

Geography Curriculum 2025/26 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<p>Africa</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and continent of Africa and some of the countries within it. They will compare the features of the UK and a country within Africa (Kenya) and study what life is like in a region of Kenya. Children will explore the physical and human features of Egypt.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that there are seven continents in our world. • Know that Africa is a very big continent made up of many countries. • Know that Africa is a hot place in the world because it lies on the Equator. + • Know there across Africa, the land can be very different (e.g. desert, rural villages, cities) • Know that savannahs are mostly made up of grass and a few trees • Know that Tanzania is a country in the East of Africa. • Know more that some people live in poverty in Africa but not all areas are poor. • Know that in Tanzania, people are often dealing with droughts (when the ground is very dry due to not enough rain) • Know that Nairobi is the capital city of Kenya • Understand that people in Nairobi live, work, and go to school just as people do in Wakefield • Identify some features in Nairobi (buildings, schools, transport, markets) <p>Skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify countries, continents and oceans studies at this key stage. • Use aerial photographs to recognise land use and basic human and physical features of Africa • Be able to make comparisons between our city (Wakefield) and a city in Africa (Nairobi) • Understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Ossett), and of a small areas in a contrasting non-European country (Tanzania- Act Mara). • Ask simple geographical questions e.g. What is it like to live in this place? • 	
Vocab	Africa, continent, country, Tanzania, rural, village, town, capital city, Nairobi, drought, poverty, buildings, markets, transport, equator,	



Geography Curriculum 2025/26 – Years 1 & 2

	Spring 1	Spring 2
Topic	<p>India</p> <p>Children will develop knowledge about the country of India. They will explore the different regions of India and learn about its key physical and human features. Children will study the weather and seasons in India. They will compare the weather patterns in their local area to a small area of India.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Ossett is a town and Wakefield is a city. • Use world maps, atlases and globes to identify the UK and India. • Know that India is a country in Asia. • Locate hot areas of the world in relation to the Equator and the North and South Poles. • Know that India is hotter than the UK because it is closer to the equator. • Know that India is near the Indian Ocean.. • Know that Mumbai is a coastal city with a harbour. • Know that Mumbai is a popular tourist attraction. • Compare daily weather patterns in the UK with daily weather patterns in Mumbai. <p>Skills</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography and key human and physical features of Ossett. • Ask and answer simple geographical questions when investigating different places. • Use aerial photographs to recognise landmarks and basic human and physical features in Ossett and Wakefield. • Use aerial photographs to recognise basic human and physical features in Mumbai. • Use basic geographical vocabulary to refer to physical features in Ossett and Wakefield, including: forest/woodland (Coxley), hill (Pildacre/Storrs Hill), river (Calder), lake (Pugneys), season, weather. • Use basic geographical vocabulary to refer to human features in Ossett and Wakefield, including: city, town, factory, farm, house and shop. • Use basic geographical vocabulary to refer to physical features in Mumbai, including: coast, beach, weather. • Use basic geographical vocabulary to refer to human features in Mumbai, including: city, harbour, port, bridge, skyscraper, hotel and shop. 	
Vocab	India, continent, country, Asia, Mumbai, city, town, village, mountains, transport, North, South, East, West	



Geography Curriculum 2025/26 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p>Continents and Oceans</p> <p>Children will build on their understanding of the world's continents and oceans and will learn about the location of the Great Barrier Reef and the features of this place. Children will explore how this location is affected by climate change. They will conduct a fieldwork study in the playground to investigate how we can look after our environment.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that the world has seven continents (North America, South America, Europe, Africa, Asia, Australasia, Antarctica) • Know that the world has five oceans (Pacific, Atlantic, Indian, Southern, Arctic) • Know that it is made up of lots of coral reefs and islands. • Know that the Great Barrier Reef is home to thousands of species of wildlife and coral. • Know that The Great Barrier Reef is being affected by rising sea temperatures. • Know that pollution, and too much fishing are also causes of change in the Great Barrier Reef. • Know that people can look after the coral reefs by: <ul style="list-style-type: none"> -Not touching the coral when swimming. -Planting more trees to help stop the planet temperature warming. -Pick up litter and help keep beaches clean. <p>Skills</p> <ul style="list-style-type: none"> • Begin to name and locate the world's seven continents and five oceans. • Begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to physical features, including: season, weather, ocean and sea. • Begin to use world maps to identify the continents and oceans studied at this stage. • Ask and answer simple geographical questions when investigating different places. 	
Vocab	Continents, oceans, seas, Pacific Ocean, Australia, Great Barrier Reef, coast, islands, wildlife, coral, climate change, pollution,	



Geography Curriculum 2026/27 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<p>Continents and Oceans</p> <p>This Continents and Oceans unit will enable children to develop their locational knowledge of the world's seven continents and five oceans. Using a range of world maps, atlases and globes, they will use simple compass directions and locational language to locate the world's continents and oceans. They will use basic geographic vocabulary to describe some of the human and physical features of the continents and consider the location of each continent in relation to the equator and North and South Poles and how this affects the temperature of the continents.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that the world/the globe is spherical. • Know that world maps are flat representations of the globe. • Know that the equator is an imaginary line which runs around the centre of the globe at an equal distance between the North and South Poles. • Know that places north of the equator are in the northern hemisphere and places south of the equator are in the southern hemisphere. • Know that a continent is a very large area of land made up of lots of countries, including islands. • Name the seven continents – Africa, Antarctica, Oceania (Australia / Australasia), Asia, Europe, North America, South America • Know that that places that are closer to the equator are generally hotter and places which are closer to the North Pole or South Pole are colder. • Begin to recognise that the way people live is affected by whether or not they live in a hot or cold place. • Name the five oceans - Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean. • Know that most of the surface of the Earth is covered in water, including oceans, seas, lakes and rivers. • Understand that seas are part of oceans. • Know that the oceans go right round the Earth's surface. <p>Skills</p> <ul style="list-style-type: none"> • Use maps to explain where they live – in the UK, which is in Europe. • Use compass directions to describe places on a map (e.g. north of the equator, south of the equator). • Use world maps to locate continents and oceans. • Locate the equator and the North and South Poles and explain how they relate to hot and cold areas of the world. • Describe places and routes on a map using simple compass directions and locational and directional language. • 	
Vocab	<p>world map, globe, Earth, continent, ocean, human features, physical features, landmark, equator, northern hemisphere, southern hemisphere, North Pole, South Pole, compass points, north, east, south and west.</p>	



