

Blidworth & Rainworth Primary School Partnership
Geography Subject Pathway 2025-2026

GEOGRAPHY

Subject Rationale - Geography

The intent of our Geography curriculum is to inspire in our children a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We provide children with opportunities to collect, analyse and communicate with a range of data, gathered through experiences of fieldwork that deepen their understanding of geographical processes. We also develop children's ability to interpret and communicate information gained from a range of geographical sources including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Long Term Overview - Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Locality - Village		Different Locality in UK		Hot & Cold (Africa v Arctic)	
Year 2		Our Locality - Physical & Human		Asia		Weather
Year 3	Volcanos & Earthquakes		Map Skills		Mediterranean	
Year 4		What Makes a Village? (Blidworth / Rainworth)		What Makes a City? (Nottingham)		Our World - inc. environmental issue Australia
Year 5	Rivers		Mountains		North America	
Year 6		Mapping Our Locality		Mapping Our World		South America

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Skills Progression Mapping – Geography						
		FS1			FS2	
Human		<ul style="list-style-type: none"> Begin to notice and talk about different features of the school environment. Name simple geographical features i.e. road, shop. 			<ul style="list-style-type: none"> Name some simple landmarks in the local community. Begin to understand and talk about different features in the local community i.e. why we go to the library. 	
	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Human	<ul style="list-style-type: none"> Name the key features of the local village. Describe a locality. Explain the importance of different village features. 	<ul style="list-style-type: none"> Link jobs to human features in my locality. Say how human features impact jobs in a locality. Explain what other human features a locality may need. 	<ul style="list-style-type: none"> Compare features from another country to own locality. 	<ul style="list-style-type: none"> Name the differences between the features of cities and villages. 		

Skills Progression Mapping – Geography						
		FS1			FS2	
Sources		<ul style="list-style-type: none"> Begin to answer who, what, why and where questions about the immediate environment. 			<ul style="list-style-type: none"> Use personal experiences to talk about features of my immediate environment. Begin to understand where we would find out information about our local environment i.e. the kitchen would be where we would find the cooks. 	
	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Sources	<ul style="list-style-type: none"> Use given resources to answer questions about a locality. 	<ul style="list-style-type: none"> Use given text to find out about a different locality. 	<ul style="list-style-type: none"> Use given resources to research geographical events. 	<ul style="list-style-type: none"> Use aerial photographs to find the main features of a village. 	<ul style="list-style-type: none"> Find possible answers to my own geographical questions. Use a variety of resources to describe a locality. 	<ul style="list-style-type: none"> Use a variety of resources to research a locality. Use research to answer questions. Use more than one source to locate.

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Skills Progression Mapping – Geography						
FS1			FS2			
Enquiry	<ul style="list-style-type: none"> Use my senses to explore my local environment. Begin to ask questions about my environment. 			<ul style="list-style-type: none"> Talk about simple traditions of different countries. 'Experience' different traditions to gain a basic understanding of geographical differences. 		
	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	<ul style="list-style-type: none"> Ask questions about a locality. Ask different questions about a locality in the UK. Talk about what it is like in a hot place. Talk about what it is like in a cold place. Talk about living in different places. 	<ul style="list-style-type: none"> Ask questions to find out about a different locality. Talk about the weather in each of the four seasons. Compare the weather in each of the four seasons. Talk about how weather affects different people. 		<ul style="list-style-type: none"> Plan a journey to a place in England. Discuss environmental concerns. Talk about how people are trying to manage environmental concerns. 	<ul style="list-style-type: none"> Plan a journey to another part of the world taking into account distance and time. Talk about how humans have improved and damaged the environment. 	<ul style="list-style-type: none"> Plan a journey to another part of the world taking into account time zones.

