

Geography – Year B (School Year 2024-25)

Pre-School	Autumn - Exploring the book Handa’s Surprise. Spring - Exploring a farm environment. Summer – Exploring a seaside environment. *All linked to the Early Learning Goals detailed below		
EYFS	Autumn – All about me (Woodland). Spring – Growing (Chinese New Year). Summer – Under the sea. *All linked to the Early Learning Goals detailed below.		
KS1 & KS2	Autumn	Spring	Summer
Year 1 & 2	Our Island, Our Home What is our island like?	Madagascar and the Isle of Wight Is the Isle of Wight like Madagascar?	Magical Mapping Why do we use maps?
Year 3 & 4	All around the world What can we discover about the world?	Mountains and Rivers What would happen if we didn’t have mountains?	Local studies – River Yar How do rivers help the world?
Year 5	Study of a UK Region What is unique about the UK?	Biomes What biome is the easiest to live in?	Natural resources What are the natural resources of the world?
Year 6	Europe including the UK Where does the UK compare to Europe?	South America What is life like in Brazil?	Economic links and trade How does trade and economy help the world?

*Early Learning Goals for end of EYFS – links to Geography:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Geography – Year A (School Year 2025-26)

Pre-School	Autumn - Exploring the book Handa's Surprise. Spring - Exploring a farm environment. Summer – Exploring a seaside environment. *All linked to the Early Learning Goals detailed below		
EYFS	Autumn – All about me (Woodland). Spring – Growing (Chinese New Year). Summer – Under the sea. *All linked to the Early Learning Goals detailed below.		
KS1 & KS2	Autumn	Spring	Summer
Year 1 & 2	Seasons and Weather What are the seasons?	Hot and Cold places in the UK Why are places hot and cold?	Four countries of the UK What are the four countries of the UK?
Year 3 & 4	Settlements and Land use Is Southampton a gateway to the world?	Volcanoes and Earthquakes Why are there volcanoes?	Italy and the Isle of Wight Is Naples similar or different to the Isle of Wight?
Year 5	Study of a UK Region What is unique about the UK?	Biomes What biome is the easiest to live in?	Natural resources What are the natural resources of the world?
Year 6	Europe including the UK Where does the UK compare to Europe?	South America What is life like in Brazil?	Economic links and trade How does trade and economy help the world?

*Early Learning Goals for end of EYFS – links to Geography:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Geography within the National Curriculum:

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Are able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.