



Singlewell Primary School – Geography Curriculum Overview 2026/2027



	AUTUMN	SPRING	SUMMER
EYFS – Understanding of the World	Understanding of the World NC Link: Human & Physical Geography: observe and talk about the effects of the changing season on the immediate environment using my senses Geographical skills & Fieldwork: draw simple maps depicting a familiar place or story PD: impact on the wider world: Nature walks to spot seasonal changes and the impact on the living world		Understanding of the World NC Link: Locational Knowledge: describe a familiar route in words and in a map after making observations of my environment Place Knowledge: describe simple differences between where they live and people in other countries PD: respect people from other places by reading stories from other cultures... what is the weather like there? What food do they eat?
Year 1	Our Local Area NC Link: Locational Knowledge: To know the location of significant places in our local area Place Knowledge: to use simple directional & locational language; know the key physical and human features in the local community PD: self-reflection: begin to navigate and describe their world (local walk)	Around Great Britain NC Link: Human & Physical Geography: to know that some countries are wetter & colder than England in the UK, use descriptive language to describe physical features Locational Knowledge: to know that Great Britain is split in to 4 countries, they each have different and similar characteristics PD: Consider the needs of others: recognise that people live differently within the UK; use stems: I like where I live because...I wonder what it's like to live...	The Weather NC Link: Human & Physical Geography: to know seasonal and daily weather patterns in the UK and wider world Geographical skills & Fieldwork: to use a variety of maps and know they can be used for different purposes (weather map) PD: impact on the wider world: how does weather affect our choices (discuss how to prepare & stay safe in different weather types)
Year 2	Where do I live? NC Link: Locational knowledge: use maps, atlases and globes to identify the UK countries, the continents and the oceans. Human & Physical Geography: To be able to use a world map and atlas to identify and describe some of the physical features of the UK. PD: self-reflection: encourage interest in places beyond their own 'A day in the life of a child in Africa...'	Farms NC Link: Human and physical geography: To know the difference between living on a farm and living in a town; use aerial photos and maps to identify features of a farm. Geographical skills & Fieldwork: use observational skills to study key human & physical features of the school and its surroundings compared to outside of Europe; know the 4-point compass directions. PD: Consider the needs of others: Think about how local places meet everyone's needs: Create a 'better town' project to reflect the needs of all.	Map Makers (pirate themed) NC Link: Place Knowledge: To be able to devise a simple map, use and construct basic symbols in a key. Use directional compass terminology. Geographical skills & Fieldwork: Use simple fieldwork and observational skills to study the geography of their school, key human and physical features of the wider surrounding environment. (Gravesend Town) PD: impact on the wider world: Compare "messy pirates" (who throw rubbish into the sea) with "eco-pirates" who care for nature. Explore pollution and its effects on sea life.

Year 3	The UK and Europe NC Link: Locational knowledge: compare Kent to the wider world. Use locational terminology: hemisphere/Equator; know the UK has countries and counties. Place Knowledge: know about the geographical similarities and differences by studying land use change over time. PD: data collection can affect solutions: conduct a traffic/pedestrian survey near school & present findings to school council. Suggest improvements to the local area.	Rainforests NC Link: Place Knowledge: use aerial maps and atlases to study the geography of a region outside of the UK Human & Physical Geography: how have the features and land use changed over time in Rainforests? Know about different climate biomes. PD: Cultural appreciation – explore art/food/traditions	Antarctica NC Link: Geographical skills and Fieldwork: to know how to locate and place a 4-figure grid reference. Locate North & South on an OS map Human & Physical Geography: know the geographical similarities and differences comparing UK to Antarctica PD: how is climate change affecting the wildlife in the Antarctic region?
Year 4	Rivers: NC Link: Locational Knowledge: to locate India in the world, know its continent, capital city & topographical features, river Ganges Place knowledge: to know the journey of a river from source to mouth and how the local landscape has been shaped Geographical skills & fieldwork: take accurate measurements and make useful observations PD: Resilience & Independence - trip to River Thames/Thames Water talk	Investigating India NC Link: Place knowledge: to use a variety of geographical sources including maps to compare the UK to an area of India & the River Ganges Locational Knowledge: use atlases & maps to identify India, its land use patterns around the River Ganges PD: cultural appreciation – explore art/food/traditions	Extreme Earth NC Link: Human & Physical Geography: how and where mountains, volcanoes, earthquakes form and occur, their effects and impact on communities Geographical skills & fieldwork: use an OS map to locate tectonic plates & mountain ranges PD: thinking about others: how can we help others through aid or awareness?
Year 5	Exploring Greece NC Link: Locational Knowledge: Greece is made up of main land and islands Place Knowledge: compare the UK with Greece; London v Athens (geographical similarities and differences including climate/population/weather/food & culture etc) PD: consideration of others: how do development projects/tourism affect people & places? Present to real or mock audience.	South America NC Link: Locational Knowledge: name and locate the countries of South America, identify the topographical features & land use patterns Human & Physical Geography: features of the 6 climate zones, 6 biomes & human impact on changing land use. PD: self-reflection : how does their lifestyle connect to people elsewhere? Is it fair that some people don't have access to clean water?	North America NC Link: Locational Knowledge: name and locate the countries of North America, identify the topographical features and land use patterns, compare to South America. Place Knowledge: compare N&S America (geographical similarities and differences) study the global economy/climates/vegetation belts Geographical Skills & Fieldwork: use 6-figure grid references on an OS map & 8 point compass directions to locate key features/discuss locations of differing countries within N & S America PD: begin making conscious decisions about sustainability and consumption.

Year 6	Mountains NC Link: Human & Physical Geography: use maps and atlases to identify and explore climate, settlements, land use and economic activity (tourism) within & around mountain ranges Geographical skills & Fieldwork: confidently use 8-point compass and 6-figure grid references and OS map symbols when studying Mountain ranges PD: <i>consider conflicting viewpoints</i> on land use / planning/ tourism...present to a mock or real audience.	Exploring the Caribbean NC Link: Locational Knowledge: locate the Caribbean & know its islands Place Knowledge: identify the physical geography of the Caribbean and the different landforms Human & Physical Geography: explore climate, settlements, land use and economic activity (tourism) PD: <i>self-awareness</i> - explore what they can do to protect the planet and support fairer economies.	Trade and Economics NC Link: Locational Knowledge: use maps & other resources to identify the UK's trade links with other countries Human & Physical Geography: know the distribution of natural resources within the global supply chain Geographical skills & Fieldwork: plan a route to the Caribbean using GIS, considering a variety of modes of transport PD: <i>debate</i> issues around fast fashion/ fair trade and global supply chains.
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