



Bishop Martin CE Primary School - Geography Subject Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
2Yr Old	<u>The Natural World</u> Begins to notice and explore the natural world, such as the weather, animals, and plants in their environment. Starts to develop a simple sense of the past by recognising familiar places and things they have seen before (e.g., "I went to the park yesterday").		<u>The Natural World</u> Begins to recognise simple changes in the environment, such as the weather changing from sunny to rainy, linking it to the present .		<u>The Natural World</u> Understands that some things stay the same while others change over time (e.g., "The flowers bloom in the spring" or "The leaves fall in autumn").	
Nursery	<u>People, Culture and Communities</u> Shows an interest in different occupations by asking questions about people's jobs (e.g., "What does the postman do?") and observing different roles in their community. Continues to develop positive attitudes about the differences between people, starting to understand that people have different beliefs, cultures, and ways of living.		<u>People, Culture and Communities</u> Explores and talks about different cultures, festivals, and occupations (e.g., participating in a celebration from another culture like Chinese New Year or learning about different jobs people do in their community). Shows respect for the diversity of people's roles and customs, such as recognizing that people eat different foods or celebrate holidays in different ways.		<u>People, Culture and Communities</u> Continues to explore different occupations and roles in the community and may role-play or ask more questions about how people work in different environments. Talks about different countries in the world, either through books, pictures, or experiences, and starts to recognise and describe differences between countries. Shows continued respect and interest in the differences between people, including different cultures, customs, and family.	
Reception	<u>People, Culture, and Communities</u> Begin to talk about people and communities they are part of (e.g., family, friends, and their community). Notice and talk about differences in people, for example, the different homes and families they know.		<u>People, Culture, and Communities</u> Recognise and describe features of their own environment (e.g., people in their community, places they visit). Understand and talk about different roles and jobs people do (e.g., teacher, shopkeeper, etc.). Show interest in different cultural events, celebrations, and traditions.		<u>People, Culture, and Communities</u> Begin to recognise that different communities have different ways of living and traditions (e.g., how families might celebrate differently). Discuss how people have different needs, customs, and traditions (e.g., festivals, food, clothing).	
Year One	<u>What is in our Local Area?</u> Understand geographical similarities and differences through studying the human and physical geography of where they live. Name some key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Observation of school and the ground. Complete field sketch of school and local area, labelling human and physical features.		<u>Life in the United Kingdom</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name some key physical feature: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Begin to use language of North, East, South and West.		<u>Our Wider World</u> Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name some key physical feature: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps to identify location of continents and oceans in the world.	

Year Two	<u>Understanding What is in our Local Area.</u> Locate where they live on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		<u>Exploring the Diverse Country we Live in – Fieldwork</u> Name some key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Name some key physical feature: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.		<u>Life around the World – Kenya</u> Locate Kenya on a world map. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya). Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.	
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2026 - 2027

