



Geography Curriculum

Long Term Plan 2026-2027



	Year 1		
	Autumn 1	Spring 2	Summer 2
<u>Geography Threads</u>	Climate and weather Earth geometry Physical processes	Diversity Economic activity Human processes Land use and settlement Local area Natural resources Physical processes	Diversity Earth geometry Interconnection
<u>Key Question</u>	Seasons: How does the weather change through the year? <i>*Seasonal lessons to be taught throughout the academic year*</i>	Local Area: Where do we live?	Continents and Oceans: What can we find out about the world?
<u>Building on prior knowledge:</u>	Y1 - Local area: where do we live? Y1 - Continents and oceans: what can we find out about the world?		Y1 - Local area: where do we live?
<u>Next steps</u>	Y1 - Local area: where do we live? Y1 - Continents and oceans: what can we find out about the world? Y2 - The UK: What kind of place is it? Life in a capital city: London Y2 - Cold places: What is it like at the North and South Poles? Y2 - Hot places: Where are they and what are they like? Y3 - The water cycle: why is it important?	Y2 - Contrasting locality: what is it like to live in Jamaica?	Y1 - Seasons: how does the weather change throughout the year?

Year 2

	Autumn 1	Spring 1	Summer 1
<u>Geography threads</u>	Diversity Land use and settlement Natural resources The UK and regions Water and rivers Economic activity	Climate and weather Earth geometry Land use and settlement Physical processes Natural resources	Americas and regions Diversity Economic activity Land use and settlement Natural resources
<u>Key Question</u>	The UK: What kind of place is it? (Combine capital cities) Life in a capital city: London (Lessons 1& 2)	Cold places: What is it like at the North and South Poles? Hot places: Where are they and what are they like?	Contrasting locality: What is it like to live in Jamaica?
<u>Building on prior knowledge</u>	Y1 - Local area: where do we live? Y1 - Seasons: how does the weather change through the year?	Y1 - Local area: where do we live? Y1 - Seasons: how does the weather change through the year?	Y2 - The UK: What kind of place is it? Life in a capital city: London
<u>Next steps</u>	Y2 - Contrasting locality: What is it like to live in Jamaica? Y4 - The UK: who are we? Region focus: Lake District Y4 - Europe: how diverse are its landscapes and places? Y6 - Coasts: what happens where the land meets the sea?	Y2 - Contrasting locality: What is it like to live in Jamaica? Y3 - The water cycle: why is it important? Y3 - Climate zones: what are they and why do they matter?	Y3 - Climate zones: what are they and why do they matter? Y4 - Europe: how diverse are its landscapes and places? Y5 - North and South America: how diverse are their places and landscapes? Case study: Amazon (region of Brazil)

Year 3			
	Autumn 2	Spring 2	Summer 2
<u>Geography threads</u>	Climate and weather Natural resources Physical processes Water and rivers	Land use and settlement Physical processes Water and rivers	Climate and weather Earth geometry Physical processes Sustainability and climate change
<u>Key Question</u>	The water cycle: why is it important?	Rivers: what's special about them?	Climate zones: what are they and why do they matter?
<u>Building on prior knowledge</u>	Y2 - Cold places: What is it like at the North and South Poles? Y2 - Hot places: Where are they and what are they like? Y1 - Seasons: How does the weather change through the year?	Y3 - The water cycle: why is it important?	Y3 - The water cycle: why is it important? Y2 - Cold places: What is it like at the North and South Poles? Y2 - Hot places: Where are they and what are they like? Y2 - Contrasting locality: What is it like to live in Jamaica?
<u>Next steps</u>	Y3 - Rivers: what's special about them? Y3 - Climate zones: what are they and why do they matter?	Y3 - Climate zones: what are they and why do they matter?	Y5 - North and South America: how diverse are their places and landscapes? Y5 - Natural resources: what are they, where are they found, why are they important?

Year 4

	Autumn 1	Spring 1	Summer 1
<u>Geography threads</u>	Diversity Interconnection Land use and settlement The UK and regions	Mountains, volcanoes and earthquakes Natural resources Physical processes	Diversity Earth geometry Europe and regions Land use and settlement
<u>Key Question</u>	The UK: who are we? (Lessons 1 & 2) Region focus: Lake District (Lessons 1,2,3 & 6)	Mountains and volcanoes: what, where and why?	Europe: how diverse are its landscapes and places?
<u>Building on prior knowledge</u>	Y2 - The UK: what kind of place is it? + London - life in a capital city.	Y3 - Rivers: what's special about them? (extending the understanding of physical geography)	Y2 - The UK: what kind of place is it? + London - life in a capital city. Y4 - The UK: who are we? Region focus: Lake District (extends and deepens their understanding of physical and human geography through a study of Europe)
<u>Next steps</u>	Y4 - Europe: how diverse are its landscapes and places?	Y6 - Time zones and earthquakes: how do they impact the world?	Y5 - North and South America: how diverse are their places and landscapes?

Year 5

	Autumn 1	Spring 1	Summer 1
<u>Geography threads</u>	Interconnection Natural resources Sustainability and climate change	Americas and regions Climate and weather Diversity Earth geometry Land use and settlement	Climate and weather Economic activity Interconnection Natural resources Sustainability and climate change
<u>Key Question</u>	Natural resources: what are they, where are they found, why are they important?	North and South America: how diverse are their places and landscapes? Case study: Amazon (region of Brazil)	Energy: how do we power the world?
<u>Building on prior knowledge</u>	Y3 - The water cycle: why is it important?	Y2 - Contrasting locality: what is it like to live in Jamaica? (physical and human geography) Y4 - Europe: how diverse are its places and landscapes? (diverse people and landscapes)	Y5 - Natural resources: what are they, where are they found, why are they important? (deepens the understanding that energy as a resource is essential for life but it also contributes to climate change)
<u>Next steps</u>	Y5 - Amazon case study (natural resources) Y5 - Energy: how do we power the world?	Y6 - Around the world in 80 days: what have we learnt about our world? (consolidation)	Y6 - Around the world in 80 days: what have we learnt about our world? (consolidation)

Year 6

	Autumn 2	Spring 2	Summer 2
<u>Geography threads</u>	Earth geometry Mountains, volcanoes and earthquakes Physical processes	Physical processes Sustainability and climate change The UK and regions	Diversity
<u>Key Question</u>	Time zones and earthquakes: how do they impact the world?	Coasts: what happens where the land meets the sea?	Around the world in 80 days: what have we learnt about our world?
<u>Building on prior knowledge</u>	Y3 - Climate zones: what are they and why do they matter? Y4 - Europe: how diverse are its places and landscapes? Y5 - North and South America: how diverse are its places and landscapes? <i>These will all deepen their understanding of time zones.</i> Y4 - Mountains and volcanoes: what, where and why?	Year 2 - The UK: What kind of place is it? Year 4 - The UK: who are we? Region focus - Lake District	Builds on their geography learning journey - pupils to consider the value of geography to them and the world.
<u>Next steps</u>	Preparation for the KS3 programme of study.	Y6 - Around the world in 80 days: what have we learnt about our world? Link to global trade.	Preparation for the KS3 programme of study.