



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life,
life in all its fullness!'** John

10:10

**'Achieving great things through
learning and growing together
in a love-filled Christian family'**

Geography Curriculum Overview 2025-2026

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><u>All About Me</u></p> <p>Muddy Monday: Where do I live? Can children name their school and town? Children will look at images of school and describe different things that they can see.</p> <p>Our school environment: <i>describe their immediate environment using knowledge from observation, discussion</i></p> <p>Naming and observing the weather: <i>understand changes in the natural world including seasons</i></p>	<p><u>Celebrations</u></p> <p>Children can name places in our local area e.g. Whitehall park and Jack Keys.</p> <p>Naming the season of Autumn and looking at the features.</p> <p>Muddy Monday: Explore our local area.</p>	<p><u>Under the Sea</u></p> <p>Muddy Monday looks at maps at Whitehall park and Bold venture.</p> <p>Chinese new year: <i>similarities and differences between life in this country and other countries.</i></p> <p>Naming and observing the weather: <i>understand changes in the natural world including seasons.</i></p> <p>Muddy Monday: Explore our local area: <i>describe their immediate environment from observation and discussion; explore the natural world</i></p>	<p><u>Superheroes</u></p> <p>Naming and observing the weather: <i>understand changes in the natural world including seasons.</i></p> <p>Muddy Monday: places in our local environment- shops, chemist, petrol station, school, park, nursery, church.</p> <p><i>exploring our local environment using knowledge from observation, discussion and maps.</i></p>	<p><u>Amazing Animals</u></p> <p>Migration- where do birds travel to?: <i>life in other countries.</i></p> <p>Where do sea creatures live?: <i>life in other countries.</i></p> <p>Naming the season of Spring and looking at the features: <i>understand changes in the natural world including seasons.</i></p> <p>Muddy Monday: Explore our local area: <i>describe their immediate environment from observation and</i></p>	<p><u>Explorers</u></p> <p>Looking at a map when on our educational visit</p> <p>Making a map of our outside area (pirates): <i>describe their immediate environment using maps.</i></p> <p>Naming the season of Summer and looking at the features: <i>understand changes in the natural world including seasons.</i></p> <p>Muddy Monday: difference between Jack keys reservoir and the main road: <i>describe their immediate</i></p>

	<p>Muddy Monday: Explore our local area: <i>describe their immediate environment from observation and discussion; explore the natural world around them.</i></p>		<p><i>around them.</i></p>	<p>Muddy Monday: Explore our local area: <i>describe their immediate environment from observation and discussion; explore the natural world around them.</i></p>	<p><i>discussion; explore the natural world around them.</i></p> <p>Muddy Monday: make simple maps of our forest school area where we create our minibeast homes: <i>describe their immediate environment using maps.</i></p>	<p><i>environment.</i></p> <p>Muddy Monday: Explore our local area: <i>describe their immediate environment from observation and discussion; explore the natural world around them.</i></p>
<p>Cultural Capital</p>	<p>Understanding Community: Introduce the roles of different people in their local community, like a firefighter, a postal worker or a doctor.</p> <p>Exploring Local Landmarks: Take a walk around the school's immediate area. Point out and discuss local landmarks, such as the library, a park or a notable building.</p> <p>Global Festivals: Introduce them to various festivals celebrated around the world, like Diwali (Festival of Lights), Chinese New Year, or Holi (Festival of Colors).</p> <p>Mapping a Mission: Use maps in a fun, mission-based context. Create a simple "treasure map" of the classroom or school playground. This reinforces map-reading skills in a playful way.</p>					

<p>Year 1</p>	<p><u>Weather and Seasons</u></p> <p>Children will learn to identify the differences between the types of weather experienced in different seasons in the UK and how weather can impact various jobs. They will observe and record daily weather patterns, recognise seasonal changes, and understand how these patterns influence the clothing worn in different weather conditions.</p> <p><u>Key Vocabulary:</u></p> <p>Rain, season, snow, sunshine, temperature, wind, inside, outside, arctic</p>		<p><u>United Kingdom</u></p> <p>Children will learn to locate the United Kingdom on a map and name the four countries, including their capital cities and surrounding seas. They will also identify physical and human features of the UK, providing examples of each, and share their understanding of the country.</p> <p><u>Key Vocabulary:</u></p> <p>City, county, river, sea, town, village, English Channel, Europe, Ireland, Irish Sea, North Sea, capital city, feature, human, physical.</p>		<p><u>Local Area</u></p> <p>Children will learn to locate Darwen on a simple map and use simple fieldwork and observational skills to study the geography of our school and its grounds. They will learn to recognise the symbols on a map of the local area and identify differences between urban and rural areas.</p> <p><u>Key Vocabulary:</u></p> <p>Map, county, symbol, environment, weather, feature, landmark, village, urban, rural.</p>	
<p>Cultural Capital</p>	<p>Local Area and Public Spaces: Look at public art, monuments or notable architecture in the local area. Discuss why they were placed there. Go on a "sculpture hunt".</p> <p>Weather station role play – set up a class weather station with thermometers, rain gauges, and wind socks so children can take on the role of "weather reporters."</p> <p>Link to real jobs – invite a parent or local community member whose job is affected by weather (e.g. farmer, builder, post worker) to talk about how they work in different conditions.</p> <p>Food from around the UK – try small samples of foods linked to different regions (e.g. Welsh cakes, Scottish shortbread).</p>					

