



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For every child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For every child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

Geography Progression Grid and Coverage Document

Vision

At St. Mary's, our geography vision is to nurture compassionate and curious geographers who explore God's world with love, respect, and responsibility. We want every child to develop a deep sense of place, a global outlook, and the confidence to care for creation.

Through high-quality geography, we equip learners with the knowledge and tools to understand the Earth's diversity and to act wisely, justly, and kindly—loving our common home and each other.

Intent

Our Geography curriculum aims to give every child the knowledge and skills needed to enable them to collect, analyse and communicate about the people and the world around them in a variety of ways. Through our knowledge rich curriculum, pupils will learn about diverse places, people, resources and natural and human environments, and will deepen their understanding of the Earth's key physical and human processes and geographical fieldwork techniques.

Through engaging lessons and opportunities, we aim to inspire all pupils to develop a curiosity and appreciation about the area, country, city and world they live in. We expect our children to be inquisitive and to question the information they are presented with in order to develop their own understanding.

We want our children to develop their understanding of themselves as individuals within their community and recognise their place as global citizens in a large and ever- changing world. We learn about the ideas of cultural diversity and sustainability by exploring impact of human behaviour on both the Earth and its people. Our Caritas in Action work links these aspects of Geography of becoming a responsible citizen. Learning is directly linked with our Building the Kingdom work and our Catholic ethos.

Aims

- Inspire pupils' curiosity and fascination about the world and its people
- Teaching that equips pupils with knowledge about diverse places, people, resources and natural and human environments
- Understanding of the Earth's key physical and human processes, and the formation and use of landscapes and environments
- Knowledge of how the Earth's features, at different scales, are shaped, interconnected and change over time.
- Experiences that enable pupils to develop their own geographical skills, including fieldwork opportunities and locality studies.
- Consideration for the moral, social and cultural aspects of their studies in geography, and to encourage a sense of awe and wonder about the world created by God.

- Foster a sense of responsibility for our environment and to think about the quality and vulnerability of our environment and the contribution they should make towards its sustainability.

Implementation

Our Geography curriculum, which is focused on being a learned and responsible citizen, is reinforced through our whole school approach to Building the Kingdom, our weekly topic lessons, our RE lessons and collective worship.

Skills are planned for in our progression document, which ensures that children have the opportunity to revise and build upon previously acquired knowledge. Our lessons are relevant and engaging, which helps children to embed and memorise learning.

This is done via:-

relevant, over-arching deep questions, with Christ at the Centre and citizenship driving these,

current events and affairs

whole school events and themes

building up children's understanding of their place in the world by exploring the local environment

planning for trips and visitors to enhance the learning experiences of the children

Geography Pathway at St Mary's

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS*	My Home UNCRC 27 & 31	My Family NPP - We are all different UNCRC 2, 9 & 20	My School UNCRC 15 & 28	Food NPP - Farm UNCRC 24 & 27	Environments – NPP - Seaside UNCRC 29 & 31	Land & Sea NPP - Under the Sea UNCRC 29 & 31
Y1	Weather *Fieldwork - NPP - Weather (EYFS) UNCRC 12 & 29		Local Geography *Fieldwork UNCRC 8 & 27		Ocean Guardians – NPP – Oceans and Seas UNCRC 24 & 29	
Y2	The UK - NPP- The UK UNCRC 7 & 8		What's it like in India? *Fieldwork UNCRC 29 & 30		The World NPP - Maps UNCRC 2 & 17	
Y3			UK Geography UNCRC 8, 18 & 30		World Biomes & Settlements UNCRC 17 & 29	Rainforests NPP - Rainforests UNCRC 24 & 29
Y4		Birmingham *Fieldwork UNCRC 8 & 31		Brazil and My Region (Fairtrade) UNCRC 27 & 32	Water *Fieldwork NPP UNCRC 24 & 29	
Y5		North & South America UNCRC 29 & 30	Mountains and Volcanoes UNCRC 6 & 29		Rivers (formation) *Fieldwork NPP - Rivers UNCRC 24 & 29	Sustainable Energy NPP - Climate Crisis UNCRC 24 & 29
Y6		Europe UNCRC 17 & 29		Trade *Fieldwork UNCRC 29 & 32	Natural Disasters NPP- Earthquakes UNCRC 6 & 24	

*Reception statements apply Birth to 5 Matters, 2nd edition (2026), to the school's units. Bt5M references identify the developmental basis; the school statements are not quotations. Ranges 5 and 6 overlap. All three People, Culture and Communities and all three The Natural World ELG statements are included, with selected supporting ELGs. These statutory end-of-Reception expectations are made explicit through spring and summer learning and revisiting.

Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Recognises and describes home, school and familiar local places. Knows that the school is in Harborne, Birmingham. (Bt5M: The world, Range 6.) Uses positional language, such as near, next to, behind and between, to describe features and follow a short route. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Explores maps and globes with an adult, identifying land and sea and locating places linked to stories, families and the seaside. (Bt5M: The world, Range 6.) ELG — People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify the UK on a map and globe. Name and locate the seven continents and five oceans. Recognise key local landmarks (e.g., Harborne, Grove Park, Clent Hills). Understand the difference between urban and rural areas.	Identify and name the seven continents and five oceans. Locate the UK and India on a world map. Identify the four countries of the UK, their capital cities, and surrounding seas. Use simple compass directions (North, South, East, West) to describe locations. Recognise the Northern and Southern Hemisphere and how locations relate to the Equator and Poles.	Name and locate the countries and regions of the UK, including key counties, cities, and geographical features. Identify the world's main climate zones, including the Equator, Tropics of Cancer and Capricorn, and the Poles. Locate rainforests around the world and explore their global distribution. Use maps, atlases, and globes to identify major biomes and ecosystems.	Identify Birmingham's location within the UK and West Midlands. Locate and compare Brazil and the UK, including major regions, cities, and physical features. Study South America's geography, including Brazil's states, rivers, and climate zones. Locate major rivers and water systems in the UK and worldwide, including Birmingham's water supply from the Elan Valley, Wales.	Locate and identify countries, regions, and major cities in North and South America. Recognise the position and significance of latitude and longitude, including the Equator, Tropic of Cancer, Tropic of Capricorn, and Prime Meridian. Identify major mountain ranges and volcanoes around the world, including those in the UK. Locate major rivers in the UK and globally, exploring their courses and importance. Recognise key energy sources and climate zones	Identify and locate European countries, including capital cities, major rivers, and physical features. Understand the position and significance of latitude, longitude, time zones, the Equator, and hemispheres. Locate key trade routes and global markets, exploring how the UK is connected to other parts of the world through trade. Identify regions at risk of natural disasters, using maps to explore tectonic activity, storm paths, and vulnerable locations.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						across different regions.	
Place Knowledge	Describes features of home and school, then compares the school grounds with a farm and a seaside place. (Bt5M: The world, Range 6.) Notifies similarities and differences in homes, journeys and everyday life through books, photographs and family experiences. (Bt5M: People and communities, Range 6.) Compares the local environment, the coast and an underwater environment, noticing features and living things. (Bt5M: The world, Range 6.) Revisits My Family comparisons in spring and summer, using stories, photographs and adult-supported maps to explain similarities and differences between everyday life in different countries. ELG — People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge	Compare Harborne (urban) with Clent Hills (rural) by identifying similarities and differences. Describe human and physical features of different settlements (village, town, city). Understand how different locations in the world experience different weather patterns.	Compare Birmingham (urban) with a village or town in the UK. Compare the UK and India, exploring differences in landscape, weather, and culture. Investigate continents, identifying key features and famous landmarks from around the world. Explore similarities and differences in human and physical geography between different regions.	Compare the UK's geographical regions (e.g., urban vs. rural, highlands vs. lowlands). Explore the characteristics of different climate zones and their impact on people and environments. Study rainforests and their ecosystems, focusing on South America and the Amazon Rainforest. Compare temperate UK forests (e.g., Sherwood Forest) with tropical rainforests.	Compare Harborne with other areas of Birmingham, looking at land use, demographics, and services. Compare the West Midlands with Brazil's Northern Region, focusing on climate, biomes, and human activity. Study the impact of urban growth and industry on different regions. Investigate water accessibility and distribution, comparing the UK with water-scarce regions.	Compare regions in North and South America, focusing on climate, population, tourism, and physical features. Study biomes and landscapes in the Americas, including tundra, rainforests, deserts, and savannahs. Compare how mountains and volcanoes impact human life and tourism. Examine how rivers shape landscapes and influence human activity. Explore sustainability and environmental challenges, comparing the UK's approach	Compare the UK and Germany, focusing on culture, economy, and human geography. Study the diversity of European landscapes, including coasts, plains, tundras, and urban centres. Compare economic and trade relationships between the UK and other global regions, including imports, exports, and the impact of globalisation. Analyse the effects of natural disasters on different locations, considering factors such as wealth, preparedness, and resilience.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	from stories, non-fiction texts and – when appropriate – maps.					with global efforts.	
Human Geography	Names familiar buildings, roads and paths and describes how people use homes, school and community places. (Bt5M: The world, Range 6.) Explores farmers' work and begins to connect food grown on a farm with food reaching a shop or home. (Bt5M: People and communities, Range 5.) Notifies which features of the school grounds and seaside have been made by people. (Bt5M: The world, Range 6.) Explains simple ways to care for places, such as looking after planted areas and keeping litter out of water. (Bt5M: The world, Range 5.) Revisits family and community experiences in spring and summer, linking with relevant RE learning to compare religious and cultural traditions encountered through experiences and class texts.	Recognise and describe human features in the local area (roads, buildings, parks). Identify how people use and change their environment (e.g., how parks are maintained). Understand how human activities impact the ocean (pollution, overfishing). Explore how people protect natural environments (e.g., ocean conservation).	Identify and describe human features of a place (e.g., buildings, roads, shops). Explore different types of settlements (village, town, city) and their features. Recognise Indian cultural influences in the local area (e.g., restaurants, traditions). Identify landmarks in London and compare with Birmingham. Investigate human impact on the environment, particularly in India and globally.	Identify and describe human features in the UK (e.g., cities, ports, trade links, land use). Understand how climate affects human settlements and activities. Explore how people use and change biomes (e.g., farming, logging, conservation). Investigate the impact of deforestation on rainforests and explore sustainability solutions.	Identify how land use differs within Birmingham (residential, commercial, industrial, green spaces). Study economic activities in Brazil, such as farming, deforestation, and industry. Investigate how human activity impacts water resources, including pollution, conservation, and sustainability. Examine who owns water, exploring global inequalities in access.	Investigate population patterns, settlements, and economic activities in the Americas. Study the impact of mountains and volcanoes on human life, including tourism, agriculture, and hazards. Examine how rivers are used, including for transportation, industry, and recreation. Evaluate the effects of flooding and management of water resources. Explore the impact of human activity on climate change, including the use	Explore trade and globalisation, including how goods are imported/exported and how trade affects economies and people. Investigate the role of corporations in shaping trade and economic activity, using case studies such as Tesco's global influence. Study the European Union (EU) and its role in shaping political and economic connections. Examine how natural disasters impact human settlements, looking at case studies of hurricanes,

