












The Geography Curriculum

2025 – 2026

Intent	<p>The Geography Curriculum at Lincoln Carlton Academy has been designed to encourage our pupils to be curious about the world they live in and understand their place within it. It gives them opportunities to ask questions; research using topic related books and websites and develop the knowledge and skills they need to be independent thinkers. Our aim is to equip our pupils with knowledge of the diverse places, people, resources, natural and human environments of the world, together with a deep understanding of the earth's key physical processes. Our local area provides a wealth of opportunities for children to go out and investigate their immediate environment and our curriculum has been designed to embrace these opportunities as often as possible.</p> <p>The curriculum is centred around 6 key geographical concepts: place, space, scale, interdependence, physical and human processes and cultural diversity. These concepts are first encountered in the Early Years Foundation Stage and are revisited in every key stage. These regular revisits ensure that children will know more, remember more and develop a deeper understanding of the key concepts during their time at LCA. It will also support them to develop connections between their prior knowledge and new learning. Now, more than at any time in the history of our planet, it is vital that our children know the impact that humans are having on the natural resources and physical features of the world around them and how this could impact on their future.</p>
Implement	<p>The curriculum at LCA is blocked into topics which provides an overarching theme for learning. Where possible, geography themes are interleaved into these topics to support children to make links to other areas of the curriculum. Teachers use the long-term overview for geography along with corresponding knowledge organisers to plan sequences of lessons. These lessons are designed to revisit key concepts and knowledge and teach new vocabulary, alongside introducing new knowledge. At LCA there is no requirement for teachers to plan lessons in a particular style or deliver them in a specific format. We encourage teachers to be innovative and creative in their approach and to use strategies that they know will meet the needs of the pupils in their class.</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. • Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.







Key Stage Two

Year 3	<i>DT Link: Locational knowledge: Using maps to locate where foods come from</i>	<p>Volcanoes and Earthquakes</p>  <p><i>Science Link: Rocks</i></p>	<p>UK Counties and Cities</p> <p>The 8-points of the compass</p> 	<i>History Link: Locational Knowledge – Ancient Greece</i>	<p>Latitude Tropics of Cancer and Capricorn Biomes and Climate Zones</p> 	<i>History Link: Mapping countries who were part of the Trans-Atlantic Slave Trade</i>
Year 4	<i>History Link: The Ancient Kingdom of Benin and Nigeria</i>	<p>Map Skills 4 figure grid references OS Map Symbols</p>  <p>Maths Link: Coordinates</p>	<p>Mountains in the UK and worldwide The Lake District v The Alps</p> 	<i>History Link: Mapping the Roman Empire</i>	<i>Science Link: States of Matter</i>	<p>The Water Cycle The Greenhouse Effect and Climate Change</p> 
Year 5	<i>History Link: Where did the Anglo-Saxons arrive from?</i>	<i>History Link: Where did the Vikings arrive from?</i>	<i>Science Link: Earth and Space History Link: The Ancient Egyptians and the River Nile</i>	<p>Rivers</p> 	<p>Local Area Study and Fieldwork Greetwell Hollow Nature Reserve 6 figure grid references</p>  <p><i>Maths Link: Coordinates</i></p>	<p>Comparing and contrasting biomes Temperate Forest and Desert Time Zones</p> 
Year 6	<i>History Link: Mapping countries in the British Empire</i>	<i>Maths Link: Coordinates History Link: Mapping the allied and axis powers of WW2</i>	<p>Land Use Then and Now in the UK</p>  <p><i>History Link: Compare land use in Lincoln over the last 100 years</i></p>	<i>History Link: Mapping the allied and axis powers of WW2</i>	<p>Comparing Places Around the World</p> 	<i>History Link: Mapping the allied and axis powers of WW2</i>

Big Questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My House and Street		My Local Area – The Carlton Centre			
Year 1	Where are the continents and oceans?			What can maps and photographs tell us about Lincoln?		What is the weather like in the UK?
Year 2	What is the United Kingdom?		What are the similarities and differences between Yobe and Lincolnshire?			Is every seaside town the same?
Year 3		How does the movement of tectonic plates affect the world's landscape and the people who live in it?	What are the key physical features of England?		What are the similarities and differences between the biomes of the world?	
Year 4		Who do we use maps to help us find our way?	When and how are mountains are formed?			Where does rain come from and where does it go?
Year 5				How do rivers change the landscape?	What are the human and physical factors that affect our local area?	How does location affect time and biomes?
Year 6			How are humans changing the physical environment in the UK?		Why do the human and physical features of places differ so dramatically?	