<p>Year 2</p>	<p><u>Continents and Oceans</u></p> <p>Children will learn to name and locate the seven continents and five oceans on a map. They will identify physical and human features of each continent and use positional language (N, S, E, W) to describe locations and features on a map, helping them understand where they are in the world.</p> <p><u>Key Vocabulary:</u></p> <p>Atlas, globe, human ocean, physical, continent,</p> <p>marine, compass, culture, North, South, East, West, north and south pole, hemisphere.</p>		<p><u>Hot and Cold Places</u></p> <p>Children will learn to locate the Equator and the North and South Poles on a map or globe. They will recognise the features of hot and cold places and use word maps, atlases, and globes to identify these locations around the world. Additionally, they will measure and record information about hot and cold places while understanding how animals can adapt to different environments.</p> <p><u>Key Vocabulary:</u></p> <p>Adapt, desert, habitat, iceberg, rainforest, Savanna, safari, Antarctic Circle, Arctic Circle, equator, North Pole and the South Pole.</p>		<p><u>Mugurameno Village, Zambia</u></p> <p>Children will learn to locate Zambia and the village Mugurameno on a map. Comparing the similarities and differences between Darwin and Zambia, including human and physical characteristics. Using aerial photographs to recognise landmarks and features of the places studied. Using world maps, atlases and globes to locate continents and countries.</p> <p><u>Key Vocabulary:</u></p> <p>Africa, Lusaka River Zambezi, Southern Africa, Victoria Falls, Zambia, crop, farm, flood, market, waterfall, wildlife</p>	
<p>Cultural Capital</p>	<p>Food tasting – sample small bites from different continents (e.g. rice crackers from Asia, tortillas from South America).</p> <p>Music and dance – listen to traditional Zambian drumming and try simple African dance rhythms.</p> <p>Clothing investigation – explore clothing needed for desert, rainforest, and polar regions.</p> <p>Cultural artefacts – explore items, music, or stories from each continent (e.g. African drumming, Asian silk, Australian Aboriginal art).</p>					

Year 3

Climate Zones

Children will learn to identify different lines of latitude, including the Equator, on a map and explain the significance of the Northern and Southern Hemispheres, as well as the Arctic and Antarctic Circles. They will define the difference between weather and climate and present climate data using graphs while understanding the characteristics of various climate zones. Additionally, they will recognise patterns to help them write a weather forecast.

Key Vocabulary:

axis, meteorologist, orbit, precipitation, temperature, weather, station, equator, latitude, map, index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole.

North America- The Rockies

Children will learn to name and locate countries within North America using longitude and latitude, as well as identify some of the capital cities in the region. They will compare similarities and differences between New York and Darwin, employing fieldwork and observational skills to study their local area and make comparisons to North America.

Key Vocabulary:

The Caribbean Central, America, Denali, great lakes, Mississippi, River North America, landscape location, mountain range rural, state, urban

Rio and South-East Brazil

Children will learn to name and locate South America on a map and identify and explain the significance of the Equator. They will compare the similarities and differences in the study of human and physical geography between a region in the UK and Brazil (specifically Rio de Janeiro). Using four-figure grid references and OS maps, they will compare places to Brazil. Additionally, children will gain an understanding of day-to-day life in Rio and explain the advantages and disadvantages of hosting the Olympics.

Key Vocabulary:

Equatorial, region, manufacturing, mining, population, trade, economic, trade, transport, latitude, longitude, landscape, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, Western, hemisphere

Cultural
Capital

Experiment with heat & cold – simple science investigations (e.g. ice melting rates in sun/shade, how dark/light colours absorb heat).

Music links – listen to North American folk or country music traditions.

Food tasting – sample simple Brazilian foods (e.g. pão de queijo, tropical fruit like mango/papaya).

Rio carnival experience – watch carnival footage and create masks, samba dances or music inspired by Brazilian rhythm.

<p>Year 4</p>	<p><u>South America- Amazon Basin</u></p> <p>Children will locate the Amazon and explain its significance. They will understand the importance of the Amazon Basin and Rainforest and what the threats to the Amazon are. The children will explore human and physical features of Manaus and explore the similarities and differences between the Amazon Basin, south east Brazil to where we live.</p> <p><u>Key Vocabulary:</u></p> <p>Agriculture, ecosystem, food chain humidity river basin volume, mapping symbols equatorial, International, longitude, Prime Meridian Tropic of Capricorn, Western Hemisphere, equator</p>		<p><u>Rainforests</u></p> <p>Children will learn to use maps, atlases, globes, and digital mapping to locate rainforests around the world. They will describe what a rainforest is and recognise its different layers of life. Additionally, they will define deforestation and explain how and why it is occurring, as well as its impact on rainforests. They will also explore the characteristics of the Congo rainforest and examine the effects of deforestation in that region.</p> <p><u>Key Vocabulary:</u></p> <p>Biodiversity, biome canopy, deforestation, emergent layer, forest floor understory, extinction, ordnance survey maps, destruction.</p>			<p><u>Rivers</u></p> <p>Children will learn to explain what a river is and describe its stages and features, as well as how land use changes from source to mouth. They will describe the water cycle and explain how human activity affects rivers, including the impact of flooding on communities. Using fieldwork, they will study the River Darwen and its uses, explore how rivers are affected by human activities, and discuss the consequences of flooding. Additionally, they will learn facts about the world's longest rivers.</p> <p><u>Key Vocabulary:</u></p> <p>Confluence, flood plain, meander, mouth, source, altitude, estuary lower course, middle course, upper course.</p>
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Cultural
Capital