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	ELG — People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG — Past and Present Talk about the lives of the people around them and their roles in society.					of fossil fuels, renewable energy, and sustainability efforts.	earthquakes, and floods.
Physical Geography	Observes and describes daily weather and seasonal changes in familiar outdoor places. (Bt5M: The world, Range 6.) Identifies natural features in the units studied, such as trees, sand, pebbles, cliffs, beaches and the sea. (Bt5M: The world, Range 6.) Observes plants growing and describes changes over time in Food/Farm and outdoor provision. (Bt5M: The world, Range 5.) ELG — The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	Identify and describe different types of weather in the UK. Recognise the impact of extreme weather (e.g., floods, storms). Compare hot and cold climates and their impact on people and animals (e.g., Arctic vs. Jamaica). Describe the layers of the ocean and the	Recognise and describe natural features (e.g., rivers, mountains, forests). Compare weather and climate in different locations (UK vs. India). Understand seasonal changes and their impact on daily life. Identify different climate zones (hot, mild, cold) and their locations. Explore how weather affects	Identify key physical features of the UK, including mountains, rivers, coasts, and valleys. Understand how the Earth's position affects climate zones and weather patterns. Describe biomes and vegetation belts, including deserts, rainforests, and temperate forests. Recognise rainforest layers	Explore Birmingham's human and physical features, including rivers, canals, and green spaces. Study Brazil's physical geography, including rainforests, mountains, rivers, and biomes. Investigate the water cycle, including precipitation, evaporation, condensation, and collection.	Identify key mountain features and how different mountains are formed. Study the structure of volcanoes, including magma chambers, vents, eruptions, and tectonic processes. Understand how rivers change landscapes through erosion, transportation, and deposition.	Identify Europe's major rivers, seas, and oceans, understanding their role in shaping the continent. Explore biomes and landscapes across Europe, including forests, mountains, and tundras. Investigate natural disaster causes and effects, focusing on earthquakes, tsunamis, volcanic eruptions,

