Thursby Primary School

Whole School Overview – Geography

Below is an overview of the learning focus for each half term in each class. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage.						
2025-2026	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Class 1 **Nursery and Reception**	**Exploring Maps** Pupils will be able to: • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG: Understanding the World – The Natural World** • 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.		**Outdoor Adventures** Pupils will be able to: • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG: Understanding the World – The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		**Around the World** Pupils will be able to: • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. **ELG: Understanding the World – The Natural World** • 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.	
Key Vocabulary	Above, aerial, bird's eye view, building, car park, direction, feature, field, find, house, identify, journey, lake, look, map, park, path, photograph, pirate, river, road, route, search, town, treasure, village		Acorn, autumn, bark, bent, big, bright, colour, dark, dry, feather, feel, flower, freezing, frosty, gentle, hard, hot, leaf, long, look, loud, notice, observe, rain, rough, see, seed, short, snow, soft, small, smell, sound, sour, spiky, spring, straight, summer, sun, sunny, sweet, tickly, touch, twig, wet, winter		Beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm, field, flats, forest, hill, ice, lamp post, land, map, mountain, palm tree, playground, polar, pond, post box, postcard, rainforest, river, roundabout, sand dune, scientists, snow, storm, tractor, travel, village, waterfall, weather	

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Class 2 **Year 1 and 2**	**Where am I?** Pupils will be able to: • State that the UK stands for the United Kingdom. • Point to each country in the UK on a map when prompted. • Verbally identify features within the school grounds. • Use and respond to directional language. • State that an aerial photograph is taken from above. • Recognise some familiar features in aerial photographs. • Explain that symbols show features on a map. • Add symbols to a map. • Identify how places on the school grounds make them feel.	**Would you prefer to live in a hot or a cold place?** Pupils will be able to: • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. ***Fieldwork opportunities – school grounds**	**What is it like to live in Shanghai?** Pupils will be able to: • Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality. • Identify similarities and differences between human and physical features. ***Fieldwork opportunities – school grounds**
Key Vocabulary	aerial photograph, aerial view, atlas, beach, car park, city, country, directional language, farm, feature, feelings, fieldwork, forest, hill, house, lake, land, locate, location, map, mountain, museum, north, ocean, photograph, place, pond, position, post office, postcard, present, river, roundabout, route, school grounds, sea, shop, symbol, town, village	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather	Continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol
Class 3 **Year 3 and 4**	**Who lives in Antarctica?** Pupils will be able to: • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition.	**What are rivers and how are they used?** Pupils will be able to: • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved. ***Fieldwork opportunities – West Cumbria Rivers Trust visit**	**Are all settlements the same?** Pupils will be able to: • Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area. ***Fieldwork opportunities – local environment**

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	• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped. ***Fieldwork opportunities – school grounds**		
Key Vocabulary	Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation
Class 4 **Year 5 and 6**	**Why does population change?** Pupils will be able to: • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. ***Fieldwork opportunities – local urban environment**	**Why do oceans matter?** Pupils will be able to: • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart. ***Fieldwork opportunities – marine environment**	**Can I carry out an independent fieldwork enquiry?** Pupils will be able to: • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process. ***Fieldwork opportunities – local environment**

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Key Vocabulary	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint

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Class 2 **Year 1 and 2**	**What is it like here?** Pupils will be able to: • Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey. ***Fieldwork opportunities – school grounds**	**What is the weather like in the UK?** Pupils will be able to: • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons, the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season. ***Fieldwork opportunities – school grounds**	**What can you see at the coast?** Pupils will be able to: • Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used. ***Fieldwork opportunities – at the coast – Silloth?**
Key Vocabulary	aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village	Autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter	capital city, city, cliff, coast, coastline, continent, country, data collection, fieldwork, island, harbour, human feature, lake, landmark, location, locate, ocean, physical feature, pictogram, pier, river, sand dunes, sea, tally chart, tourist, town
Class 3 **Year 3 and 4**	**Why do people live near volcanoes?** Pupils will be able to: • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano.	**Why are rainforests important to us?** Pupils will be able to: • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.	**Where does our food come from?** Pupils will be able to: • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected. ***Fieldwork opportunities – school grounds**

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	• State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data. ***Fieldwork opportunities – school grounds**	***Fieldwork opportunities – school grounds/local woodland**	
Key Vocabulary	active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend
Class 4 **Year 5 and 6**	**What is life like in the Alps?** Pupils will be able to: • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' ***Fieldwork opportunities – local urban environment**	**Would you like to live in the desert?** Pupils will be able to: • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.	**Where does our energy come from?** Pupils will be able to: • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map. ***Fieldwork opportunities – school grounds**
Key Vocabulary	Atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk,	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference

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	route, scale, temperate, temperate forest, tourism, tourist, vegetation		