WESTON ST MARY C OF E PRIMARY SCHOOL

GEOGRAPHY CURRICULUM OVERVIEW 2025-26 CYCLE B

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B	EARLY LEARNING GOAL
Reception	**People, Culture and Communities**						
	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows interest in the lives of people who are familiar to them	Begins to 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	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Begin to understand their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	**<u>People, culture and communities</u>** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year 1/2	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense		**The British Isles**		**Northern Europe**	
Overview	1. My school site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the Equator		1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		1. Countries in Northern Europe 2. Human and physical features of northern Europe 3. Climate in Northern Europe 4. Animals found in Northern Europe 5. Roald Amundsen	
Key Substantive Concepts	**Location**		**Place** **Space**		**Location** **Migration** **Climate**	
Key Disciplinary Knowledge	Cartographers - how they create maps based on the world around us.		Geographers describe places		Connection	
Vocabulary	Map Globe Navigate Location Direction Ordnance Survey Symbols Scale Equator		The United Kingdom The British Isles Island Loch Munro Valley Coast Inhabited Uninhabited		Scandinavia Nordic Weather Climate Migration Compass Adapt Explorer Human features Physical features Sámi People	
Why this, why now?	Building on children's understanding of spatial sense from Year 1/2 cycle A where they looked at maps of the classroom, this unit zooms out to encompass the school site. Over the two KS1 Spatial Sense units, children should have many opportunities to use maps and engage with the information we can gather from them. In the following Spatial Sense unit in Year 3/4, we will be looking in more detail at maps and grid references before using our knowledge of maps to compare two locations.		Prior to this unit children will have begun to use maps to find information and will have looked at world maps, maps of the UK and maps of the local area where they live. This unit builds on the knowledge from Year 1/2 cycle A The UK when children learned about the United Kingdom and the countries within it. During this unit children will have an opportunity to consolidate their understanding of the geography of the UK and should be able to use maps to identify the locations of the countries within the British Isles.		Building on children's understanding of the seven continents from Year 1/2 cycle A, children will look in more detail at Northern Europe. In Year 3/4 children will build on their knowledge of Europe when they study Western Europe, Mediterranean and Eastern Europe. This unit builds on knowledge from Science in Year 1/2- Seasons and Weather and Living things and their Environments. Locational knowledge from this unit will support children's geographical understanding when they study the Anglo-Saxons, Scots and Vikings in Year 3/4.	
Key End Points	To be able to read and gather information from a simple map To be able to draw a simple map		To name locations within the British Isles on a map. To use maps and atlases to identify locations within the British Isles.		The location of northern Europe means it has quite warm summers and very cold winters. Denmark, Norway and Sweden are Scandinavian countries.	

	To understand that maps and globes can show us different areas of the world To understand that some maps show small areas and others can show large areas		To answer geographical questions such as 'What is it like to live in this place?'		People and animals have adapted to survive the cold winters in Northern Europe.	

