



## Geography Year Group Curriculum Overview

2025-2026

Autumn Term

Spring Term

Summer Term

**EYFS**

**Hazel**

### Understanding the World: People, Culture and Communities

### Understanding the World: Natural World

**Pre School:**

- Explore and talk about what they see in their immediate environment, building their vocabulary and knowledge
- Continue developing positive attitudes about the differences between people
- Learns that they have similarities and differences that connect them to, and distinguish them from, others
- Knows that there are different countries in the world and talk about the differences they have experienced or seen in photographs

**Reception:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Draw information from a simple map
- Understand that some places are special to members of the community
- Enjoys joining in with family customs and routines

**Pre School:**

- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life.
- Uses all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see
- Recognise some environments that are different from the ones in which they live
- Plant seeds and care for growing plants
- Understand the key features of a life cycle of a plant and animal

- Begin to understand the need to respect and care for the natural environment and all living things

**Reception:**

- Explores the natural world around them, making comments and asking questions

	<ul style="list-style-type: none"> <li>●Recognise that people have different beliefs and celebrate special times in different ways</li> <li>●Knows some things that make them unique</li> <li>●Can talk about some of the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> <li>●Recognise some similarities and differences between life in this country and other countries</li> </ul>	<ul style="list-style-type: none"> <li>●Describe what they see, hear and feel whilst outside</li> <li>●Talk about why things happen and how things work</li> <li>●make observations of animals and plants</li> <li>●Show care and concern for living things and the environment</li> <li>●Begin to understand the effect their behaviour can have on the environment</li> <li>●Understand the effect of changing seasons on the natural world around them</li> <li>●Develop an understanding of growth, decay and changes over time.</li> </ul>	
<b>Maple</b> (Year 1)	<b>Local Area Study (integrates fieldwork)</b>	<b>United Kingdom</b> (Fieldwork opportunity)	<b>Weather and Climate</b> (Fieldwork opportunity)
<b>Willow</b> (Year 2)	<u><b>Mugurameno Village, Zambia</b></u> (Fieldwork opportunity-make comparisons to Local Area)	<b>Continents and Oceans</b>	<u><b>Hot and cold places</b></u>
<b>Oak</b> (Year 3)	<b>Climate Zones</b>	<b>North America</b>	<b>Rio and South-East Brazil</b>

<b>Rowan</b> (Year 4)	<b>Rivers (Fieldwork opportunity)</b>	<b>Rainforests</b>	<b>South America – The Amazon</b>
<b>Beech</b> (Year 4 )	<b>Rivers (Fieldwork opportunity)</b>	<b>Rainforests</b>	<b>South America – The Amazon</b>
<b>Year 6</b> <b>Sycamore</b> (Y6)	<b>United Kingdom</b> <b>(Fieldwork opportunity)</b>	<b>Recap Key Geographical Skills</b>	<b>Local area and region Upper KS2</b> <b>(integrates fieldwork)</b>