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	what has been read in class. ELG — The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	creatures that live in each one.	people's lives, clothing, and activities.	(emergent, canopy, understory, forest floor) and their characteristics.	Understand the distribution of water resources globally, including water scarcity and conservation.	Explore the water cycle, including precipitation, condensation, evaporation, and infiltration. Investigate the greenhouse effect, global warming, and the role of human activity in climate change.	hurricanes, and floods. Study how human activity affects disaster risk, including climate change's role in extreme weather events.
Fieldwork	Observes the school grounds directly and identifies buildings, paths, playground and planted areas. (Bt5M: The world, Range 6.) Uses photographs and a simple map to find familiar features and follow a short route. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Chooses features for a model or drawn map of part of the school and checks their positions against what is there. (Bt5M: Mathematics –	Use maps, globes, and aerial images to locate features of the school and local area. Take part in fieldwork investigations (e.g., Grove Park study – recording human and physical features).	Use maps, globes, and atlases to locate places. Conduct simple fieldwork investigations, including: Observing and recording features of Birmingham. Exploring Indian influences in the local area (e.g.,	Use maps, compasses, and Ordnance Survey symbols to explore geographical features. Study local topographical features and their impact on human activity. Investigate rainforests using secondary	Conduct land-use surveys in Harborne, collecting and analysing data on how the area is used. Use maps, compasses, and Digimaps to locate Birmingham's features. Investigate water flow and drainage	Use maps, globes, and atlases to locate mountains, rivers, and regions. Apply OS map skills to explore mountains in the UK and their elevation. Conduct geographical investigations into local rivers, exploring	Use compasses, 4-figure grid references, symbols, and keys to navigate European maps. Analyse trade patterns by researching the origins of goods, using real-world data and mapping connections. Investigate case studies of natural

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Spatial Reasoning, Range 6.) Revisits a chosen outdoor place and records changes through drawings, photographs or adult-scribed observations. (Bt5M: The world, Range 6.) ELG — The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	Use data collection techniques such as tally charts, sketches, and maps.	Harborne High Street). Collect data using tally charts, observation grids, and simple surveys. Compare maps and aerial images to identify human and physical features.	sources, such as climate data, images, and maps. Analyse climate graphs to compare weather patterns across different regions.	in the school environment, mapping puddles and recording water movement. Analyse data on Birmingham's demographics, presenting findings in graphs and charts.	features and human impact. Track energy sources in the UK, mapping power stations and renewable energy sources. Use carbon footprint calculators to analyse personal and local environmental impact.	disasters, analysing damage reports, response efforts, and long-term recovery plans. Use geographical enquiry skills to explore local economic activity, conducting surveys on businesses and trade in Birmingham.
Enquiry	Comments on familiar places and asks questions about home, school, farms, the seaside and living things. (Bt5M: The world, Range 5.) Uses observations, books, photographs and adult-supported video to explore questions and compare places. (Bt5M: The world, Range 6.) Shares findings through talk, drawings, models or photographs and gives simple explanations for what has been noticed.	Ask and answer geographical questions (e.g., "What makes an ocean important?"). Develop map-reading skills, including simple compass directions. Use source analysis (maps, videos, photos)	Ask and answer geographical questions (e.g., "What is the weather like in India?"). Use compass directions to describe location and movement. Develop map skills, including:	Ask and answer geographical questions (e.g., "Why is the UK's climate different from the Amazon?"). Compare maps and aerial images to identify land use and vegetation. Use data sources, such as graphs	Ask and answer geographical questions (e.g., "Why does the UK get more rain than Brazil's Northern Region?"). Use maps, globes, and digital tools to identify land use, biomes, and climate patterns.	Ask and answer geographical questions (e.g., "How does climate affect population distribution?"). Use climate graphs, population maps, and topographical maps to interpret	Ask and answer geographical questions (e.g., "How does trade impact different countries?" or "Why are some places more vulnerable to natural disasters?"). Use climate maps, trade flow diagrams, and

