Rockcliffe CE School – Whole School Geography Overview

Below is an overview of the Geography learning focus for each term/half term in each class.
Class teachers may choose to adapt the schemes of work to suit their class but must ensure full coverage throughout the two-yearly cycle.

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me: Understanding the world Explore the outdoor environment and talk about the local area – our homes and the school grounds. Look at the children themselves, who is in their family. Create chronological timelines of the children at different ages and talk about the differences as they've grown –what is a milestone? Know similarities and differences between now and the past. Understand the past through stories, books and events.	People who help us/ Celebrations: Understanding the world Explore changes in the weather and outdoor environment – leaves falling off trees, cold, frost. Draw, write and create in response to what they see and learn about. Think about the people we know in the local environment and their roles – how do they help? Look at different roles in the community and how these jobs have changed over time. Role play – vets station. Understanding why celebrations started and how they are celebrated – family traditions.	Discovering Donaldson Understanding the world Explore senses in different environments – indoors compared to outdoors. Story telling as a form of sharing information/ oral history. Compare new and old books. Developing language and chronological sequencing. Key language: now, then, before, after and long ago.	All around the world Understanding the world Explore the outdoor area of school looking at physical features. Compare to other parts of the school/school grounds (human features). Express views about how to look after our planet and local environment. Look at a range of places – hot/cold. Look at how those cultures celebrate and live compared to their own experiences.	Amazing animals Understanding the world Link to previous topic – what kind of climates do these animals live in? Understanding some animals existed in the past and that changes in the natural world effect this. Learning about animals who help and how they can adapt to their environment.	Our natural world Understanding the world Follow instructions which include positional and directional language and simple maps to find hidden items and locations. Explore the environment and the seasonal changes offered. Notice and discuss change in the weather and the seasons. Observe plants, animals and natural objects in the environment.

Year 1/ Year 2	What is it like here? Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	What is the weather like in the UK? Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons, the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	What can you see at the coast? Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.

Year 2/ Year 3	Are all settlements the same? Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	Who lives in Antarctica? Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	What is it like to live by the coast? Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.

Year 4/ Year 5	What is life like in the Alps? Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Would you like to live in the Desert? Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	Where does our energy come from? Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.

Year 5/ Year 6	Why does population change? Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	Why do oceans matter? Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Can I carry out an independent fieldwork enquiry? Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.