

Geography Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Woodlands ~ Mini beast hunt (Comparative) All about Autumn – Seasonal changes. (Observing over time)  W: community	Woodlands ~ Looking at how the seasons have changes Autumn to Winter). Look at the weather and how it has changed. (Observing over time)  Looking at we live. Can you map our walk? (Comparative)	Places around the world. Maps. How people travel. (Comparative)	First Day of Spring~ Looking at the seasonal chnages from Winter to Spring. (Observing over time)  W (Identifying, classifying & grouping)	Earth day (Research using secondary sources)  live where on the world map. (Identifying, classifying & grouping)	(Research using secondary sources) First Day of Summer~ Looking at the seasonal chnages from Spring to Summer. (Observing over time)  How the world had changed. (Comparative)
Year 1	Fieldwork Map the woodland using journey sticks and Ipads to photograph their journey Basic key with map symbols Key human and physical features of the surrounding environment. Extended write – Instructions on how	UK geography Identify seasonal weather changes and daily weather patterns in the UK. Observation over time – link to Working Scientifically in Science Extended Write – Weather Diary	Continents and Oceans Name and locate the 7 continents and the 5 oceans.	Hot and Cold Places Understand geographical similarities and differences through studying the human and physical geography of a small area of the United		

	to get to the woodland. Name and locate the four countries of the UK. Use World maps, atlases and globes to find the UK.			
Year 2	<u>Castles in the UK</u> Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.	<u>Continents and Oceans</u> Name and locate the 7 continents and the 5 oceans. Name and locate the hemispheres, poles and equator. Identify the hot and cold locations of the world in relation to the Equator and North and South Poles. Study the biomes of the tundra and the desert. Comparisons of the biomes including plants and animals.	<u>Settlements and routes on a map – Journey around school</u> Aerial photograph of the school and surrounding grounds – Plan the route using the aerial photos Directing someone from the school entrance to the woodland using compass directions (N, E, S, W, near, far, left and right) (Link to Computer Science – coding/programming using the beebots)	
Year 3	<u>The United Kingdom and Europe.</u> Locate the world's countries using maps to focus on Europe including the location of Russia. Break from Europe – look at Doggerland and how the UK was formed. Look at European countries that evolved after the break from the UK – Labelling the countries on a map of the world.	<u>Volcanoes</u> Use maps, globes, atlases and digital mapping to find and locate volcanoes around the world. Look at which Hemispheres the volcanoes fall into. Look at aerial and satellite images – thermal imaging of volcanoes Label and name the parts of a volcano. Extended write - Advantages and disadvantages of living near volcanoes (extended write)	<u>UK counties and cities</u> – Greater Manchester. Name and locate counties and cities of the United Kingdom. Locate Bolton within Greater Manchester on a map. <u>Fieldwork and map skills</u> Circular maps on the area around school Stand at the top of plodder lane and sketch what you can see on the 8 points of the compass. Take pictures of what is in each section of the 8 points and relate it to information on a map.	

Year 4	UK regions Name and locate regions of the UK Study a region in the UK – East Anglia	Comparison Study Compare a region in the United Kingdom and a region in a European country. Physical and Human Geography St Michael's Mount – Cornwall – look at the coast line of Cornwall, residential areas, rural landscape, population, economy, tourist industry and the impact it has) Mount St Michel in Normandy Look at similarities between the two alongside the differences. Extended write – comparing two contrast places	Rivers Name and locate counties and cities of the United Kingdom. UK rivers on a map, the mountains in which they start the seas they end and the counties/cities that they run through. Fieldwork and map skills Look at scaled maps of Clifton marina Visit the River Irwell at Clifton Marina and map the rivers journey. Create own version of a scaled map focusing on the section of river at Clifton Marina. (erosion, deposition, the rivers source and end, meander etc) Look at the advantages and disadvantages of settling near rivers – link to irrigation and agriculture for the Egyptians. Extended Write – explanation of a rivers journey.
Year 5	Rainforests Locate the world's countries, using maps to focus on Europe including the location North and South America. Biomes of the world – focus on the rainforest. Locate the countries of South America Use atlases to locate the rainforests of the world. Physical – layers of the rainforest and plant adaption – link to science Human – life of indigenous tribes Deforestation and the impact on life and climate change	Earth in Space Identify the position and significance of Longitude and latitude lines, Equator, Hemispheres, Tropics, Arctic and Antarctic Circle, Prime/Greenwich Meridian and Time Zones. Using co-ordinates to find places Time zones Seasons Polar and tropic regions	Fieldwork and map skills Look at where Farnworth is in as a borough of Bolton and Bolton in relation to Greater Manchester Map the existing mills of Farnworth 6 figure grid referencing Land use change – what where and are the mills being used for Map Century Mill

	Aerial images and data analysis of deforestation and rainfall (Spreadsheets in Computing) Compare a region in the United Kingdom and a region in South America Comparison of Manaus and Bolton looking at both key physical and human features. Non – Chronological report on Deforestation – extended write	Extended write – explanation text on the seasons	Look at the proposed changes to Century Mill and how this will impact the people around the site – what should the housing look like? Extended write – balanced argument on land use change of George Street mill
Year 6	<u>Where does our food come from?</u> Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<u>Physical and Human Geography of the United Kingdom.</u> The landscape of the UK including national parks and mountain ranges. Population and settlements in The UK. The water cycle and weather in The UK.	<u>Fieldwork and map skills</u> Settlement and land use in Farnworth with a focus on the town centre. Aerial images of the town centre Visit and gather data as to why people are there. Sketch maps of the town and 6 figure grid referencing. Plans for the local area – the regeneration of Farnworth and the impact it will have on the economy of Farnworth. Extend write – newspaper articles on the changes