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	(Bt5M: The world, Range 6.) ELG — Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.	to gather information about places. Engage in discussions about sustainability and protecting the environment.	Recognising symbols and keys on maps. Using Google Earth and aerial images to explore places. Investigate famous world landmarks using satellite imagery. Discuss why we need to protect the environment.	and satellite images, to understand climate patterns. Explore environmental issues, such as deforestation and conservation, and evaluate solutions.	Study and interpret climate data and water cycle models. Evaluate the impact of human activity on water resources, including solutions proposed by NGOs like WaterAid.	geographical data. Compare physical and human features in different locations using digital tools. Debate the effects of sustainability policies, including renewable energy vs. fossil fuels. Investigate how human activity contributes to environmental change and explore possible solutions.	disaster risk maps to interpret geographical data. Debate the benefits and challenges of globalisation, exploring ethical trade, environmental concerns, and economic inequality. Evaluate the effectiveness of disaster response strategies, discussing how different countries prepare for and recover from disasters.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Disciplinary Knowledge	Begins to understand that photographs, models and simple maps represent real places and can help describe them. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Uses direct observations of school and information about farms and the seaside to notice similarities and differences. (Bt5M: The world, Range 6.) Begins to understand that people’s experiences of homes, journeys and places may differ from their own. (Bt5M: People and communities, Range 6.)	Understanding human and physical geography (e.g., "What is a city?"). Recognising seasonal patterns and weather changes.	Understanding how weather and climate affect daily life. Recognising how people change the environment (e.g., roads, buildings).	Recognising why different places have different climates. Understanding how landforms (mountains, rivers) shape human life.	Understanding why cities grow in certain places. Recognising how rivers and mountains influence human activity.	Disciplinary Knowledge Understanding how geography influences trade and settlement. Recognising how physical processes (e.g., mountains, rivers) shape human activity.	Understanding how trade and natural disasters shape the world. Recognising how human and physical geography interact (e.g., "Why do some places recover from disasters faster?").
Disciplinary Skills	Uses positional language to describe locations and give or follow simple directions. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Compares places by identifying specific features, including natural features and those made by people. (Bt5M: The world, Range 6.) Explains choices when arranging a model or map and checks whether another person can use it. (Bt5M: Mathematics – Spatial Reasoning, Range 6.)	Identifying human and physical features in images and maps. Using simple maps and globes to find the UK.	Using atlases and simple maps to locate continents, oceans, and the UK. Comparing different locations based on features.	Reading and interpreting simple climate graphs. Using basic map keys and compass directions.	Using OS maps and symbols to read landscapes. Comparing land use (e.g., urban vs. rural).	Using topographical maps, climate graphs, and population maps. Evaluating sources (e.g., trade data, tourism patterns).	Comparing maps, graphs, and data sets to identify trends. Using 6-figure grid references, latitude, and longitude.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Procedural Skills	Asks simple questions, looks closely and describes what is observed in familiar places. (Bt5M: The world, Range 5.) Sorts photographs of land, coast and underwater environments by visible features. (Bt5M: The world, Range 6.) Makes a simple model or drawn map with selected landmarks. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Chooses drawings, photographs or adult-scribed observations to record and share findings. (Bt5M: The world, Range 6.)	Describing familiar places using basic geographical vocabulary. Sorting human and physical features (e.g., "Is this natural or man-made?").	Asking and answering simple geographical questions (e.g., "Why is it hot in some places and cold in others?"). Using photos and sources to describe places.	Comparing maps and sources to describe places. Identifying patterns in climate and geography.	Analysing maps and sources to identify geographical patterns. Conducting basic fieldwork (e.g., counting types of buildings).	Conducting fieldwork investigations into rivers, land use, and trade. Analysing geographical patterns over time (e.g., "How has trade changed?").	Investigating economic links between countries through trade. Analysing case studies of natural disasters to evaluate responses.

