge**   * I can locate some   coastal areas in my local area and understand that they  change over time.   * I can relate the   North West of England to other areas of Europe.  **Human and Physical Geography**   * I can recognise features and some activities that occur in different settlements using a range of key vocabulary. * I can recognise the main land uses within urban areas and the key characteristics of rural areas. * I can recognise that some regions are different from others. * I can name and locate geographical regions of the UK & their identifying physical characteristics, including some key topographical features including hills, mountains, coasts, and rivers.   **Geographical Skills and Fieldwork**   * I can locate places using a range of maps, including OS maps. * I can use 4-figure compasses. * I can read co- ordinates (numbers and letters, for example) to identify features of a map. * I can begin to use OS maps (four figure grid references) to identify features (by the end of Year 3). |
| **Year 5** | **Trade**  **Locational Knowledge**  I can locate some major cities and countries of Europe on physical and political maps.  I can describe some key physical and human features in different locations  I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.  **Human and Physical Geography**  I understand that products we use are imported as well as locally produced and can discuss important trade links from around the world.  I can understand how food production is influenced by climate.  **Geographical Skills and Fieldwork**  I can begin to use 6 figure grid references.  I can use an 8-figure compass.  I can begin to use atlases to find out other information (e.g. temperature and biomes).  I can locate the  world’s countries.  I can identify the position and significance of lines of longitude and latitude | | | **Our World in the Future**  **Locational Knowledge**  I understand that products we use are imported as well as locally produced and can discuss important trade links from around the world.  I can understand the impact of humans on Rainforests.  **Human and Physical Geography**  I can understand our food is grown in many different countries because of their climate.  I can understand how food production is influenced by climate.  **Geographical Skills and Fieldwork**  I can begin to use 6 figure grid references.  I can use an 8-figure compass.  I can begin to use atlases to find out other information (e.g. temperature and biomes). | | | **Europe- Andalusia**  **Locational Knowledge**  I can locate some major cities and countries of Europe on physical and political maps.  I can describe some key physical and human features of The Alpine Region.  I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.  I can understand geographical similarities and differences through studying the human and physical geography of a region in a European Country.  **Human and Physical Geography**  I understand some key aspects physical and human geography of the UK and other key locations around the world.  I know and understand what life is like in cities and in villages.  I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  **Geographical Skills and Fieldwork**  I can begin to use 6 figure grid references.  I can use an 8-figure compass.  I can begin to use atlases to find out other information (e.g. temperature and biomes).  I can locate the  world’s countries.  I can identify the position and significance of lines of longitude and latitude. |
| **Year 6** | **Climate Zones**  **Locational Knowledge**  I can locate cities, countries and regions of South America, Africa and Europe on physical and political maps.  I can describe key physical and human characteristics and environmental regions of the world.  I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons, and vegetation.  Human and Physical Geography  I can understand how climate and vegetation are connected in biomes, e.g. Texas  I can describe what the climate of a region is like and how plants and animals are adapted to it.  I can describe and understand a range of key physical processes and the resulting landscape features.  **Geographical skills and fieldwork**  I can use an 8-figure compass accurately.  I can use 6-figure grid reference accurately.  I can describe the features shown on OS maps.  I can follow a route on an OS map.  I can use lines of longitude and latitude on maps | | | **The North and South Poles**  **Locational knowledge**  I can locate cities, countries and regions of the North and South Pole, on physical and political maps.  I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons, and vegetation.  **Human and Physical Geography**  I can identify the effects of climate change on Antarctica  I can identify the importance of the Arctic and Antarctic Circle  I can understand the measures humans have taken to survive in cold places  I can compare how people who live in a contrasting environment would have a different life to those in the UK  I can describe how humans positively and negatively impact the environment    **Geographical skills and fieldwork**  I can use an 8-figure compass accurately.  I can use 6-figure grid reference accurately.  I can describe the features shown on OS maps.  I can follow a route on an OS map.  I can use lines of longitude and latitude on maps | | | **Protect our Natural Resources**  **Place Knowledge**  I can understand geographical similarities and differences through studying the human and physical geography of different continents.  **Human and Physical Geography**  I understand how a region and the land use has changed over time.  I can describe some renewable and non- renewable energy sources.  I know where some of our main natural resources come from.  I can describe different types of industry currently in the local area.  **Geographical skills and fieldwork**  I can use an 8-figure compass accurately.  I can use 6-figure grid reference accurately.  I can describe the features shown on OS maps.  I can follow a route on an OS map.  I can use lines of longitude and latitude on maps |