St Joseph the Worker Catholic Primary School Geography Curriculum Map 2025/2026

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Stickman/Autumn Use all their senses in hands-on exploration of natural materials Recognise some environments that are different to the one in which they live. Creation and covenant Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Reception Leafman/Autumn Outdoor adventures Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons. How to catch a star Earth and space Creation and covenant Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the	Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their Boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	Marvellous Maps Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemispheres and the tropics. To identify Greenwich Meridian	Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
				seven continents	earthquakes.			

Summer different countries in the world and talk about the differences they have experienced or seen in photos. The I what is a seen in photos. Know and do the nate of the provision the what is a seen in the envision the what is a seen in the envision the what is a seen in photos.	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps What the ladybird heard? Exploring maps Exploring maps through discussion, story-telling, games and creative	Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.
hı repr ab behin	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. Exploring maps Exploring maps through discussion, story-telling,	What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork	What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.	Why are rainforests important to us? Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Can I carry out an independent fieldwork enquiry? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.