Key Organising Concepts

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Time	Revisits the same outdoor places to notice weather and seasonal changes. Observes an edible crop growing and records changes over time. (Bt5M: The world, Range 5.)	Describes how places change throughout the year (e.g., seasonal weather, trees growing).	Describes how weather patterns change over time. Identifies human and physical changes in the local area.	Identifies how climate zones change over time (e.g., impact of deforestation).	Identifies how land use in Birmingham has changed over time.	Analyses historical changes in trade, settlements, and natural landscapes.	Examines the effects of trade and globalisation over time.
Scale	Begins with home and school, then explores farms, the seaside and land and sea. Uses an adult-supported map or globe to connect familiar places with a wider world. (Bt5M: The world, Range 6.)	Identifies the UK on a map and globe. Names and locates the seven continents and five oceans.	Names and locates the four countries of the UK and their capital cities. Locates the UK and India on a world map.	Locates key UK counties and cities. Identifies world climate zones, biomes, and ecosystems.	Locates and compares UK and Brazil, including major cities and regions.	Locates and identifies key countries in North and South America.	Locates and identifies European countries and major trade routes.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Diversity	Recognises similarities and differences between families, homes and everyday experiences. (Bt5M: People and communities, Range 6.) Compares the school environment with a farm, the coast and an underwater environment. (Bt5M: The world, Range 6.)	Compares urban and rural locations (e.g., Harborne vs. Clent Hills).	Compares the UK and a non-European country (e.g., India).	Compares temperate forests (e.g., Sherwood Forest) with tropical rainforests (e.g., Amazon).	Compares urban and rural environments within Birmingham and Brazil.	Compares human and physical geography of different biomes (e.g., tundra vs. rainforest).	Studies economic and environmental diversity in global regions.
Interconnection	Notices how roads and paths connect familiar places. (Bt5M: The world, Range 6.) Begins to connect farming with the food people eat. (Bt5M: People and communities, Range 5.) Talks about living things' surroundings and explains simple ways to care for these places. (Bt5M: The world, Range 5.)	Recognises how weather affects people and places. Identifies simple transport links (e.g., paths, roads).	Recognises how weather affects daily life (e.g., clothing, travel). Identifies simple trade and transport links (e.g., goods arriving from India).	Describes how climate affects where people live and work.	Investigates how rivers shape landscapes and influence settlements.	Studies the impact of location on human activity (e.g., tourism).	Investigates migration patterns and globalisation.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Interpretation	Uses observation, books and photographs to describe and compare places. (Bt5M: The world, Range 6.) Explores how maps and models show selected features and their positions. (Bt5M: Mathematics – Spatial Reasoning, Range 6.) Asks questions and shares ideas about what these representations show. (Bt5M: The world, Range 5.)	Uses maps, photos, and books to explore the world.	Uses aerial photos and maps to explore different and unfamiliar environments and locations.	Uses maps, graphs, and diagrams to compare environments.	Uses fieldwork and digital tools to compare local and global environments.	Evaluates different perspectives on sustainability and climate change.	Uses a range of media, graphs maps, and satellite images to analyse geographical patterns and evaluates their accuracy and reliability.