Skills Progression Mapping – Geography						
FS1			FS2			
Facts	<ul style="list-style-type: none"> Name basic geographical features that are relevant to me i.e. school, home, car, shop 			<ul style="list-style-type: none"> Name two countries that are different. Name my local village 		
	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Facts	<ul style="list-style-type: none"> Name the four countries that make up the UK. Name some capital cities in the UK. 	<ul style="list-style-type: none"> Name the world's seven continents. Use symbols and words to label types of weather. 	<ul style="list-style-type: none"> Name well-known European countries and their capital cities. 	<ul style="list-style-type: none"> Name up to six non-capital cities in the UK. Name some of the countries in the EU. 	<ul style="list-style-type: none"> Name some of the world's most famous mountain regions. Locate and name the main countries of North America. 	<ul style="list-style-type: none"> Identify and name the Tropics of Cancer and Capricorn. Identify and name the Arctic and Antarctic circles; the main lines of latitude and meridian of longitude. Name some of the largest deserts in the world. Name main countries of North America.

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Skills Progression Mapping – Geography												
			FS1		FS2							
Mapping			<ul style="list-style-type: none"> Identify earth. Locate land and sea 		<ul style="list-style-type: none"> Know that a map shows different countries. Know that a map tells me where something or somewhere is. Use a map to plot simple features of the school grounds. 							
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Mapping	<ul style="list-style-type: none"> Tell someone my address. Locate the equator on a globe or atlas. Locate the north and south pole on a globe or atlas. 		<ul style="list-style-type: none"> Find school on a local map. Find Nottinghamshire on a map of the UK. Locate countries in the UK on a map. Locate the world's seven continents. 		<ul style="list-style-type: none"> Use an atlas to name some countries in the Northern Hemisphere. Locate well-known European countries and their capital cities Recognise and plot compass points. Recognise OS symbols. Use some OS symbols correctly. Use four figure grid references Make accurate measurements of distance on OS maps within 100km. 		<ul style="list-style-type: none"> Use maps to find the main features of a village. Locate up to six non-capital cities in the UK. Use symbols to identify different physical features on a map. Locate some of the small islands that surround the UK. Locate the Tropic of Cancer and the Tropic of Capricorn on a map. 		<ul style="list-style-type: none"> Name and locate some of the world's rivers on maps. Locate some of the world's most famous mountain regions. Create a key for land use on a map. 		<ul style="list-style-type: none"> Use ordnance survey maps. Recognise key symbols on an ordnance survey map. Create a sketch map Produce a map with a key. Explain why maps are an important tool. Select an appropriate unit of measure. Explain and use maps with a range of scales to locate deserts. Accurately use 6-figure grid references to locate chosen world landmarks. 	

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Skills Progression Mapping – Geography

Skills Progression Mapping – Geography						
FS1			FS2			
Presenting		<ul style="list-style-type: none"> Recall an event or a story with some of the main events in the correct order. Begin to use the word 'because' to help me explain my ideas. 			<ul style="list-style-type: none"> Recall a story or event in order using connecting words to help explain my ideas. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Presenting	<ul style="list-style-type: none"> Say what I like and dislike about a locality. Make suggestions about what I would like to see in a locality. Describe a locality using words and pictures. Compare two contrasting localities. Explain each countries locality in relation to others. Identify similarities and differences about a locality. 	<ul style="list-style-type: none"> Say the difference between human and physical features. Make plausible predictions about the weather in different parts of the world. 	<ul style="list-style-type: none"> Describe how people's lives vary due to the weather. 	<ul style="list-style-type: none"> Explain how the physical and human features of a locality have changed over time. Suggest how a locality could be changed and improved. Describe the main physical differences between cities and villages. Explain the possible reasons for physical differences. 	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to physical features. Explain how the location affect the climate. Consider how changes may affect human features. 	<ul style="list-style-type: none">

Vocabulary Progression Mapping – Geography

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Geography - Foundation

Tree, forest, grass, road, playground, local, community, map, country, hot, cold, Rainworth, Blidworth, street, plane, boat, train, shop, park, car, pavement, village, school, same, different, crossing, England, Africa, Asia, seaside, land, sea, rockpool, ice.

