



KS1 Curriculum Overview

Geography

This medium-term plan is designed to support the delivery of the Key Stage 1 Geography curriculum, providing a structured yet flexible framework for teaching over a half-term or term. It aims to foster curiosity about the world around pupils, laying the foundation for geographical understanding through engaging, age-appropriate topics and activities.

The plan focuses on developing key geographical skills and knowledge, including:

- Locational and place knowledge
- Human and physical geography
- Basic geographical vocabulary
- Fieldwork and map skills.

Lessons are designed to be interactive and inquiry-based, encouraging pupils to observe, ask questions, and make connections between their immediate environment and the wider world. Pupils will explore both their local area and contrasting non-UK locations, supporting cross-curricular links with Literacy, Science and PSHE.

Differentiated activities and varied teaching strategies are included to cater to diverse learning needs and styles. Assessment opportunities are built in throughout to track progress and inform future planning.

Overall, this plan seeks to nurture a sense of place, environmental awareness and a foundational understanding of Geography that children can build upon in later key stages.

Year 1 Autumn 2 – Weather and Seasons

Learning Objectives	Curriculum Links
Order the months of the year and recognise seasons. <i>Suggested activity: once the children have learnt the months of the year, they can place themselves in order, according to when they were born.</i>	- identify seasonal and daily weather patterns in the United Kingdom
Spot the differences between the seasons.	- identify seasonal and daily weather patterns in the United Kingdom
Find clues to decide which season we are in.	- identify seasonal and daily weather patterns in the United Kingdom
Identify the types of clothing worn in different weather. <i>Suggested activity: ask each child/group to bring in an item of clothing for their allocated weather type, for everyone to discuss.</i>	- identify seasonal and daily weather patterns in the United Kingdom

Identify the types of weather we have in the United Kingdom and record the daily weather in our area.	- identify seasonal and daily weather patterns in the United Kingdom
Review our weather diary and reflect on the impact the weather has on our activities. <i>Extended writing opportunity: children can draw a picture of a type of weather based on their weather diary. They can describe the season it might be, the type of activity they could do in that weather and the clothing they might wear.</i>	- identify seasonal and daily weather patterns in the United Kingdom
Explore how the weather affects different jobs.	- identify seasonal and daily weather patterns in the United Kingdom

Year 1 Spring 2 – The United Kingdom

Learning Objectives	Curriculum Links
Check my understanding of the United Kingdom. Suggested activity: Locate the UK on a world map. Create a mind map using prior knowledge about the UK. Use 'Key Facts' page to add to it.	- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Locate on a map the four countries of the United Kingdom	- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i>
Identify the four capital cities and surrounding seas of the United Kingdom.	- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i>
Explain the differences between human and physical features	- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Describe the human and physical features of one of the UK's capital cities. Extended writing opportunity: Write an imaginary postcard from one of the UK's capital cities.	- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

<p>Share my understanding of the UK. Extended writing opportunity: Create an information sheet about a UK country.</p>	<ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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Year 1 Summer 2 – The Local Area

Learning Objectives	Curriculum Links
<p>Spot the differences between rural and urban areas and know what type of settlement I live in.</p>	<p><i>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i></p>
<p>Explore and record the features of our school grounds.</p>	<p><i>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i></p>
<p>Explore and record the features of our local area.</p>	<p><i>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i></p> <p><i>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></p> <p><i>- use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <i>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>
<p>Recount the journey through my local area. Extended writing opportunity: Recount of local area walk.</p>	<p><i>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></p> <p><i>- use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <i>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>
<p>Recognise the symbols used on an Ordnance Survey map.</p>	<p><i>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>- use basic geographical vocabulary to refer to:</i></p>

	<ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p>Create a map of my local area. Suggested activity: Use the template to create landmarks of your local area.</p>	<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Year 2 Autumn 2 – Continents and Oceans

Learning Objectives	Curriculum Links
Understand where I am in the world.	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - <i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</i>
Locate on a map the seven continents.	<ul style="list-style-type: none"> - <i>use world maps, atlases and globes to identify the continents and oceans</i>
Locate on a map the oceans that link the continents.	<ul style="list-style-type: none"> - <i>use world maps, atlases and globes to identify the continents and oceans</i>
Describe where different continents are located.	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - <i>use world maps, atlases and globes to identify the continents and oceans</i> - <i>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i>
<p>Spot the physical and human features of a continent. Extended writing opportunity: Write a persuasive letter to a parent about why you would like to visit one of the continents.</p>	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

<p>Share my understanding of a continent. Extended writing opportunity: Write a descriptive text about a continent.</p>	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - <i>use world maps, atlases and globes to identify the continents and oceans</i> - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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Year 2 Spring 2 – Hot and Cold Places

Learning Objectives	Curriculum Links
<p>Identify hot and cold places and locate them on a map.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - <i>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</i>
<p>Recognise the features of a hot and a cold place. Suggested activity: When viewing the photo galleries, use the questions on the right hand side of the page.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Explore a hot or cold place.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Identify the animals that live in hot and cold places and recognise how they adapt.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Describe an animal that lives in a hot or cold place. Extended writing opportunity: Explanation text – Explain how an animal adapts to a hot or cold place.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place. Extended writing opportunity: Write a postcard from a hot or cold place describing the climate and animals.</p>	<ul style="list-style-type: none"> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Year 2 Summer 2 – Contrasting Locality: Mugurameno, a Zambian village

Learning Objectives	Curriculum Links
Explore Zambia’s physical and human features and locate it.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country- use basic geographical vocabulary to refer to:<ul style="list-style-type: none">- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop- <i>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</i>
Locate the village of Mugurameno and share what I would like to learn about it.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country- <i>use world maps, atlases and globes to identify countries studied at this key stage</i>
Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
Find out about food in Mugurameno and how it is prepared. Extended writing opportunity: Instructions - Write a recipe for making Nshima.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
Use photographs and information texts to help imagine what daily life in Mugurameno might be like. Extended writing opportunity: Diary entry - a day in the life of a child living in Mugurameno village.	<ul style="list-style-type: none">- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country