National Curriculum Coverage

Key Stage 1 (KS1) – Years 1 & 2

National Curriculum Statement	Year Group(s)	Unit(s) Covered	How It Is Covered
Name and locate the world's seven continents and five oceans.	Y1	<i>Weather, My Local Area, Ocean Guardians</i>	Children use world maps and globes to identify continents and oceans, linking them to weather patterns and climate.
Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Y1, Y2	<i>The UK (Y2)</i>	Children locate the UK's capital cities, discuss regional features, and explore key landmarks.
Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	Y2	<i>UK vs India</i>	Comparing Birmingham to a village in India, focusing on housing, transport, and land use.
Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Y1, Y2	<i>Weather (Y1), The World (Y2)</i>	Children track seasonal changes, explore world climate zones, and compare extreme weather.
Use basic geographical vocabulary to refer to key physical and human features.	Y1, Y2	<i>My Local Area (Y1), UK (Y2)</i>	Children identify features such as cities, rivers, mountains, and shops on simple maps.
Use world maps, atlases, and globes to identify the UK, continents, and oceans.	Y1, Y2	All units	Children use maps in all units to locate places and explore spatial relationships.
Use simple compass directions (North, South, East, West) and directional language.	Y2	<i>The UK (Y2)</i>	Children use compasses and maps to describe routes and locations.
Use aerial photographs and plan perspectives to recognise landmarks and human/physical features.	Y2	<i>The UK (Y2)</i>	Children analyse aerial images and match them to real-world locations.
Use fieldwork to observe, measure, record, and present human and physical features.	Y2	<i>My Local Area (Y1), UK (Y2)</i>	Children explore their school/local area, recording data and comparing places.

Key Stage 2 (KS2) – Years 3 to 6

National Curriculum Statement	Year Group(s)	Unit(s) Covered	How It Is Covered
Name and locate counties and cities of the UK, geographical regions, and their identifying human and physical characteristics.	Y3, Y4	<i>The UK (Y3), Birmingham (Y4)</i>	Children explore counties, cities, and regional geography, including maps and Digimaps.
Understand how land use patterns have changed over time in the UK.	Y4, Y6	<i>Birmingham (Y4), Trade (Y6)</i>	Children examine how cities have grown, trade networks evolved, and industries developed.
Understand how places are linked and interdependent (e.g., trade, migration, natural resources).	Y5, Y6	<i>Trade (Y6), Sustainability (Y5)</i>	Children investigate global trade, migration, and environmental sustainability.
Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America.	Y5, Y6	<i>Americas (Y5), Europe (Y6)</i>	Children use atlases and globes to identify key countries and physical features.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics, Arctic and Antarctic Circle, Prime Meridian, and time zones.	Y5, Y6	<i>Americas (Y5), Europe (Y6)</i>	Children use maps and globes to explore the Earth's positioning and time differences.
Describe and understand key aspects of physical geography, including climate zones, biomes, rivers, mountains, volcanoes, earthquakes, and the water cycle.	Y3-Y6	<i>Climates & Biomes (Y3), Mountains & Volcanoes (Y5), Rivers (Y5), Natural Disasters (Y6)</i>	Children explore these features through research, mapping, case studies, and fieldwork.
Describe and understand key aspects of human geography, including settlements, land use, economic activity, trade links, and the distribution of natural resources (energy, food, minerals, water).	Y4-Y6	<i>Trade (Y6), Sustainability (Y5), Birmingham (Y4)</i>	Children explore trade, sustainability, and how human choices impact geography.
Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.	Y3-Y6	All units	Children progressively use more complex maps and tools, including Digimaps and GIS.
Use the eight points of a compass, four-figure grid references, symbols, and keys to build knowledge of the UK and wider world.	Y4-Y6	<i>Birmingham (Y4), Europe (Y6)</i>	Children navigate maps using compass directions and grid references.

National Curriculum Statement	Year Group(s)	Unit(s) Covered	How It Is Covered
Use fieldwork to observe, measure, record, and present human and physical features using sketch maps, plans, graphs, and digital technologies.	Y4-Y6	<i>Rivers (Y5), Trade (Y6)</i>	Children conduct surveys, collect geographical data, and present findings in multiple formats.