Year 3/4	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	**Mediterranean Europe**	**Eastern Europe**	**UK Geography: Northern Island**	**UK Geography: London and the South East**	**Asia – Japan**
Overview	1. Globes and The Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area – Changes Over Time	1. Key places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	1. Key Places in Easter Europe 2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast an Eastern European Country 5. Conflict in Eastern	1. An Introduction to Northern Ireland Visiting Northern Ireland 2. Northern Ireland, the Republic of Ireland and the partition 3. The Giant's Causeway 4. The Marble Arch Caves	1. Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	1. .Location of Japan 2. Weather and Climate in Japan 3. Physical features of Japan 4. Architecture in Japan (Human Features) 5. Feudal Japan
Key Substantive Concepts	**Location**	**Place** **Space** **Climate** **Trade**	**Interconnection** **Climate** **Conflict** **Human geography** **Physical geography** **Steppe**	**Location** **Landscape**	**Location** **Trade** **Tourism**	**Place** **Diversity**
Key Disciplinary Knowledge	Maps - how we use them and what information they can give us about locations.	Geographers use maps to communicate information and to represent the world around us.	Geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades.	Change and interconnection	Change over time	Geographers use what they know from one context in another.
Vocabulary	Lines of latitude Lines of longitude Prime Meridian Tropic of Cancer Tropic of Capricorn	Mediterranean Europe Ecosystem The Gulf Stream The Colosseum Peninsula Inhabit	Balkan countries Baltic countries Cyrillic	Belfast Londonderry Partition Republic Lough Neagh Giant's Causeway Unionists Nationalists	London Coastline Cliffs Transportation Skyline Pier Tourist Dover	Land of the rising sun Tokyo Kyoto Climate Weather Tsunami Monsoon Samurai Kimono Origami
Why this, why now?	Building on children's understanding of spatial sense from Year 1/2 where they looked at maps of the school site and the four-point compass and in Year 3/4 cycle A when they learned about the eight-point compass and grid references, in this unit children will learn about lines of latitude	This unit builds upon previous learning from both Year 1/2 and Year 3/4 cycle A when children studied Northern and Western Europe. This unit will look closely at the region known as Mediterranean Europe.	This unit builds on children's understanding of Europe and looks closely at Eastern Europe. In previous units children have studied Mediterranean Europe Western Europe (Year 3/4 cycle A) and Northern Europe (Year 1/2). In this unit, children will build on their knowledge of Europe and explore Eastern Europe in more depth. They	Building on children's understanding of the United Kingdom, this unit will explore Northern Ireland. Children will use maps of Ireland and Northern Ireland to locate key features and locations. In Year 1/2 children learned to name and locate the countries of the United Kingdom. In Year 5/6, children will learn more about	This unit builds on previous knowledge of regions of the UK from Year 1/2 (British Isles) and Year 3/4 cycle A (The South West) and introduces London and the South East of England. Children will build on this knowledge in Year 5/6 when they study East Anglia, the Midlands, Yorkshire and Humberside.	This unit builds upon children's study of Asia: China and India in Year ¾ cycle A. Studying Asia is not specified within the National Curriculum for KS2, it features in KS3. However, we have included this unit to provide foundational knowledge of the world for primary pupils, to offer new

	and longitude and revisit the equator and the poles.		will explore the countries of Eastern Europe and key features such as rivers and climate.	Ireland in the context of the British Empire.		contexts within which to apply their learning and to ensure the primary geography curriculum is ambitious and diverse.
Key End Points	To describe change over time in a specific location. To use geographical tools and vocabulary to locate places on a map.	Describe and understand key physical and human features of Mediterranean Europe. Mediterranean Europe is located in southern Europe. The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. The warm, dry climate in Mediterranean Europe allows olives to grow. There are several mountain ranges in Mediterranean Europe	Eastern Europe covers a wide area, with many countries, peoples, cities and rivers. Some Eastern European countries are grouped into Balkan or Baltic Countries. Eastern European countries have different languages. Eastern Europe has a continental climate. There are some very long rivers in Eastern Europe, including the Volga and the Daube In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.	To know some of the geographical features of Northern Ireland: Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland. Belfast is the capital city of Northern Ireland. The Republic of Ireland was partitioned from Northern Ireland in 1922. Giant's Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption. Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.	The South East is an area of England. London is located in the South East of England. The Romans built London as a useful port for trading. Canterbury is a historical place with a rich history. Brighton is a seaside town, popular with tourists. Dover is a town and major ferry port.	To know Japan has diverse human and physical geography Japan is located in the Northern Hemisphere in the continent of Asia. Japan is made up of four main islands and many smaller islands. Japan has a varied climate, influenced by air masses from the continent and from the ocean. Japan has many cities, including Tokyo and Kyoto. In the past, Japan had a feudal system.

