



Geography Overview for Whole School 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool	All About Me • Talk about where they live and who lives with them. • Different homes and families. • Pets and caring for animals. • Observe daily weather and local environment.	Patterns • Learn that some countries are very cold. • Polar animals and habitats. • Snow, ice and melting. • Begin learning about caring for the environment and climate.	Knights & Castles • Castles and where they are found. • Vehicles and transport. • Recycling and pollution. • Materials and their properties.	Adventures • Physical features: mountains, rivers, lakes, beaches, coasts, caves and volcanoes. • Draw simple maps. • Share experiences of places visited. • Oceans, sea creatures and pollution.	Food, Food, Food • Farms and farm animals. • Where food comes from. • Growing plants and vegetables. • Caring for living things.	Off We Go • Air and water transport. • Birds and nests. • Coasts and rock pools. • Floating and sinking. • Seasonal and weather changes.
Reception	Marvellous Me • School and village of Waddington. • Local community. • Community walks and simple mapping. • Autumn weather and seasonal change	Festivals • Celebrations around the world. • Christmas in different countries. • Autumn to Winter changes. • Hibernation and changing environments.	Magical Tales & Cold Places • Polar Regions. • Contrasting cold environments. • Story maps and simple map drawing. • Winter weather, ice and freezing.	Under the Sea • Seaside habitats. • Sea animals. • Maps, treasure maps and routes. • Sea pollution. • Spring seasonal change.	Growing • Changes in the local environment. • Plant growth. • Minibeast habitats. • Observing nature and Summer changes.	Animals Around the World • Forests, savannahs, rainforests, Arctic regions, deserts and oceans. • Africa, Australia, South America, Arctic, Antarctic, major deserts and Great Barrier Reef. • Climate and habitats. • Comparing



						environments around the world. • Using photographs, globes and simple world maps.
Year 1	<u>What is it like here?</u> Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground.		<u>What is the weather like in the UK?</u> Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK. Note: Lessons 2, 3 and 4 involve fieldwork and may take longer than one hour.			<u>What is it like to live in Shanghai?</u> Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork to collect data and create a simple map. Note: Lesson 1 involves fieldwork and may take longer than one hour.
	Keep an observational log to note the changes of the seasons – record data e.g, rain gauge)					
Year 2	<u>Would you prefer to live in a hot or cold place?</u> Examining climate		<u>Why is our world wonderful?</u> Exploring the geography of the UK and the wider world by			<u>What is it like to live by the coast?</u> Exploring coastal environments by



	zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents.		identifying key features of the UK, naming the oceans and locating them on a world map. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information			locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings from their own geographical enquiry. Note: Lesson 5 involves fieldwork and may take longer than one hour. Field Trip work.
	Make a simple map with symbols and a key (linked to a class novel)					
Year 3	<u>Why do people live near volcanoes?</u> Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed. Pupils map the global distribution of			<u>Who lives in Antarctica?</u> Considering how location relates to climate by learning about latitude, longitude and the Earth's tilt. Pupils explore the physical features of Antarctica, examine how people adapt to working in this extreme environment and apply their mapping		<u>Are all settlements the same?</u> Examining settlements and land use by comparing urban and rural environments and investigating how places change over time. Pupils identify the human and physical features of their local area and compare them with those of New Delhi to



	these physical features and examine both the challenges and benefits of living in tectonically active areas, including how people respond to earthquakes and volcanic activity.			skills when planning an expedition inspired by Shackleton's journey.		identify similarities and differences. Note: Lesson 3 involves fieldwork and may take longer than one hour.
	<u>What is life like in the Alps?</u> Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. Pupils examine the human and physical features that attract visitors and apply their understanding by researching and mapping tourism in their local area.		<u>Where does our food come from?</u> Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from. Pupils investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider the advantages and disadvantages of sourcing food locally and globally.	Year 4		<u>What are rivers and how are they used?</u> Investigating how water is stored and transferred by learning about the water cycle, rivers and their features. Pupils map major rivers in the UK and around the world, examine how people use rivers and apply their knowledge through studying a local river. River field work with River Ribble Trust.
Year 5			<u>Would you like to</u>	<u>Why do oceans</u>	<u>Why are</u>	



			<u>live in the desert?</u> Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert. Pupils consider how people use desert environments and explore the environmental challenges and threats they face	<u>matter?</u> Examining the importance of oceans by learning how people use and affect marine environments. Pupils investigate the Great Barrier Reef, consider the impact of pollution and plastic waste and use fieldwork to explore environmental issues in their local marine environment while identifying ways to make more sustainable choices.	<u>rainforests important to us?</u> Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation. Pupils explore how plants and people adapt to life in the rainforest and consider the impact of human activity on this important environment locally and globally.	
Year 6	<u>Why does population change?</u> Examining global population patterns by investigating why some places are more densely populated than others. Pupils explore the factors		<u>Where does our energy come from?</u> Investigating how natural resources and energy are used in the UK and the USA while learning about global time zones. Pupils compare renewable and		<u>Can I carry out an independent fieldwork enquiry?</u> Applying geographical enquiry skills by investigating an issue in the local area. Pupils develop their own enquiry question.	

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	that influence population change and migration, and use fieldwork to consider the impact of population on their local environment.		non-renewable energy sources, consider their impact on people and the environment and carry out fieldwork to identify the best location for a solar panel on the school grounds.		collect and analyse data using chosen methods and present their findings and conclusions. Note: Lesson 4 involves fieldwork and may take longer than one hour. This unit could also be considered a transition project, allowing primary pupils to collaborate with secondary school pupils.	
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