Year Three	<u>Rivers</u> Locate the River Indus - its source, course, human interactions with environment. How rivers get their water - the source, springs, the water cycle. How do rivers shape the land? Explore the River Severn. Wildlife in the River Severn. Fishing, local agriculture, pollution problems within rivers.	<u>Mountains</u> Name the highest mountain in each of the four countries of the UK. Locate Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Understand why people live on mountains. Explore relationships between mountains and weather. Explore relationship between mountains and people.	<u>Settlements & Cities</u> Locate cities in the UK (London and Cardiff). Introduce Europe and other global regions (India). Identify contrasts between Cardiff and London. Locate settlements by rivers. Locate mountain environments (Andes and Snowdonia). Locate the Mediterranean volcanic region.	<u>Agriculture</u> Identify different types of farming (arable farming, pastoral farming and mixed farming). Identify how farming changes the landscape. Identify how the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals).	<u>Volcanoes</u> Describe the structure and composition of the earth. Explain how and why volcanoes erupt. Name types of volcanoes (active, dormant and extinct volcanoes).	<u>Climate & Biomes</u> Explore the climate in the continent of Europe. Explore climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Explore climate and relationship with oceans.
Year Four	<u>Rhine & Mediterranean</u> Created detailed comparisons of Rhine and Mediterranean regions. Locate coasts and habitats (Wales and Indian Ocean).	<u>Population</u> Explain characteristics of population including distribution and diversity. Understand the term 'migration'. Explore the effect of a changing demographic in Wales and Britain (London and Cardiff).	<u>Coastal Processes & Landforms</u> Explore diversity in the UK coastline. Explain the processes of erosion, transportation & deposition. Locate coastal landforms including beaches, headlands and bays. Explore Jurassic coast, including significance of its rocks, fossils and landforms. Locate coastal habitats using contrasting examples, including coasts of the Indian Ocean.	<u>Tourism</u> Explore Llandudno, Wales - a seaside town. Name different types of tourism (e.g. visiting friends and family activity holidays). Identify that skiing holidays are popular in the Alps and sunshine holidays are in Spain. Explore the growth of tourism in the UK and overseas.	<u>Earthquakes</u> Know about The Christchurch earthquake, New Zealand. Know the causes of earthquakes: tectonic plates, fault lines. Name some effects of earthquakes. Understand how humans live in earthquake zones and have to adapt their settlements.	<u>Deserts</u> Identify the climate of deserts. Locate The Sahara Desert. Identify how deserts are formed, variety of landscapes. Name some plants and animals in deserts. Explain how humans live and adapt in deserts.
Year Five	Describe tourism in Llandudno and the Alps. Locate Rhine River. Locate Mediterranean Sea and UK coastlines. Locate multicultural cities. Begin to recognise world regions like the Indian Ocean.					
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Year Five Year Six	<u>Why is California so Thirsty?</u> Locate California (North America) and The Amazon (South America). Identify water as a resource. Understand the use of water resources in California Farming. Explore the California aqueduct – providing water. Know about the future of water supply in California.	<u>Oceans – Including Trade</u> Locate world oceans. Explore different oceans and climate change. Know the human impact on oceans.	<u>Migrations</u> Read migration stories in the UK. Retell migration stories from Northern Ireland to Liverpool and from Turkey to London. Identify why people moved from Ireland to Liverpool and Turkey to London. Explain why people migrate? Name some push and pull factors linked to migration. Explain the terminology refugees, persecution, asylum and asylum seekers. Identify some challenges that refugees face. Explore how migration changes a location.	<u>North & South America</u> Understand contrasts between North and South America.	<u>The Amazon</u> Locate Brazil and megacities, like Lima. Describe differences between urban and rural like in Brazil. Focus on the Amazon as a region in South America. Interconnected Amazon. Explore differences between UK children and children from the Bolivian Amazon. The Amazon River – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Name causes and effects of deforestation. Explore futures for the Amazon rainforest. Explore differences between UK children and children from the Bolivian Amazon.	<u>Interconnected Amazon</u> Understand what farming in the Amazon. Explain the journey of soy produced in Bolivia. Understand the difference between primary, secondary, and tertiary industry. Understand what I meant by international trade. Effects of changes in trade. Name some trans-national companies. Understand the impact of deforestation.

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2028 - 2029

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Year Six	<u>Energy & Climate Change</u> Name reasons how people use energy. Name some types of energy. Identify renewable and non-renewable energy sources. Understand the greenhouse effect and the causes. Understand the effects of climate change and its effects on Antarctica, Great Barrier Reef, Pacific Islands, South Asia. Understand what is meant by tourist industry. Identify sustainable futures – environmental challenges faced due to tourism, ways forward.	<u>Ethiopia</u> Complete in-depth place study on Ethiopia and Jamaica. Explore global time zones and climate regions. Locate longitude on a map and use to explore time zones.	<u>Changing Birmingham</u> Locate urban locations (Manchester and Birmingham). Describe urban development in Birmingham. Describe industrial Manchester. Explore how Birmingham has changed in the past? Explore the growth and development of the city, industry, migration, deindustrialisation, redevelopment. Know how Birmingham is changing now. Identify current issues - to UN sustainable development goals and climate change. Explore what might Birmingham be like in the future. Explore population pyramids.	<u>Jamaica</u> Complete in-depth place study on Ethiopia and Jamaica. Explore global time zones and climate regions. Locate longitude on a map and use to explore time zones.	<u>Local Area Enquiry</u> Use an OS map with six-figure reference grid. Explore population pyramids. Interpret line graphs. Planning and conducting local fieldwork. Classify human and physical features in the local area and draw a bar chart to compare. Use OS map (with symbols and keys) to navigate, using eight points of a compass to navigate. Locate mountains in the UK. Locate cities in the UK. Introduce Europe on a world map. Children locate journey from school to residential location, use a map of UK to understand this.	