Geography - Year 1 - Unit 1 Our Locality - Village

address postcode	locality	village	features house shop	community rural	resources
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Geography - Year 1 - Unit 2 Different Locality in UK

United Kingdom country	capital city city town	county coastline	atlas globe	harbour beach cliff	scenery lifestyle
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Geography - Year 1 - Unit 3 Hot & Cold (Africa v Arctic)

pole equator	desert savannah	drought vegetation	polar ice ice bergs	thermal	compare
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Geography - Year 2 - Unit 1 Our Locality - Physical & Human

human features physical features	woodland wind turbine	satellite countryside	occupations	Nottinghamshire East Midlands	locate major city
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Geography - Year 2 - Unit 2 Asia

continents Europe	ocean salt water	Asia	population culture	farm factory	climate change deforestation
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Geography - Year 2 - Unit 3 Weather

types symbols	seasons	weather chart forecast	waterproof	temperature rainfall	hurricane monsoon
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Geography - Year 3 - Unit 1 Volcanos & Earthquakes

volcano magma	erupt earth's crust	active inactive	earthquake tectonic plates	seismic waves tremor	magnitude earthquake zones
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Geography - Year 3 - Unit 2 Map Skills

northern hemisphere	European	compass points	ordnance survey map key	grid reference 4-figure	scale distance
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Geography - Year 3 - Unit 3 Mediterranean

Mediterranean Mediterranean sea	climate landscape	landmarks	siesta conditions	architecture tourism	lifestyle Mediterranean diet
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Vocabulary Progression Mapping - Geography

Geography - Year 4 - Unit 1 What Makes a Village? (Rainworth)

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population density settlement	aerial photography birds eye view	human development spatial change	survey census	geodata urbanisation	regeneration redevelopment
Geography - Year 4 - Unit 2 What Makes a City? (Nottingham)					
centre of power	destination route	topography representation	lace market birthplace	urban infrastructure	cultural diversity monoculture
Geography - Year 4 - Unit 3 Our World - including environmental issue Australia					
British Isles Great Britain	islands mainland	European Union Brexit	Tropic of Cancer Tropic of Capricorn	environmental coastal development	sustainability environmental footprint
Geography - Year 5 - Unit 1 Rivers					
mouth source	transportation irrigation	damming channelizing	tributary meander	commodity domestic agricultural	pollution harvesting
Geography - Year 5 - Unit 2 Mountains					
mountain region mountain range	altitude vegetation	economical erosion	summit base	ridge face	itinerary navigate
Geography - Year 5 - Unit 3 North America					
North America proximity	sub-continent states	temperate tropical	industrial commercial	ecological fossil fuels	mitigation sea level
Geography - Year 6 - Unit 1 Mapping Our Locality					
surroundings triangulation	locality amenities	economical impact efficiency	fieldwork nominal data	sketch map accuracy	self-selection evidence
Geography - Year 6 - Unit 2 Mapping Our World					
meridian tropics	time zones Greenwich mean time	time difference	arid sporadic rainfall	scale	coordinates landmarks
Geography - Year 6 - Unit 3 South America					
borders	population data exponential growth	river basin biodiversity	grasslands coastal plain	tourist attraction	urbanisation communicate

Learning Overview - Geography Year 1

Unit 1 - Theme ~ Our Locality (Blidworth/Rainworth)

Fieldwork - walking around local village to spot different features.

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LO: To tell someone your address.	LO: To ask relevant questions about a locality.	LO: To name key features associated with a village.	LO: To describe a locality using words and pictures.	LO: To talk about things that you like and dislike in your locality.	LO: To answer questions using resources.
<input type="checkbox"/> Know what an address is. <input type="checkbox"/> Remember your own house number, street name and village. <input type="checkbox"/> Use address in role play situation. <input type="checkbox"/> Write your full address, including your postcode.	<input type="checkbox"/> Talk about meaning of locality. <input type="checkbox"/> Ask a where question about the locality. <input type="checkbox"/> Think of a range of relevant questions. <input type="checkbox"/> Ask a why question about their locality building on prior knowledge.	<input type="checkbox"/> Walk around the locality showing an interest in what they see. <input type="checkbox"/> Name some features of the village community. <input type="checkbox"/> Explain the use of different village features. <input type="checkbox"/> Explain importance of different village features.	<input type="checkbox"/> Recall some features of the village. <input type="checkbox"/> Draw pictures to communicate what was seen. <input type="checkbox"/> Label pictures using the correct terminology. <input type="checkbox"/> Describe locality using sentences.	<input type="checkbox"/> Say what you like about your village. <input type="checkbox"/> Say what you dislike about your village. <input type="checkbox"/> Explain your reasons. <input type="checkbox"/> Say something else you would like to see.	<input type="checkbox"/> Listen to the questions asked about the locality. <input type="checkbox"/> Consider which resources could help to find the answers. <input type="checkbox"/> Use resources to find the answers. <input type="checkbox"/> Answer questions using different resources.
address postcode	locality	village	features house shop	community rural	resources