Year 5/6	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	**British Geographical Issues**	**North America**	**South America**	**Africa**	**Globalisation**
Overview	1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America Comparison of The UK and a region of North America	1. An introduction to South America Past civilisations and empires 2. The Andes Mountains and the Atacama Desert 3. Brazil (Agriculture and Industry) 4. The Amazon Rainforest	1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya	1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?
Key Substantive Concepts	**Place** **Space**	**Sustainability** **Climate change**	**Interconnection** **Landscape**	**Location** **Biodiversity**	**Changes over time** **Trade**	**Interconnection** **Inequality**
Key Disciplinary Knowledge	How geographers use maps to explain the work around us.	Geographers use maps and data to communicate issues that are important to our understanding of the environment.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.	Geographers look at interconnection and diversity to inform their understanding.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.	How geographers use data from around the world to inform their understanding.
Vocabulary	Axis The Poles Time Zone Map Projection	Air pollution Climate change Water Litter Synthetic Particles DEFRA WHO	North America United States of America State Mississippi River Biome Urbanisation	Pangea Rainforest Subduction zone Plateau Altitude Deforestation Biodiversity	Homo sapiens Commodity Agriculture Desert Desertification Biodiversity Food insecurity Colonialism	Globalisation Interaction Integration Social Economic Political Culture Investment

						Exploit Trade
Why this, why now?	This unit builds on all of the previous spatial sense units as children learn and remember more over time. In Year 1/2 children looked at maps of the school site and the four-point compass, in Year 3/4 they learned about the eight-point compass and grid references. They learned about lines of latitude and longitude and revisited the equator and the poles. They practiced using grid references and learned how to read and use map scale. Children then used their geographical understanding to look at change over time in their local area.	This unit brings together all of the previous knowledge of the UK that children have accumulated over their journey through the curriculum. This unit builds on knowledge of the regions of the UK, their geographical features and changes that may have taken place over time.	This unit builds on children's understanding of world geography and focuses on the continent of North America. Children have already studied Europe in depth, studied two units on Asia, and in Year 5/6 cycle A, studied Australia and the South Pacific. Following this unit, children will study South America, Africa and finally a unit that builds on all of their previous knowledge in Geography; Globalisation.	Building on children's understanding of the seven continents from Key Stage One and subsequent world geography including studies of Europe, Australia, Asia and North America, in this unit children will study the human and physical geography of South America.	This unit goes beyond National Curriculum requirements as Africa features more specifically later in the National Curriculum in KS3. This unit has been written to ensure that primary pupils leave KS2 with some understanding of African Geography that will prepare them for their future learning. In this unit, pupils will be introduced to the African continent and will begin by looking at the diversity of the continent, preventing any misconceptions occurring about Africa being a homogenous place. Pupils will have some knowledge of African Geography from our unit on the Transatlantic Slave Trade in Year 5/6 History.	This is the final geography unit in our Primary Knowledge Curriculum. It has been designed to draw upon substantive and disciple knowledge from across the geography curriculum. Prior to studying this unit, pupils will have established knowledge and understanding of global interactions, for example how countries trade with one another. This knowledge will help them to understand the global processes and interactions described in this unit. Studying the impact of globalisation on economics, politics and on culture, encourages pupils to think beyond the important foundational work of identifying the locations of places.
Key End Points	To be able to read and understand how to use a range of maps Maps can help us to understand data about people, places and the environment. Within a time zone, people observe the same time as it is convenient for business, trade and communications. Quality of life and standards of living differ across the globe.	To know that the air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. To understand that litter is waste left in open, public spaces. It can cause environmental damage.	The North American continent spreads from close to the North Pole, south towards the equator. Rivers stretch across the continent providing a source of water and also transport links. Many of North America's major rivers have been affected by human actions. Many people live in large cities in North America, this presents challenges.	To explain human and physical features of South America. Identify countries in South America. Identify the Andes Mountains Explain the significance of Machu Picchu. Describe the challenges caused by human interaction with the Amazon Rainforest		To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world. Globalisation is a process of interaction among people around the world. Global trade has seen companies move production to the locations where products can be produced cheaply. Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working

						practices, environmental damage. The challenge for people around the world is to ensure the process of globalisation is fair for all.