

## Geography Overview 2025-2026

We use PKC as a core framework to support the teaching of Geography, ensuring National Curriculum requirements are met. This curriculum overview shows how the scheme has been reviewed and adapted to ensure it meets the needs of our pupils and aligns with our school context. Teachers then further adapt and enhance the scheme within lessons, responding to pupils' emerging needs and ensuring high-quality, personalised approach that addresses barriers to learning.

All year groups have a spatial sense unit to begin the year, where the same Geographical skills and fieldwork strands are revisited at an age appropriate level to refresh core geography skills and build upon what has already been taught and learned ahead of the academic year. Other units across the school have been chosen to ensure appropriate sequencing. For example, Northern Europe in Year 2 is developed to Eastern Europe in Year 4. In Year 3 they learn about agriculture and climate in the UK and developing these skills Year 4 within Japan unit.

In Key Stage One both year groups have a unit focussing on UK geography and then geography in the wider world. In Key Stage two, units have been chosen to further develop knowledge built in Key Stage 1 about the wider world and beginning to link to global issues and further embedding fieldwork skills in real life. We want to ensure that all pupils at Steeple Claydon learn about places they may never visit or have any knowledge of, to prepare them for life in Modern Britain.

This overview is reviewed every year to ensure that the curriculum is suitable and well planned.

	Autumn 1		Spring 1		Summer 1	
Year 1	<b>Spatial Sense</b> <span style="float: right;">SMSC</span> 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. What makes a good map? 6. Assessment – (Drawing maps) <b>End Points</b> <ul style="list-style-type: none"> <li>• To draw a map.</li> <li>• To know that maps give us information about places.</li> <li>• To understand maps are drawn from an aerial view</li> </ul>		<b>The UK</b> <span style="float: right;">SMSC</span> 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>• To be able to locate England, Scotland, Northern Ireland and Wales on a map of the United Kingdom.</li> <li>• To know that England, Scotland, Northern Ireland and Wales form the United Kingdom.</li> <li>• To be able to describe some landscape found in the United Kingdom including mountains, valleys and coastline.</li> </ul>		<b>Seven Continents</b> <span style="float: right;">SMSC</span> 1. The Seven Continents 2. The Five Oceans 3. The Equator and the poles 4. <i>Land around the world</i> 5. Europe : our continent 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>• There are seven continents on Earth – We live in Europe</li> <li>• There are five oceans on Earth</li> <li>• The North Pole is located at the northernmost point on Earth, while the South Pole is at the southernmost point.</li> <li>• The Equator is an imaginary line that encircles the Earth at its midpoint.</li> <li>• Deserts, grasslands, and rainforests can be found on various continents around the world.</li> </ul>	
Year 2	<b>Spatial Senses</b> <span style="float: right;">SMSC</span> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map. 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>• To be able to read and gather information from a simple map</li> <li>• To be able to draw a simple map</li> </ul>		<b>The British Isles</b> <span style="float: right;">SMSC</span> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. A Comparison with Cape Town 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>• To name locations within the British Isles on a map.</li> <li>• To use maps and atlases to identify locations within the British Isles.</li> </ul>		<b>Northern Europe</b> <span style="float: right;">SMSC</span> 1. <i>Countries in Northern Europe</i> 2. <i>Human and physical features of Northern Europe</i> 3. <i>Climate in Northern Europe</i> 4. <i>Animals found in Northern Europe</i> 5. <i>Road Amundsen</i> 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>• The location of northern Europe means it has quite warm summers and very cold winters.</li> <li>• Denmark, Norway and Sweden are Scandinavian countries.</li> </ul>	

