

Geography Skills and Knowledge Coverage 2025-2026

*As a curriculum driver, Geography is taught explicitly and in-depth in Autumn 1 and Spring 2

Year 1/2	
Autumn 1 – Our Islands	
Lesson 1: To name and locate the four countries of the United Kingdom  	
Pre-teach needed: <i>The United Kingdom is made up of 4 different countries. We live in one of those countries, England. A country is an area of land which is run by one government: a group of people who decide on the laws and rules for the people to follow. Some countries are large and some are small.</i> Children to name and locate: • England • Scotland • Wales • Northern Ireland Children to learn that the Republic of Ireland is not part of the United Kingdom. Children to use directional language to describe the location of the 4 countries (North, East, South and West).	
Lesson 2: To identify key characteristics of the four countries of the United Kingdom  	
In identifying the key characteristics of the United Kingdom, children will recognise the following key features: • The United Kingdom is made up of a set of islands surrounded on all sides by sea • North Sea, Irish Sea and the English Channel • Each of the 4 countries has a capital city: ○ London – England ○ Cardiff – Wales ○ Edinburgh – Scotland ○ Belfast – Northern Ireland • The United Kingdom is made up of different types of features ○ Lowlands (farming land) ○ Hills ○ Mountains ○ Rivers and lakes	

Children will recognise that these are just some of the features of the United Kingdom and that there are many others.

Lesson 3: To locate and understand the key features of the capital cities of the United Kingdom using a range of geographical sources



Pre-teach needed: *There are many different ways we can locate places. We can use maps, atlases, globes, aerial photographs and digital apps such as Google Earth.*

Children to recognise and match the correct capital city (and its features) to an image:

- **London** – the capital city of England and the largest city in the United Kingdom. The home of the Royal Family and the Prime Minister. London is located in-land.
- **Edinburgh** – the capital city of Scotland. Edinburgh Castle is built on an extinct volcano. Edinburgh is located on the coast.
- **Cardiff** – the capital city of Wales. It is known as the ‘City of Castles’ because there are 21 castles built in and around the city. Cardiff is located on the coast.
- **Belfast** – the capital city of Northern Ireland. Belfast is located on the coast. It has a long history of ship building. A famous ship called the Titanic was built there more than 100 years ago.

Children will use an atlas and Google Earth to locate the capital cities.

Lesson 4: To name and describe basic settlement types (human features)



Pre-teach needed: *Settlements are places where people live. Some settlements are large and some are small. There are 3 main settlement types we are going to learn about: Cities, Towns and Villages.*

Settlements are human features. They were made by people.

Children to describe the basic characteristics of the following settlement types:

- A **city** is a place which has been granted city status by the King or Queen. They often have a large population, a university and a cathedral.
- A **town** is smaller than a city but larger than a village. Towns often have shops and cafes. Many people usually live in a town.
- A **village** is a small settlement usually in the countryside. There may be only one or two shops. Only a small number of people live in a village.

Children will recognise that Ossett is a town and Wakefield is a city.



Lesson 5: To name and describe basic physical features of the United Kingdom

Pre-teach needed: *Physical features are those which were created naturally. They have not been made by people. They existed before people lived on Earth.*

Children will identify and learn about the following physical features:

- A **hill** is a naturally raised area of land, not as high or craggy as a mountain.
- A **mountain** is a very high area of land which can often be craggy.
- A **river** is a natural stream of water flowing in a channel to the sea
- A **lake** is a large area of water surrounded by land.
- An area of **lowland** is where there are usually no hills or mountains. This is often farmland.

Examples/images used will be from the United Kingdom.

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



Year 1/2

Spring 2 – A Tale of Two Cities

Lesson 1: To name and locate the world's seven continents

Pre-teach needed: *A continent is a large area of land where different countries are grouped together. A continent is much bigger than just one country. There are seven continents in the world. One of those continents is called Europe. The United Kingdom is located in Europe. We live in Europe.*

Children to locate the seven continents:

- Africa
- Antarctica
- Asia
- Europe
- North America
- South America
- Australia

Children will use a globe and Google Earth to locate the seven continents. They will record the location of the continents on a map.

Use of mnemonics and song to support recall of the continents

Lesson 2: To name and locate the world's five oceans

Pre-teach needed: *Oceans are large areas of salt water. Oceans are wider and deeper than a sea. There are five oceans in the world.*

Children to locate the five oceans:

- Pacific
- Atlantic
- Indian
- Southern
- Arctic

Children will use a globe and Google Earth to locate the seven continents. They will record the location of the continents on a map. Use of mnemonics and song to support recall of the continents

Lesson 3/4: To understand the geographical (human) similarities and differences between the coastal cities of Hull in the UK and Shanghai in China.