Geographical Concepts

Place	Space	Scale	Interdependence	Physical and Human Processes	Cultural Diversity
					

Progression in Geographical Concepts

Place



- Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity.
- Features of a place make it distinct, including both physical and human features.
- Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far.
- Communities are often created when people are connected by their shared experiences of a place.
- Diversity refers to the fact that no two places are exactly alike.
- Places are unique, from the way they make us feel, to their size, type and location.
- Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.

EYFS	Year 1	Year 2	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • Places have names to help people describe where they are. • Places can be different sizes and types. 	<p>A place is more than just a location, it is about how it looks, what is there and how it makes you feel.</p> <ul style="list-style-type: none"> • A place has different features that make it unique. 	<ul style="list-style-type: none"> • Landscape and surrounding environment are important parts of a place. • No two places are exactly alike. 	<ul style="list-style-type: none"> • A 'place' encompasses distinctive features, landscape, community, and diversity. • A 'place' is shaped by various factors including culture and shared experiences. • As individuals, they are part of the process of shaping the place where they live. • People's shared experiences of a place can help people to connect as a community. • Places are interconnected, influencing and being influenced by other places. 	<ul style="list-style-type: none"> • Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. • Factors such as socio-economic influences, historical context, and environmental impact can influence a place. • The significance of different places may vary from person to person.

Space



Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance.

Location refers to where something is, whether that's a mountain or a city.

Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary.

Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other.

Distance is about how far apart things are within that space.

Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems. Therefore, understanding 'space' involves examining these features and the relationships between them.

EYFS	Year 1	Year 2	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Things can be distributed or spread out across a space in different ways. 	<ul style="list-style-type: none"> Patterns can be seen in the way features are distributed within a space. 	<ul style="list-style-type: none"> How far apart features are in a space can be compared and contrasted. 	<ul style="list-style-type: none"> The concept of space can be observed in various physical and human geographical features like landforms and urban areas. 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. Elements, such as information, goods and people, within a space relate to and influence each other. 	<ul style="list-style-type: none"> 'Space' involves examining features and the relationships between them. Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. Distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Scale



Scale can refer to the size or level of geography, from local to national, international and global.

Pupils make links between geographical issues and processes at these different scales.

Scale also helps us understand how different geographical concepts are interconnected at various levels.

EYFS	Year 1	Year 2	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Some places are bigger than others. 	<ul style="list-style-type: none"> Some features of an environment are bigger or smaller than others. 	<ul style="list-style-type: none"> People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). Maps are small - scale representations of a place. 	<ul style="list-style-type: none"> Scale can refer to local, national, international and global. Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. Different geographical concepts and processes can be observed, interconnected and understood at these different scales. 	<ul style="list-style-type: none"> Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. Geographers examine features and the relationships between them at different scales, depending on their intended outcome. The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Interdependence



Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Aspects of our world are connected.</p> <p>Our families are connected to other families by being neighbours, attending the same school, attending community groups.</p>	<p>Features and people are connected and rely on each other.</p>	<p>People and places are connected and can affect each other.</p> <p>Connections to people in other parts of the world – do you have family members living in a different part of the UK or a different part of the world?</p> <p>Have you lived in another part of the UK or the world and now live in Lincoln? Why did you move here?</p>	<p>Processes are connected and can affect one another.</p> <p>Changes or events in one place can affect another place regardless of distance.</p> <p>Tectonic plates – the movement of one affects the movement of another. For example, in the 2004 Indian Ocean Earthquake, the Earthquake in Indonesia caused a tsunami that flow out across the entire ocean affecting countries miles away.</p> <p>Interdependence shaping our local area: Lincolnshire is a farming county. The UK and other parts of the world rely on the crops produced in Lincolnshire for food.</p> <p>Tropical rainforests provide a life support system for the rest of the planet.</p>	<p>Simple cause and effect relationships exist.</p> <p>The Water Cycle – the water system across the world is interconnected. Evaporation of water in one area of the world can create clouds and cause precipitation in another area of the world.</p> <p>Flooding – high tides in one area can cause flooding in another (The Storm Surge in 1953 – Lincolnshire Coast).</p>	<p>Weather – the River Nile – flooding and receding – fertile land remains</p>	<p>Interdependence shapes our world: Trade and how it connects different countries.</p>

Physical and Human Processes



Physical and human processes involve understanding the natural and societal influences that shape our world.