Geography Curriculum 2026/27 – Years 1 & 2



	Spring 1	Spring 2
Topic	<p>The UK</p> <p>In this United Kingdom unit, children will learn all about the United Kingdom and its four countries, developing their understanding from their local environment to the UK in general. Children will begin by exploring the location of the UK in relation to the world, its four countries, capital cities and surrounding seas. They will then explore each country and capital city further, identifying human and physical features and comparing the country's characteristics and features. The unit rounds off with the question: what are the countries of the UK like?</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> Name the four countries of the UK – England, Northern Ireland, Scotland, Wales. Know that the UK is in Europe. Know that the UK is made up of islands surrounded by seas. Know that Ossett (where we live) is in England. Know that our local area is called Ossett and it is a town. Name the four capital cities in the UK – London, Edinburgh, Cardiff, Belfast. <ul style="list-style-type: none"> Know some characteristics of a capital city. Know that capital cities have lots of human features. Know that capital cities are busy and have a large population. Name some landmarks you might see in London, Edinburgh, Cardiff and Belfast. Name the seas/oceans that surround the UK - Irish Sea, English Channel, North Sea, Atlantic Ocean and Celtic Sea. Know the difference between a sea and an ocean. Name some physical features that are located near the coastline – cliff, coast, beach, cave, sea, ocean. Know that in the UK there are rural and urban areas. Know the difference between a village, town and city. Know the difference between a human and physical feature. Name some different human and physical features around the UK. Identify some characteristics of each UK country. Explain some similarities and differences between the countries of the UK. <p>Skills</p> <ul style="list-style-type: none"> Use maps to locate the four countries of the UK. Locate Ossett (where we live) on a map. Name and use the four points of a simple compass. Use compass directions to describe the location of the four countries of the UK in relation to England. Use maps to locate the four capital cities in the UK. Use maps to locate the surrounding seas of the UK. Use compass directions to describe the location of the five seas are in relation to each country. Use basic geographical vocabulary to refer to key physical features in their locality and beyond. This could include beach, forest, mountain, sea, river, season, weather. Use basic geographical vocabulary to refer to key human features in their locality and beyond. This could include city, town, village, factory, farm, house, port, harbour and shop. 	
Vocab	<p>England, Scotland, Wales, Northern Ireland, The United Kingdom (UK), Europe, country, towns, villages, capital city, island, sea, landmark, population, transport, traffic, sea, ocean, coastline, urban, rural</p>	



Geography Curriculum 2026/27 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p>Around Our Locality</p> <p>This Around Our Locality unit will enable children to develop their understanding of their local environment and map skills, looking at key features of a map such as symbols and a compass rose. They will explore compass points and use directional language as well as look at aerial views to assist their understanding of location. The final three lessons develop children's fieldwork enquiry skills as they plan and conduct a suitable enquiry to find out more about their local area. Finally, they are asked to present their findings and reflect on changes they would like to see.</p>	No focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> Describe some features of our classroom. Know what an aerial view is. Identify key features of an aerial view plan. Name key features of a map - title, key, compass and symbols. Know that maps can show small or large areas, from room plans to world maps. Know that simple maps usually show roads, trees (green spaces) and buildings. Know that maps are a useful tool to help us find our way around and show where different places are in relation to each other. Know some ways that maps can be used (transport, local area, park etc.). Know that aerial views help us understand where things are located and can be used to map a route. Know some different ways of collecting data (tables, tally charts, photographs and questionnaires) to answer a fieldwork enquiry. Explain what we saw on a walk around the school grounds. Explain the answer to a fieldwork question - Do our school grounds have enough plants to encourage wildlife? Give suggestions on changes that could be made to our local area/school grounds. <p>Skills</p> <ul style="list-style-type: none"> Observe our surroundings. Use a map to explore the classroom. Use aerial views to assist our understanding of location. Use aerial views to plan a route around the classroom (using simple directional language such as left, right, forwards, backwards, behind, in front, as well as using compass points). Sketch a simple aerial view plan of the classroom. Use our senses to describe the school environment. Use observation skills to locate human and physical features around our school. Use aerial views to locate human and physical features around the school grounds. Draw a sketch map of the school grounds and create a simple key with a symbol for each object drawn on the sketch map. Use maps to describe a route around the school grounds using directional language and compass points. Locate our school on a map. Ask questions about my school and local area. <p>Collect and record data to answer a fieldwork question - Do our school grounds have enough plants to encourage wildlife?</p>	•
Vocab	<p>Map, aerial view, title, key, compass, symbol, route, direction, data, table, tally chart, questionnaire, fieldwork, location, left, right, forwards, backwards, behind, in front, North, South, East, West, human, physical.</p>	