*Italic – non statutory (not on the NC)*

	<ul style="list-style-type: none"> <li>To understand that maps and globes can show us different areas of the world</li> <li>To understand that some maps show small areas and others can show large areas</li> </ul>		<ul style="list-style-type: none"> <li>To answer geographical questions such as 'What is it like to live in this place?'</li> </ul>		<ul style="list-style-type: none"> <li>People and animals have adapted to survive the cold winters in Northern Europe.</li> </ul>	
Year 3	<b>Spatial sense</b> <span style="float: right;"><b>SMSC</b></span> 1. Maps, compasses and symbols 2. Symbols on maps 3. Grid References 4. A contrasting locality (UK vs Australia - Human Geography) 5. A contrasting locality (UK vs Australia Physical Geography) 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To compare and contrast two locations</li> <li>To use geographical vocabulary to describe a location.</li> </ul>		<b>Settlements &amp; Rivers</b> <span style="float: right;"><b>SMSC</b></span> 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. What is a river? 5. <i>Rivers of Europe</i> 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>Settlements are where people live.</li> <li>There are four types of settlement: hamlet, village, town and city</li> <li>To recognise rivers of the world and how humans are connected to them.</li> <li>To name, locate and describe key rivers in; Europe, Asia, North America, South America, Africa</li> </ul>		<b>The South West of England</b> <span style="float: right;"><b>SMSC</b></span> 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To know the South West counties</li> <li>The coastline is eroding gradually year on year.</li> <li>Tourism and farming is a major industry in the South West.</li> <li>The Southwest of England is one of the warmest parts of Britain due to location and the Gulf Stream.</li> </ul>	
Year 4	<b>Spatial Sense</b> <span style="float: right;"><b>SMSC</b></span> 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area: Changes over Time 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To describe change over time in a specific location.</li> <li>To use geographical tools and vocabulary to locate places on a map.</li> </ul>		<b>Eastern Europe</b> <span style="float: right;"><b>SMSC</b></span> 1. Key Places in Eastern Europe 2. Climate of Eastern Europe (graphs, rain fall, temperature variation, distance from the equator) 3. Physical Features of Eastern Europe 4. Comparison of an Eastern European country with the UK 5. <i>Conflict in Eastern Europe</i> 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>Eastern Europe covers a wide area of countries, rivers etc.</li> <li>Some Eastern European countries are grouped into Balkan or Baltic Countries.</li> <li>Eastern Europe has a continental climate.</li> <li>In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.</li> </ul>		<b>Asia – Japan</b> <span style="float: right;"><b>SMSC</b></span> 1. <i>Location of Japan</i> 2. <i>Weather and Climate in Japan</i> 3. <i>Geographical features of Japan</i> 4. <i>Architecture in Japan (Human Features)</i> 5. <i>Feudal Japan</i> 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To know Japan has diverse human and physical geography</li> <li>Japan is located in the Northern Hemisphere in the continent of Asia.</li> <li>Japan is made up of four main islands and many smaller islands.</li> <li>Japan has a varied climate, influenced by air masses from the continent and from the ocean.</li> <li>In the past, Japan had a feudal system.</li> </ul>	
Year 5	<b>Spatial Sense</b> <span style="float: right;"><b>SMSC</b></span> 1. Maps: dividing the world into sections. 2. <i>Eastern and Western hemispheres</i> 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To be able to read and understand how to use a range of maps</li> <li>To understand that cartographers draw imaginary lines to divide the world into sections.</li> </ul>		<b>Mountains and Africa</b> <span style="float: right;"><b>SMSC</b></span> 1. Mountains 2. The Alps and The Himalayas 3. The Continent of Africa 4. African Mountains 5. The Sahara Desert and Desertification 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To know that a mountain is a large landform that rises above surrounding land.</li> <li>To know that earthquakes most frequently occur at plate boundaries and cause the ground to shake.</li> </ul>		<b>Local Study</b> <span style="float: right;"><b>SMSC</b></span> 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data 6. Assessment <b>End Points</b> <ul style="list-style-type: none"> <li>To use my knowledge from fieldwork to explain an important local issue.</li> <li>To understand that geographers think about problems in local areas and suggest ways they can be solved.</li> </ul>	

	<ul style="list-style-type: none"> <li>• To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres.</li> <li>• To use coordinates to locate places on a map.</li> <li>• To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface.</li> <li>• To interpret a relief map and know that it shows the height of land.</li> </ul>				<ul style="list-style-type: none"> <li>• To know a graph is a mathematical drawing that shows information using lines, shapes and colours.</li> </ul>	
Year 6	<p><b>Spatial Sense</b> <span style="float: right;"><b>SMSC</b></span></p> <ol style="list-style-type: none"> <li>1. Latitude and Longitude</li> <li>2. The Arctic and Antarctic Circles</li> <li>3. Time Zones</li> <li>4. <i>Map Projection</i></li> <li>5. Maps of the World</li> <li>6. Assessment</li> </ol> <p><b>End Points</b></p> <ul style="list-style-type: none"> <li>• To be able to read and understand how to use a range of maps</li> <li>• Maps can help us to understand data about people, places and the environment.</li> <li>• Within a time zone, people observe the same time as it is convenient for business, trade and communications.</li> <li>• Quality of life and standards of living differ across the globe.</li> </ul>		<p><b>British geographical issue &amp; globalisation</b> <span style="float: right;"><b>SMSC</b></span></p> <ol style="list-style-type: none"> <li>1. Air Pollution &amp; Climate Change</li> <li>2. Waste &amp; Litter</li> <li>3. Local context</li> <li>4. What is globalisation?</li> <li>5. Economic, Political &amp; Social Globalisation</li> <li>6. Assessment (Globalisation; a global force for good?)</li> </ol> <p><b>End Points</b></p> <ul style="list-style-type: none"> <li>• To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world.</li> <li>• Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development.</li> <li>• Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage.</li> <li>• To know that climate change causes more frequent and severe flooding in the UK.</li> </ul>		<p><b>The Americas</b> <span style="float: right;"><b>SMSC</b></span></p> <ol style="list-style-type: none"> <li>1. The Countries of North America</li> <li>2. Environmental Regions of North America</li> <li>3. Rivers in North America</li> <li>4. An introduction to South America</li> <li>5. Past civilisations and empires</li> <li>6. Assessment (Comparing the Americas)</li> </ol> <p><b>End Points</b></p> <ul style="list-style-type: none"> <li>• To explain human and physical features of The Americas.</li> <li>• Identify countries in The America.</li> <li>• Identify Mountains in the Americas</li> <li>• Describe the challenges caused by human interaction with the Amazon Rainforest</li> </ul>	