Pre-teach: *Hull is a city in the UK. It would take us about 1 hour to drive there by car. Shanghai is a city in China. China is located in the continent of Asia. It would take us about*

11 hours to fly there by plane. A human feature is something which has been made/built by people.

After locating both cities using an online globe, children will identify and describe the similarities and differences between the two cities:

The similarities between the two cities are:

- Both cities have large shipping ports
- Both cities have human features found in cities, such as hospitals, airports, train stations, sports stadiums, restaurants, universities and shops
- Both cities have good transport links to other parts of the country

The differences between the two cities are:

- Shanghai has a much larger population than Hull
- Shanghai is a much bigger city which has more buildings and covers a larger area
- Shanghai is a much busier place compared to Hull
- Shanghai attracts a greater number of visitors and tourists

Lesson 5/6: To understand the geographical (physical) similarities and difference between the coastal cities of Hull in the UK and Shanghai in China.



Pre-teach: *A physical feature is something which was created naturally.*

After recapping on the location of both cities and the key human features of both, children will identify and describe the similarities and differences between the two cities

The **similarities** between the two cities are:

- Both cities are located on the east coast of their own country
- Both cities have beaches.
- Both cities have large rivers running through them (Humber River and Yangtze River).

The **differences** between the two cities are:

- The climate in both cities is very different. Both cities do have 4 seasons but the temperature in Shanghai is usually hotter than in Hull.
- Shanghai adjoins the largest ocean in the world (Pacific Ocean) whilst Hull adjoins the North Sea.
- Shanghai is located near to one of the largest lakes in China. Hull is not located close to any of the UK's biggest lakes.

Through the study, children will learn that, although there are some similarities between both cities, they are very different places both in their human and physical characteristics

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 3/4

Autumn 1 – Countryside to the City

Lesson 1: To name and locate the major cities of the United Kingdom



Pre-teach/re-cap needed: *A city is a place which has been granted city status by the King or Queen. They often have a large population, a university and a cathedral. Cities are the largest settlements in a country. Each country has a capital city.*

Children will name and locate the following UK cities:

- Birmingham
- Manchester
- Leeds
- Glasgow
- Newcastle
- Liverpool
- London

Use of mnemonics to support recall of the cities.

Lesson 2: To describe and understand the key features of a city



Key knowledge children will learn:

- A **city** is a place which has been granted city status by the King or Queen.
They often have:
 - a large population,
 - a university
 - a cathedral.
- Children will recognise that the definition of a city has changed over time.
- The main features of a typical city are:
 - Variety of buildings (some high rise)
 - Wide range of shops
 - Hospitals
 - Transport links (bus, railway stations, airport)
 - Hotels
 - Restaurants and Cafes
 - A range of school types
 - Official buildings (City Halls and Court Rooms)
 - Full range of places of worship

Children to learn that some cities are not typical, e.g., St David's in Wales.



Lesson 3: To describe and understand the key features of a town**Key knowledge children will learn:**

- A **town** is a place where people live and work containing many houses, shops and places of work. There are usually a number of amenities but less so than a city. The population is smaller than that of a city.
- The main features of a typical town are:
 - Transport links (bus station and sometimes a railway station)
 - A Secondary School and several primary schools
 - A small range of shops
 - Houses
 - A market (in some towns)
 - Places of work
 - Places of worship
 - NHS Services
 - Town Hall

Children to study images of local towns (Ossett and Dewsbury) to identify common features.

Lesson 4: To describe and understand key features of a village**Key knowledge children will learn:**

- A village is a small settlement, usually in the countryside, which has a population typically ranging from a few hundred to a few thousand.
- The main features of a typical village are:
 - Narrow roads
 - Small church
 - Bus stop (no station)
 - Village shop(s)/post office
 - Village hall
 - Village green/pond
 - Cottage-style houses and/or fewer houses
 - Small primary schools (in some villages)

Children to study images of local villages (in West Yorkshire) to identify common features.

Lesson 5: To use symbols and keys (including Ordnance Survey maps) to build knowledge of a locality with a range of amenities

Children will identify key features of two contrasting locations (Leeds – a large city and Keswick – a small town) through the use of OS symbols.



OS Symbols to include: tourist information centre, parking, museum, public telephone, camp site and picnic site, place of worship, main roads, railway station, school and youth hostel.

