



Geography Curriculum map 2025/26

	Autumn	Spring	Summer
Year 1 <u>Term 2</u>	Local Area (How can we describe our local area?)	The UK (Which countries make up the UK?)	Wonderful Weather (What is the weather like in the UK?) <i>Explore ways people use the weather for energy</i>
Year 2 <u>Term 2</u>	Wonderful World (What makes up my world?)	Wherever next? (Are all countries the same?) <i>China comparison</i>	Holidays (What features would we see by the coast?) <i>Plastic pollution at the beach link</i> <i>Fieldwork opportunity</i>
Year 3 <u>Term 2</u>	Local Area (Why is the North East special?)	The UK (Is the UK the same everywhere?)	Cities (Why do we have cities?) <i>Sustainable cities- what will cities be like in the future?</i>
Year 4 <u>Term 1</u>	Europe (How is Europe made up?)	Italy/Extreme Earth (Why does Italy shake and roar?)	Fantastic Forests (Why are our forests so important?) <i>Deforestation link</i>
Year 5 <u>Term 1</u>	The World (How is the world shaped?)	North and Central America (What makes the USA a nation like no other?)	Journey around the world (Can we compare the places of the world?) <i>Ocean study</i>
Year 6 <u>Term 1</u>	Trade and economics (Which countries do the UK trade with, and is it always fair?)	South America – Brazil – Sao Paulo (How does Sao Paulo compare to Durham?)	Fieldwork unit <i>Fieldwork unit – Roker. Explore coastal erosion, rock pooling</i> <i>Design, carry out and present</i> (What happens when the land meets the sea?)

Sustainability link



The Foundations of Geography in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
Harvest/ Autumn

Autumn 2- Heroes People who help us, Why do we wear poppies?

Bonfire night
Christmas

Spring 1 - Winter

Chinese New Year
Africa

Spring 2 - Traditional Tales

Growing plants
Easter/ Spring

Summer 1 - Lifecycle

Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

Autumn - Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter

Once upon a time and rhyme,

Chinese New Year

Spring 2 - Mr Wolf's Pancakes

Bible stories - Noahs Ark and Animals

Spring / Easter

Summer 1 - Lifecycle/ Growing

Summer 2 Healthy foods,

People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

Understanding the World Understanding

The world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography		
Two and Three Year -Olds	Mathematics	<p>I can complete a simple jigsaw. 1/2</p> <p>I can compare sizes, weights etc using gestures and some language such as bigger, little and smaller. 2/3</p> <p>I can notice patterns and am beginning to arrange things in patterns. 3</p>
	Understanding the World	<p>I can explore a range of materials and learn new words to describe them. 1/2</p> <p>I can explore a range of natural phenomena. 1/2</p> <p>I can talk about animals and the noises they make. 2</p> <p>I am starting to have new experiences and talk about them 123</p>
Three and Four-Year-Olds	Mathematics	<p>I understand positional language. 1/2/3</p> <p>I can use the language of size, length and weight. Big, small, long, short, heavy, light. 1/2/3</p>
	Understanding the World	<p>I can explore materials and investigate their different properties. 2</p> <p>I can ask 'how does this work?' and I can explore how things work. 1/2/3</p> <p>I can talk about nature, how to look after it and how it grows. 3</p>
Reception	Understanding the World	<p>I can tell you about a place in the world I would like to go and why. 3</p> <p>I can explore a different country and I can see this country is different to where I live. 2</p> <p>I can explore a celebration of a different kind and tell you what I liked. 2</p> <p>I can explore my outdoors to experience changes, weather and physical challenges. 1,2,3</p> <p>I can use my senses to explore the natural world. 1,2,3</p> <p>I can show you I'm interested in the outdoors. 1,2,3</p>

ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.