Physical processes include natural phenomena like weather patterns and landform development.

Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings.

Pupils learn that the two types of processes are interlinked and influence the other.

EYFS	Year 1	Year 2	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> The physical environment changes over time. 	<ul style="list-style-type: none"> Humans can have an impact on our surroundings. Understand how a change in the weather can influence the local environment. 	<ul style="list-style-type: none"> Simple physical changes and human influences are happening in their local environment, such as changes in the weather Understand the difference between human and physical features of a place. 	<ul style="list-style-type: none"> Physical changes and human influences like urban growth can change the landscape of an area. Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss. 	<ul style="list-style-type: none"> Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Cultural Awareness and Identity



Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics

These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community.

EYFS	Year 1	Year 2	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • People have different daily practices and ways of life. 	<ul style="list-style-type: none"> • There are many similarities and differences between the ways of life of people in different places. 	<p>Similarities and differences between environments can contribute to cultural diversity.</p>	<ul style="list-style-type: none"> • They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment. 	<ul style="list-style-type: none"> • That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world

Progression in Substantive Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Locate their house from a photograph of their street/Google maps and Google Earth.</p>	<p>Name and locate the world's seven continents and five oceans on a map and a globe.</p> <p>Locate the position of the Equator, North Pole and South Pole on a world map and a globe.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Locate Lincoln on a map of the United Kingdom.</p>	<p>Locate the Northern Hemisphere, Southern hemisphere, Tropic of Cancer and Tropic of Capricorn on a world map and on a globe.</p> <p>Locate lines of latitude on a world map and a globe.</p> <p>Locate Lincolnshire and its adjoining counties on a map of England.</p> <p>Locating the following countries and regions: Italy, USA, Iceland, Mexico, Indonesia, Japan, Brazil, UK counties, UK mountainous regions</p>	<p>Name and locate major mountain ranges of England and Scotland.</p> <p>Name and locate major rivers of Scotland and England.</p> <p>Locate major English cities.</p> <p>Name and locate the tallest mountains of the World.</p> <p>Locate the following countries: Nepal, Tanzania, Canada, France, Switzerland, Greece</p>	<p>Locate famous rivers around the globe.</p> <p>Locate lines of longitude and explore the time zones.</p> <p>Locate the following countries: Egypt, Bangladesh, Russia, Nigeria, Norway, Denmark, Sweden</p>	<p>Locate a variety of different countries across the world on maps and globes.</p> <p>Locate the following countries and regions: Poland, China, South Africa, New Zealand, Grand Canyon National Park (USA), Lake District (UK), Sicily (Italy)</p>

Investigating Places	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Describe some geographical features of the immediate environment. eg. house, street, road, garden, garage, trees</p>		<p>Use geographical language to describe the human and physical features of a Lincoln eg. Lincoln Cathedral, Brayford Pool, River Witham, bus station, quarry, woodland, stream, grassland</p> <p>Use geographical language to describe the human and physical features of Yobe State in Nigeria eg. desert, oasis, valley, mountains</p> <p>Use geographical language to describe the human and physical features of the British coast (Skegness and Scarborough) eg. beach, sand dunes, promenade, hotel, cliffs, headland, golf course, clock tower</p>	<p>Use geographical language to compare the rural and urban areas of Lincolnshire eg. commercial centre, university, factories, leisure facilities, farmland, farm buildings, food manufacturing plants</p> <p>Describe the physical features of Lincolnshire that make it suitable for arable farming.</p>			<p>Compare land use in UK cities during the Second World War to land use in these cities today.</p> <p>Compare three different regions and know their topography, land uses, natural resources, economic characteristics</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Natural Processes	Describe types of weather seen in the local area.	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>Describe aspects of volcanic eruptions and earthquakes including the layers of the earth and the action plate tectonics.</p> <p>Describe and understand why some areas of Lincolnshire are prone to flooding.</p> <p>Describe how flooding occurs (high tides, low lying land) and how the coast can be protected.</p>		<p>Describe and understand the key features of rivers including the processes of erosion and deposition.</p> <p>Describe and understand the water cycle.</p>	Describe the climate zones and biomes of the world and understand how they are affected by weather and position on the globe (link back to tropics of Cancer and Capricorn and the equator.