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



Year 3/4**Spring 2 – A Force of Nature****Lesson 1: To name and locate key European countries**

Pre-teach/re-cap needed: *Europe is one of the seven continents of the world. The United Kingdom is part of Europe. There are 50 countries in Europe.*

Children to locate the following European countries:

- France
- Italy
- Spain
- Germany
- Poland
- Russia
- Finland
- Norway
- Sweden
- United Kingdom

The aim of the lesson is to enable the children to build a good understanding of the locational geography of Europe key to their study of two regions in Italy later in this topic.

Lesson 2: To describe and understand key aspects of volcanoes

Key knowledge children will learn:

- Volcanoes are found in locations which sit on the edge of tectonic plates. Volcanoes are formed when these plates move.
- There are 4 layers to earth (crust, mantle, inner core and the outer core).
- The children will be able to label the parts of a volcano (lava, crater, vent and magma chamber).
- The children will be able to explain how a volcano erupts (link to core text in English work – Firework-maker's Daughter).

Lesson 3: To describe and understand key aspects of earthquakes

Key knowledge children will learn:

- Earthquakes can occur anywhere, but they occur mainly along fault lines (fractures in the rocks of Earth's crust).
- Plates move together which cause friction.



- Friction underneath the earth's surface causes a shockwave.
- Earthquakes cause the ground to tremble and sometimes cracks will appear or buildings will collapse/become damaged.
- In some countries, buildings are constructed to be earthquake resistant, such as Japan.

Children will study a map of plate tectonics and where Earthquakes occur. They will use an atlas to locate countries within these regions.

Lesson 4/5: To understand geographical similarities and differences through a study of human and physical geography of Naples and Positano in Southern Italy:



Pre teach/re-cap needed: *Naples and Positano are settlements in Italy. Italy is one of the countries in the continent of Europe which we located at the beginning of the topic.*

Both places have many human and physical features. Human features are features which have been built/created by people. Physical features are those features which were created naturally. They existed before people lived on Earth.

Through a comparison study of both places, children will learn about the main similarities and differences:

Differences:

- Naples is the third largest city in Italy with a population of over 2 million people unlike Positano which is a small fishing village with a population of 4 thousand people.
- Naples, like other large cities, has a range of amenities (link to prior learning) unlike Positano which is a small town visited by many tourists. Here there are many restaurants, small hotels, cliffs, coves and a large expanse of beach.
- Positano was historically a quiet fishing village unlike the bustling city of Naples.

Similarities:

- Naples and Positano are both located in the Campania region of Southern Italy.
- Naples and Positano are both located in close proximity to Mount Vesuvius, a dormant volcano.
- Both places are located on the coast.
- Both places experience a Mediterranean climate.



Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



Substantive Knowledge



Locational Knowledge



Geographical Skills



Fieldwork

Year 5/6

Autumn 1 – Summit to Sea

Lesson 1: To name and locate the major rivers of the United Kingdom

Pre-teach needed: *A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water. This could be a lake, the sea, an ocean or even another river.*

Children will learn about and locate the following major rivers of the UK:

- Severn
- Thames
- Ouse
- Wye
- Tay
- Clyde
- Bann

Children will use various tools to locate and study these rivers, including:

- WWF – Digital River Tool
- Google Earth
- Maps

Lesson 2: To name some of the major rivers of Europe

Pre-teach/re-cap needed: *The continent of Europe is made up of 50 countries. There are rivers in every country in Europe, some longer and wider than others, and some which flow through several different countries.*

Children will learn about and locate the following major rivers of the UK:

- Volga
- Danube
- Rhine
- Tagus
- Po

Children will use various tools to locate and study these rivers, including:

- Google Earth
- Google Maps
- Atlases



Lesson 3: To describe and understand key aspects of rivers**Key knowledge children will learn:**

- All rivers have a starting point where water begins its flow. This is called the **source** a river. The source can come from rainfall or snowmelt in mountains, but it can also bubble up from groundwater or form at the edge of a lake or pond.
- A **tributary** is a freshwater stream that feeds into a larger stream or river.
- Tributaries flow into the **main river**. This is the main body of water which travels towards the sea.
- The path of a river that takes it to the sea is called its **course**. The course of a river can vary in length, shape, and direction, depending on the geography of the land it flows through.
- A **meander** is a winding curve or bend in a river where water twists in and out of stones and other obstructions leading to erosion and change in the course of the river.
- The **mouth** of the river is where a river enters a lake, larger river, sea or the ocean, sometimes creating a muddy estuary or a delta.

Lesson 4: To describe and understand key aspects of the water cycle**Key knowledge children will learn:**

- **Evaporation** is when the sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.
- **Condensation** is when water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.
- **Precipitation** is when the clouds get heavy and water falls back to the ground in the form of rain or snow.
- **Collection** is when rain water runs over the land and collects in lakes or rivers, which take it back to the sea. The cycle starts all over again.

