Subject Overview 2025/2026

Subject: Geography

	Autumn	Spring	Summer
Reception/ Year 1	The children will explore the human and physical features of St Day through a local walk and by studying aerial photographs, identifying elements such as houses, the church, shops, trees, hills, and streams. They will also learn the four main compass directions—North, South, East, and West—and practise using them to navigate simple turns. As part of an enquiry-based fieldwork project, the children will use geographical vocabulary to describe the local area, consider ways it can be improved, and ask questions about how people can positively impact their community.	Children will explore weather and seasons by acting as weather presenters and using key weather vocabulary. They will learn where the equator, the poles, the UK, and St Day are located on a globe or map. They will identify the four seasons and describe simple signs of each one, noticing how weather changes throughout the year through observations and temperature checks	Children will learn to name and locate the four countries of the United Kingdom and their capital cities on a map. They will explore why the UK is an island, identify the waters surrounding it, and find out the name of the ocean visited during a beach trip. They will also discuss what happens to these waters if we do not look after them, thinking about everyday actions—such as reducing litter and caring for the environment—to help protect animals on land and in the sea.
Year 2/Year 3	Children will learn about the structure of the Earth, including the crust, tectonic plates, and molten lava, and explore how earthquakes occur through simple experiments demonstrating fault lines. They will study the key parts of a volcano using diagrams and learn where volcanoes are found around the world. The children will also investigate the features of mountains—such as peaks, slopes, and valleys—by drawing and labelling diagrams, and will identify the tallest mountains in each of the four countries of the United Kingdom.	Children will learn the capital cities of the UK's four countries and label them on a map, reinforcing prior knowledge from Year 1 and 2. Through quizzes, songs, and map work, they will identify the world's continents, understand what a continent is, and recognise how countries are grouped—addressing misconceptions such as Africa being a country. Using globes and atlases, they will also learn the names of the world's oceans and explore where hot and cold places are located in relation to the equator.	At this stage, children recap prior learning about hot and cold places, seasons, weather, and human/physical features of their local area. They explore data by comparing average rainfall and temperature in St Day with India, and examine similarities and differences between St Day and India using digital maps and atlases. The unit introduces the concept of climate, how it is changing, and what evidence shows this. Children also learn about sustainability and everyday actions people can take worldwide to protect the environment, culminating in presentations, leaflets, or written work to demonstrate their understanding.
Year 4/Year 5	Children will learn the differences between the British Isles, Great Britain, and the UK, naming countries, capitals, counties, and major cities. They will study Cornwall's human features, such as farming, mining, fishing, and	Children will recap major countries from previous learning and use maps and globes to identify the Northern and Southern Hemispheres, the equator, and the poles. They will sort countries by hemisphere	Children will use the 8 points of a compass to plan a journey from St Day to a major UK city, applying directional language and discussing transport choices. They will explore key human

	lighthouses, alongside its physical features, including coastlines, rivers, and hills, and compare them with Snowdonia. Children will then use their research to present their findings creatively.	and understand why the equator is the hottest part of the planet. The unit explores settlements, including how physical features influence their location, the historical importance of rivers and coastal areas, and the role of ports like Falmouth in trade and resource distribution. Finally, children will compare Italy and England, examining continents, populations, landmarks, mountains, volcanoes, and languages to extend their geographical understanding beyond the UK.	and physical features on Ordnance Survey maps, learning to interpret symbols and record observations of their local area, including St Day and School Hill. Fieldwork will involve monitoring and recording physical features such as temperature over a week, analysing trends and patterns in the data. Finally, children will investigate natural resources, exploring how energy sources have changed over time and learning about fossil fuels and renewable energy
Year 5/Year 6	Children will use fieldwork equipment to measure and record St Day's weather, including rainfall, temperature, and ground moisture, to explore the physical geographical characteristics of their local area. They will study the water cycle, drawing simple diagrams to show key processes, and investigate rivers, identifying their main physical features and how they shape the land. Using the data they have gathered, children will analyse and draw conclusions about the region where they liv	Children will recap the meaning of a biome and explore the key physical features and vegetation belts of different biomes, including woodlands, tundra, desert, savannah, grassland, and rainforest. Using digital tools, they will locate these biomes around the world. They will then select three global locations and compare their human and physical features, using atlases and online research to consider **time zones, longitude and latitude, climate zones, biomes, and vegetation belts**, presenting their findings in tables, graphs, or written explanations. Finally, they will reflect on the similarities and differences between the three locations, linking their observations to how climate, biomes, time zones, and human activity shape each environment.	Children will learn what a grid reference is and how to use a 4-figure grid reference on a map. Through practical activities, including using a pirate map template, they will plot physical features using given grid references, design their own symbols, create a key, and practice sketching a map of their local area with X and Y axes to accurately plot grid references. To conclude, children will explore the concept of trade, considering **"Is Trade Fair?"** and discussing the impacts of trade globally and locally.