

GEOGRAPHY CURRICULUM MAP 2025-2026

Intent:

The ELPS Geography curriculum aims to provide all pupils with a strong understanding of the world around them. The curriculum focuses on five Key Substantive Concepts: Fieldwork and mapwork, water, settlements, landscapes, weather and climate. The sophistication of the children's understanding is increased by regularly recapping and building on these key concepts. A secure understanding of these concepts means pupils can construct their own opinions about areas within the world.

In KS1, children complete presentations at the end of the Summer term units, based on the overall topic question.

In KS2, children complete an extended writing task about the overall topic question, as well as individual presentation about the topic.

Implementation:

Year 1		
Autumn Term	Spring Term	Summer Term
<p>North Wembley</p> <p>In this unit, pupils learn about the immediate area around them. They begin by focusing on East Lane Primary School. They are introduced to mapwork and engage in practical activities when creating maps of the classroom and the school. They will use simple compass directions and locational language when describing features and routes on a map. Pupils will focus on examples of human and physical geography in North Wembley and will have a secure understanding of the necessary vocabulary.</p>	<p>London</p> <p>In this unit, pupils will build on their existing knowledge of North Wembley when learning about London. This topic will closely link to their History topic and in both, they will use maps and images to discover how London became the capital city of England. There will be a particular focus on the importance of the River Thames. Pupils will discover a range of important landmarks within the capital.</p>	<p>The United Kingdom</p> <p><u>Where would you most like to travel too in the UK?</u></p> <p>In this unit, pupils will continue to build on their knowledge of the local area, when they learn about the United Kingdom. They will engage with a range of political maps when identifying the countries and capital cities of the United Kingdom. They will analyse a range of physical maps when discovering the lakes, rivers, mountains, hills, woods, forests, cliffs and shorelines of the UK.</p>

Year 2		
Autumn Term	Spring Term	Summer Term
<p>The United Kingdom</p> <p>In this unit, pupils will build on the knowledge acquired in Year 1 when they learn about the United Kingdom. They will engage with specific geographical regions and use advanced maps to identify key topographical features. They will explore the key substantive concept of settlements. They will identify the differences between villages, towns and cities within the UK and compare these settlements to those in other countries.</p>	<p>Hot and Cold Places</p> <p>In this unit, pupils will be introduced to areas around the world which are different to Britain. They will focus on vocabulary words such as hot, cold, mild and warm; as well as weather vocabulary such as storms, blizzards, tornadoes, hurricanes and drizzle. They will learn about different areas in the world, with a focus on the equator, northern hemisphere, and southern hemisphere. Pupils will compare hot and cold areas around the world to their home in London.</p>	<p>The United Kingdom and a Non-European Country</p> <p><u>What are the similarities and differences between the UK and these non-European countries?</u></p> <p>In this unit, pupils will build on their existing knowledge of the United Kingdom, when comparing the area to a Non-European country. They will compare the UK to Brazil and Kenya. They will analyse a range of political, physical and climatic maps when making these comparisons. They will be introduced to vocabulary such as however and whereas when making these comparisons.</p>

Year 3		
Autumn Term	Spring Term	Summer Term
<p><u>Weather</u></p> <p><u>Why does it rain and how does rainfall effect ecosystems?</u></p> <p>In this unit, pupil's will focus on a range of weather patterns and discover how these types of weather occur. They will develop an understanding of seasons and weather forecasts, as well as gaining an understanding of the water cycle.</p>	<p><u>The United Kingdom</u></p> <p><u>Compare the four countries in the United Kingdom</u></p> <p>In this unit, children will build on their prior knowledge of the UK when comparing the four countries. They will compare and contrast a range of criteria: weather, population, settlements, landmarks, physical features.</p>	<p><u>Population</u></p> <p><u>Population increase is one of the greatest risks to the planet. Do you agree?</u></p> <p>In this unit, pupils will focus on population. They will engage with several graphs and tables and analyse how population has increased/decreased within the UK. They will compare these figures to the wider world. They will investigate several case studies and engage with several sources when analysing the population decrease within areas such as Japan.</p>

Year 4		
Autumn Term	Spring Term	Summer Term
<p><u>Rivers and Lakes</u></p> <p><u>Why is it important to take care of rivers?</u></p> <p>In this unit, pupils will focus on the substantive concept of water and settlements. They will build on their existing knowledge of the United Kingdom and develop a more secure understanding of the relationship between settlements and access to a water source. Pupils will be able to define the key areas of rivers and explain the difference between rivers and lakes. They will be able to explain each step of the water cycle and will analyse why some areas in the world suffer from droughts or floods.</p> <p>By engaging with a number of news reports and environmental surveys, pupils will begin to understand the negative impact that humans can have on these water sources.</p>	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p><u>Living near volcanoes has more benefits than negatives. Do you agree?</u></p> <p>In this unit, pupils will focus on the substantive concepts of settlements and landscapes. Engaging with a range of topographical maps, pupils will understand the areas of the world where mountains are formed. They will focus on the 'Ring of Fire' and look at how settlements around the world deal with the threat of earthquakes.</p> <p>Pupils will develop an understanding of the soil and landscapes around earthquakes and how the fertile soil is used for crop growth.</p>	<p><u>Natural Resources</u></p> <p><u>Every country should stop mining for natural resources. Do you agree?</u></p> <p>In this unit, pupils will focus on the distribution of natural resources including food, minerals, and water. Using a range of climatic and physical maps, they will gain an understanding of where these resources are plentiful within the world. They will gain a greater understanding of 'economic activity' and 'trade links' when discovering how natural resources are transported around the world.</p>

Year 5		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><u>Slums</u></p> <p><u>Governments around the world should clear away slums. How far do you agree?</u></p> <p>In this unit, pupils will engage with a number of case studies and oral accounts when developing an understanding of slums around the world. They will compare these settlements with those in England and develop an understanding of the difficulties faced in these areas. They will engage with a number of news reports and analyse government's plans and strategies with dealing with the troubles that slums cause.</p>	<p>Children will complete a history topic during this term</p>	<p style="text-align: center;"><u>Migration</u></p> <p><u>Migration has more disadvantages than advantages. Do you agree?</u></p> <p>In this unit, pupils will focus on the economic, environmental, and social issues which lead to migration. They will engage with a number of news reports and surveys when investigating why people migrate to and from the UK.</p>

Year 6		
Autumn Term	Spring Term	Summer Term
<p>Children will complete a history topic during this term</p>	<p>Children will complete a history topic during this term</p>	<p style="text-align: center;"><u>Globalisation</u></p> <p><u>Globalisation has made the world a better place. How far do you agree?</u></p> <p>In this unit, pupils will build on their existing knowledge of trade links when looking at the impact of globalization. They will engage with several sources when analysing trade before the invention of the internet and global communication. They will analyse the negative of globalisation for the environment and the developing world.</p>

Enrichment Opportunities:

Geography Trips

In year 5 and 6, children will attend school trips which will supplement the substantive concepts they focus on within their time at ELPS. In Year 5, pupils will attend a trip hosted by the Thames Explorer. They will learn about environmental issues, focusing on the pollution of the river Thames and how human settlements have contributed to this pollution.

In Year 6, building on their fieldwork and mapwork topics, pupils will attend Hampstead Heath for a maps and orienteering trip. Pupils will take part in a practical activity and use maps and fieldwork skills to complete the activities.