Children to learn the Water Cycle song to support their retention.

Lesson 5: To name and locate mountains and mountain ranges in the United Kingdom

Pre-teach/re-cap needed: *Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.*



Children will learn about and locate the following mountains:



- Ben Nevis
- Scafell Pike
- Snowdon
- Slieve Donard

Children to recognise that Ben Nevis, Scafell Pike, Snowdon and Slieve Donard are the highest mountains in their countries.

Children will learn about and locate the following mountain ranges:

- Grampians
- Pennines
- Cambrian

In studying mountains and mountains ranges of the UK, children will use a digital Topographic Map Elevation Terrain Tool.

Lesson 6: To use the eight points of a compass to build their knowledge of the location of UK rivers and mountains (N, NE, NW, S, SE, SW, E and W)



Pre-teach/re-cap needed: *A compass is an important tool for map readers. It tells us which way is north (N) and where to find east (E), south (S), and west (W). Together, these are known as the four cardinal points of the compass. Ordnance Survey maps are always printed with north facing the top.*

Compass readings can be more accurate by adding more points to it. Between each of the cardinal points, you can create an eight-point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW).

Using OS Maps and their acquired knowledge of compass directions, children to provide precise directions.

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 5/6

Spring 2 – An American Adventure

Lesson 1: To name and locate some of the countries of South America

Pre-teach/re-cap needed: *North and South America are separate continents. A continent is a large area of land where different countries are grouped together. A continent is much bigger than just one country. There are seven continents in the world.*

Children will name and locate the following South American countries:

- Brazil
- Argentina
- Peru
- Colombia
- Bolivia
- Venezuela
- Chile
- Paraguay
- Uruguay

Children will recognise that there are 12 countries in South America.

Lesson 2: To name and locate the capital cities of South American countries

Children will name and locate the following capital cities:

- Brasilia – Brazil
- Buenos Aires – Argentina
- Lima - Peru
- Bogota – Colombia
- Sucre – Bolivia
- Caracas – Venezuela
- Santiago – Chile
- Asuncion – Paraguay
- Montevideo – Uruguay

Children will experiment with ways to retain this newly acquired knowledge, e.g., mnemonics, play-on-words.

Lesson 3: To understand geographical similarities and differences through a study of human and physical geography of a region (central-western Brazil) of South America.

The lesson study will focus on the climate, defined as the average weather conditions over a long period of time, and **the differing human and physical features** between Brasilia and Caatinga.



Key knowledge children will learn linked to the climate:

- Caatinga has a significantly warmer climate than Brasilia with a highest temperature reaching nearly 35 degrees Celsius in October compared to 28 degrees in Brasilia in August.
- The climate in Brasilia is tropical with warm to hot temperatures.
- Caatinga has a tropical monsoon climate. You have high temperatures and a lot of rainfall throughout the year.

Key knowledge children will learn linked to physical and human features

- Caatinga is vast region classed as a shrubland and thorn forest. The area is defined as a biome (further learning on biomes comes in cycle b).
- Brasília is the capital city of Brazil. The city is located high in the Brazilian highlands. This area is densely populated. Brasilia has many similar human features to other major cities world-wide.

As part of this comparison study, children will collect climate data and record this in a graph.

Lesson 4: To name and locate some the key countries and cities in North America

Pre-teach/re-cap needed: *North and South America are separate continents. A continent is a large area of land where different countries are grouped together. A continent is much bigger than just one country. There are seven continents in the world.*

Children will name and locate the following North American countries:

- United States of America (USA)
- Canada
- Mexico

Children will name and locate the following North American cities:

- Mexico City – Mexico
- Tijuana – Mexico
- New York - USA
- Washington DC - USA
- Toronto – Canada
- Vancouver – Canada

Children will recognise that USA, Canada and Mexico are the largest North American countries by population. There are 20 other countries which make up the continent of North America.



Lesson 5: To locate and describe the key physical and human characteristics of the United States of America

Pre-teach/re-cap needed: *Human features are features which have been built/created by people. Physical features are those features which were created naturally. They existed before people lived on Earth.*

Children will locate, categorise and describe the following features:

- The Great Lakes
- Mississippi River
- Rocky Mountains
- Statue of Liberty
- Mount Rushmore
- Hollywood sign
- The White House
- The Grand Canyon

Children will recognise that the population of the USA is 5 times greater than the UK and 40 times bigger than the UK by land area. The USA is the third largest country in the world by population and the fourth largest by land area.

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

