**KEY STAGE 1 CURRICULUM OVERVIEW 2025 - 2026**

**EACH TOPIC REPRERSENTS APPROX 7-10 LESSONS incorporating times for practical projects / outdoor learning**

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|  | **Autumn 1 / A2** | **Autumn 2 / S1** | **Spring 1 / S2** | **Summer**  |
| **YEAR 1 CONTENT** | **Our School** | **Our local area** | **Our Country** | **Wonderful Weather** |
| **Key New Knowledge**  | Teach about the world, starting with their immediate environment and building.Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. | Teach about their locality beyond the school gate, building on children’s knowledge and understanding of their school environment Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. All pupils will have a greater insight into where they live! | Teach about the countries of the UK developing learning beyond children’s immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. All pupils will have a greater insight into the UK and beyond. | Learn about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. Pupils will be introduced to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum. |
| **Assessment**  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |

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|  | **Autumn 1 / A2** | **Autumn 2 / S1** | **Spring 1 / S2** | **Summer**  |
| **YEAR 2 CONTENT** | **What a Wonderful World** | **Let’s go to China** | **Magical Mapping** | **Beside the Seaside** |
| **Key New Knowledge**  | Learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks | To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China. To understand where China is in the world. To use world maps, atlases and globes to identify the China.  | To develop key map skills through a range of engaging geographical skill based activities.Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to ‘view from above’ looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit. | To learn about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit. |
| **Assessment**  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |

**KEY STAGE 2 CURRICULUM OVERVIEW 2024 - 2025**

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|  | **Autumn 1 / A2** | **Autumn 2 / S1** | **Spring 1 / S2** | **Summer**  |
| **YEAR 3 CONTENT**  | **Extreme Earth** | **The UK** | **Rainforests** | **Land Use** |
| **Key New Knowledge**  | To learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes.Pupils learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment. | To learn the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. To learn how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. | To learn about the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. To compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. | To learn that land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. |
| **Assessment**  | End of term retrieval quiz. | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |

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| **YEAR 4 CONTENT** | **Water** | **What’s it like in Sheffield** | **All Around the World** | **What’s it like in Whitby** |
| **Key New Knowledge**  | To learn about the water cycle and explore the processes of evaporation and condensation through a range of practical activities. To consider water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population. | To learn about the physical geography of Sheffield, including its many hills and its proximity to the Peak District National Park. To use maps, atlases and digital maps to explore the city and find out about what the land is used for and what there is to do in Sheffield. To compare what they have learnt about Sheffield with what they know about their own local area. To produce a written report comparing Sheffield with where they live. | To take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. To look more closely at the lines of longitude, children will develop their understanding of time zones. | To learn about the physical geography of Whitby, including its Jurassic cliffs and its proximity to the North Yorkshire Moors. To use maps, atlases and digital maps to explore the town and find out about what the land is used for and what there is to do in Whitby. To compare what they have learnt about Whitby with what they know about their own local area. To produce a written report comparing Whitby with where they live. |
| **Assessment**  | End of term retrieval quiz. | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |

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| **YEAR 5 CONTENT**  | **Energy and Environment (Enough is enough)** | **Exploring Eastern Europe** | **Mountain Ranges** | **Map Reading** |
| **Key New Knowledge**  | To learn about the needs of a settlement, and the needs of the planet as a whole. To find out where resource such as power and food come from, and look at ways in which natural resources can be conserved.After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone. | Have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. Children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world. | To learn about the major mountains of the world and the UK. Learn about different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. | To further explore the range of maps available to geographers and to develop their understanding of the key features of maps. Study a range of maps and atlases, including digital maps, and compare their features. Learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. |
| **Assessment**  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |
| **YEAR 6 CONTENT** | **HASS – Cultural Diversity** | **The Americas** | **Our Changing World** | **Rivers** |
| **Key New Knowledge**  | Learn about the world's cultural diversity, including that of its indigenous peoples. Identify indigenous peoples who live in different regions in the world, appreciating their similarities and differences and exploring the United Nations Declaration on the Rights of Indigenous Peoples. Investigate the environments in which many indigenous peoples have lived sustainably over time. Explore the similarities and differences in official languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world. | Learn about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. Look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Opportunity to carry out a detailed fieldwork study of the children’s local area to help them to identify the similarities and differences between a region of the Americas and where they live. Develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn. | To discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. To learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes. | To learn about why rivers are so important to the towns and villages that have developed on their banks. Look at the features of rivers, and the natural and human ways that rivers change over time.Explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world. |
| **Assessment**  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  | End of term retrieval quiz.  |