Waterloo Primary School Geography Curriculum 2026–2027

LB = learning block • EYFS: United Curriculum • Years 1–6: ARK / Oxford Owl • Provision: Cornerstones

Pathway / year	Learning through daily routines and co-play
Pre-formal developmental curriculum	Communication and interaction; cognition and sensory exploration; attention and engagement; play and social development; physical and sensory development; independence and early learning behaviours. Personalised learning through routines, play, sensory experiences and meaningful interactions. Progression follows the school's Pre-formal Developmental Progression Framework, individual starting points and EHCP outcomes.
Nursery 2	Explore familiar indoor/outdoor spaces, natural materials, living things and natural phenomena through the senses. Notice environmental features and seasonal changes; use descriptive language for objects, materials, size and surroundings. Develop curiosity, appreciation and respect for living things and nature.
Nursery 3–4	Observe weather and explore natural materials; consider how people, animals and plants interact with their environments. Describe weather, routes, places, position and direction, including frosty, icy, in front of and behind. Care for plants, animals and the school environment.
Reception	Explore the local area and places in other countries; compare places through stories, photographs and discussion. Observe community features, seasonal change, weather, plants and animals. Use simple maps and represent journeys; observe on local walks. Develop vocabulary for journeys, places, maps, seasons and environments.

Early Years learning across the six blocks

Year	LB1	LB2	LB3	LB4	LB5	LB6
Nursery 2	Explore natural materials indoors and outdoors.	Explore natural phenomena in the setting and on trips; notice outdoor changes at different times of year.			Explore natural phenomena in the setting and on trips.	
Nursery 3–4	Understand position through movement and everyday experiences.	Explore natural materials and weather through all senses. Discuss places with year-round snow and people who live there. Understand position through words alone.	Describe familiar routes using in front of and behind.	Develop community responsibility; care for the school environment; suggest ways to attract wildlife or tidy litter; respect nature.	Discuss routes and locations using in front of and behind; understand and use positional words without gestures.	Recognise different countries; discuss differences from experience or photographs. Explore African grasslands through safari role play.
Reception	Discuss family and community members; name and describe familiar people.	Explore postal workers, doctors, teachers and dentists; walk to the post box to send Christmas cards home.	Visit Beeston Castle; travel through the Mersey Tunnel.	Spring discovery walk: explain seasonal changes, including green leaves, baby animals and warmer weather. Use checklists to identify plants, flowers, insects and spiders.	Read simple maps; compare life here and abroad. Texts: My World, Your World; In Every House, on Every Street; The Jolly Postman; A Walk in London; All Aboard the Bobo Road. Map story events.	Compare Handa's journey in Handa's Surprise with local journeys; discuss weather and animals in different environments.

Geography across the six learning blocks

Year / pathway	LB1	LB2	LB3	LB4	LB5	LB6
Year 1		**Local area** Begin with the familiar environment.			**United Kingdom** Four countries and their capital cities.	**UK coastlines** Explore the United Kingdom's coasts.
Year 2			**Planet Earth** Build on local/UK geography: seven continents and five oceans.			**UK and a non-European country** Compare similarities and differences. Country not specified.
Phoenix / Orion Cornerstones			**Flow** Local/world rivers, locations and formation; water cycle; accurate fieldwork.	**Tremors** Rocks, volcanoes, earthquakes and tsunamis; impacts on people and the environment.		**Our Planet, Our World** Mapping, human/physical geography, fieldwork and local enquiry. Detailed coverage below.
Year 3		**Settlements and land use** Link past/present land use to Stone, Bronze and Iron Ages. Introduce the water cycle.		**Climate zones** Build on Year 2 Planet Earth to explore world climates.		**Europe** Study the continent's human and physical geography, building on KS1 UK/world learning.
Year 4		**South America and the Amazon** Human/physical geography; build on Year 3 water-cycle learning.		**North America and the USA** Explore the continent, then study the USA in depth; human/physical geography.		
Year 5			**Asia: Mountains, volcanoes and earthquakes** Develop understanding of Earth's human and physical geography.			**Biomes** Continue exploring Planet Earth.
Year 6		**Local fieldwork and mapping** Apply accumulated KS1/KS2 fieldwork knowledge in more complex work; create local-area maps.		**Global issues and challenges** Draw together knowledge of world human and physical geography to study issues faced today.		**Two global issues** In-depth study

Our Planet, Our World coverage: maps; countries; human/physical features; four-figure grid references; primary data; compass points; Earth's layers and plate tectonics; latitude/longitude; European countries/cities; UK counties/cities; carbon footprints; local weather; land use; fieldwork and local enquiry.