Fieldwork – study the River Darwen: sketch maps, measure water speed/depth, record human uses.

Flood simulation – use trays/sand/water to show how flooding affects land use and communities.

Community link – invite someone from the Environment Agency or local flood defence to talk about river management.

Food tasting – try rainforest produce (e.g. bananas, cocoa, Brazil nuts) and discuss trade links.

Year 5

Mountains

Children will learn to name and locate the UK's highest mountains and the mountain ranges to which they belong. They will identify the topographical features of the UK, including hills and mountains, and understand how these have changed over time. Additionally, they will describe a mountain environment found in the UK and use models and maps to discuss contours and slopes. Topics will include how mountains are formed, mountain climates, the highest mountains in the UK and the world, and the importance of the Himalayas.

Key Vocabulary:

Alpine, avalanche, landform slope, summit, valley, tectonic, plateau, terrain, hill, summit, ridge, cliff, peak, saturated, altitude, height, above sea level, map index map reference, scale bar

Volcanoes and Earthquakes

Children will learn to name and locate volcanoes on a map, as well as identify the Earth's tectonic plates and the structure of the Earth. They will explain what an earthquake is, why and where it occurs, and understand the link between volcanoes and earthquakes. Using maps, atlases, and globes, they will locate regions around the world where earthquakes occur. Additionally, they will explore the effects of volcanoes and earthquakes, learn how to prepare for an earthquake, and discuss what it's like to live near a volcano.

Key Vocabulary:

Crater, disaster,

Europe and Study of a country

Children will learn about the countries in the European Union and understand that modern-day Greece, a member of the EU, has its capital city in Athens, which is rich in historical and cultural sites. They will explore Greece's warm climate, varied landscape, and location on the Mediterranean Sea, noting that it is a popular tourist destination. Additionally, they will contrast this with their own surroundings and be able to locate Greece and its features on a map in relation to where they live.

Key Vocabulary:

Currency, migrant, retail service, industry, tourism vegetation belt easterly, northerly, southerly, westerly

				dormant, eruption, magma tsunami epicentre, plate, boundary		
Cultural Capital	<p>Topographic maps – hands-on work with OS maps, contour lines, and 3D relief models.</p> <p>Emergency prep – create earthquake survival kits and practise safety drills.</p> <p>Survivor stories – read/watch child-friendly accounts of people experiencing eruptions/earthquakes.</p> <p>Outdoor links – visit a local hill or country park to practise sketching slopes and using compasses.</p>					
Year 6		<p><u>United Kingdom</u></p> <p>Children will learn to name and locate the main human and physical features of the UK, including hills, mountains, coasts, and rivers, and identify how these have changed over time. They will describe and explain the different types of industries in which people in the UK work. Additionally, they will identify various energy sources in the UK and explain how human activities have affected the country's landscapes.</p> <p><u>Key Vocabulary:</u></p> <p>Coastline, development, economy, energy source, industry, landmark,</p>		<p><u>World Trade</u></p> <p>Children will learn why people around the world trade with each other, what imports and exports are, and how they benefit different countries. They will also explore how the global supply chain operates and evaluate its effectiveness.</p> <p><u>Key Vocabulary:</u></p> <p>Agriculture, container economy, environment export, Fairtrade import, industrial, manufactured raw materials, services, supply and demand, map key, scale trade</p>		<p><u>Local Geography</u></p> <p>Children will learn how our local area fits into the wider world by exploring its main features and considering how it meets people's needs. They will think critically about whether our local area is a suitable place for people and make comparisons between our locality and London.</p> <p><u>Key Vocabulary:</u></p> <p>Ordnance survey maps, mapping symbols, locality, similarities, humans and physical features, easterly, northerly southerly, westerly.</p>

		<p>sustainable, development offshore, onshore, scale bar.</p>		<p>route, distance, travel, global chain.</p>		
<p>Cultural Capital</p>	<p>Fieldwork & mapping – use OS maps to identify coasts, rivers, and mountains in the UK.</p> <p>Fairtrade café – host a role-play café where all items (chocolate, bananas, coffee) link to Fairtrade discussions.</p> <p>Fieldwork study – conduct surveys on land use, traffic, and services in the local area.</p> <p>Mapping project – create detailed maps of the school's locality with symbols and keys.</p>					