



BROOKSIDE PRIMARY SCHOOL

Whole School Geography Curriculum Overview 2025-2026

	Autumn		Spring		Summer	
Robins	<p>Clitheroe and Castles Locational knowledge 4 countries and capital cities of UK. Name and locate NSEW. Fieldwork. Human and physical features of the area. Map work, make maps</p>		<p>The Great Fire of London (Minor focus) Capital cities of the UK</p>		<p>A Splash of Colour (minor focus) Where the artist comes from – Spain within Europe</p>	<p>Our Wonderful World 7 continents and 5 oceans Mapping Contrasting nonEuropean country (San Salvadore) Locate the poles and equator</p>
Blackbird	<p>Name and locate countries and cities of the UK. Name and locate geographical regions and their identifying human and physical characteristics. Name and identify topographical features (including hills, mountains, coasts and rivers.) Name and identify land - use patterns. Understand how</p>				<p>Water cycle, Local rivers, fieldwork Locational knowledge name and locate local rivers and understand how they may have changed over time Physical geography describe and understand key aspects. Geographical skills and fieldwork use maps, atlases and digital/computer</p>	



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	<p>some of these aspects have changed over time. To be covered within a local fieldwork study, looking at how Clitheroe fits within the above.</p>				<p>mapping to locate local rivers and describe features Fieldwork to observe, measure, record and present work in relation to rivers and the water cycle in the local area using a range of methods.</p>	
<p>Starling</p>		<p>North America Rockies Mountains natural resources Gold Rush, oil Locational knowledge- locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern</p>		<p>Global Trade including Fairtrade – economic geography</p> <p>To recognise that food bought in our local supermarket comes from different locations all over the world. To discover the multi-stop journeys different products travel before reaching our shops. To discover what products the UK exports, and which countries the UK exports the most to.</p>		



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		<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Place knowledge study the human and physical geography of a region within North America Human and physical geography describe and understand key aspects of: physical geography, particularly mountains (Rockies) human geography, particularly: the distribution of natural resources (oil) Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate</p>		<p>To understand the positive impact that buying Fairtrade products has on communities in other countries. To understand how the human and physical geography of a country determines its highest-value export.</p>		
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		countries and describe features to build their knowledge of North America.				
Goldfinch		South America – Argentina (module on RGS website (human geography, study of place) In the context of the study on Brazil develop: Locational knowledge locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the			Amazon River/ Mountain Range- The Andes River/Basin Locational knowledge locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich	



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		<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region within South America Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains (focus more on this in Summer term topic on rainforests) human geography, including: types of</p>			<p>Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region within South America (make brief links back to previous learning on UK and Europe in previous learning across KS2) Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers (Amazon River and Basin), mountains, human geography, including: types of settlement and land use, economic activity including</p>	
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		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features to build their knowledge of South America/Brazil. Present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use to compare to data from the area studied e.g. rainfall use fieldwork to</p>			<p>trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries in South America and describe features to build their knowledge use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use to compare to data from the area studied e.g. rainfall.</p>	
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