Walking around the village pointing out different features.

Taking whiteboards for children or adults to write down the name of the feature they have found and then photos of children in front of features they have found holding up the whiteboard.

Discuss what someone would use the feature for. (You could write this on the whiteboard also)

Template for recording lesson saved on TEAMS

Learning Overview - Geography Year 1

Unit 2 - Theme ~ A Different Locality in the UK (Cornwall)

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LO: To identify the four countries that make up the United Kingdom.	LO: To name some of the main cities in the United Kingdom.	LO: To ask relevant questions about a different locality in the UK (<i>Cornwall</i>).	LO: To answer questions using resources.	LO: To describe a locality using words and pictures.	LO: To compare two contrasting localities.
<p><input type="checkbox"/> Know that the United Kingdom is made up of four countries.</p> <p><input type="checkbox"/> Name the four countries that make up the UK.</p> <p><input type="checkbox"/> Locate the four countries that make up the UK.</p> <p><input type="checkbox"/> Explain each country's location in relation to others.</p>	<p><input type="checkbox"/> Understand the term city.</p> <p><input type="checkbox"/> Understand the term capital city.</p> <p><input type="checkbox"/> Name the capital city of each country in the UK.</p> <p><input type="checkbox"/> Name large cities in their locality.</p>	<p><input type="checkbox"/> Look at photographs and videos of a locality.</p> <p><input type="checkbox"/> Consider the information they now have.</p> <p><input type="checkbox"/> Ask a relevant question about the locality.</p> <p><input type="checkbox"/> Ask questions about different aspects of the locality.</p>	<p><input type="checkbox"/> Find answers to questions using given information.</p> <p><input type="checkbox"/> Look at different sources of information.</p> <p><input type="checkbox"/> Find answers using different sources of information.</p> <p><input type="checkbox"/> Compare the different information gathered.</p>	<p><input type="checkbox"/> Consider information found about a locality.</p> <p><input type="checkbox"/> Draw pictures of features of the locality.</p> <p><input type="checkbox"/> Use words to describe the locality.</p> <p><input type="checkbox"/> Use geographical words to describe the locality.</p>	<p><input type="checkbox"/> Look at the features of two different localities.</p> <p><input type="checkbox"/> Identify similarities between two localities.</p> <p><input type="checkbox"/> Identify differences between two localities.</p> <p><input type="checkbox"/> Explain which locality they would prefer to live in.</p>
United Kingdom country	capital city city town	county coastline	atlas globe	harbour beach cliff	scenery lifestyle

Learning Overview - Geography Year 1

Unit 3 - Theme ~ Hot and Cold Places (Africa v Arctic)

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LO: To point out where the equator, north pole and south pole are on a globe or atlas.	LO: To explain main features of a hot place.	LO: To know what life is like living in hot places.	LO: To explain main features of a cold place.	LO: To know what life is like living in cold places.	LO: To compare living in hot and cold places.
[] Explore the globe and atlas. [] Find the equator, north pole and south pole on a globe. [] Find the equator, north pole and south pole in an atlas. [] Recognise the differences in temperature for the different places.	[] Explore places which are hot. [] Highlight key physical features of a hot place. [] Explain main physical features of a hot place [] Compare findings with another hot place.	[] Explore the physical geography of a hot place. [] Highlight key aspects of living in a hot place. [] Describe how it would be to live in a hot place. [] Give own opinion of what life would be like living in a hot place.	[] Explore places which are cold. [] Name the physical features of a cold place. [] Explain main physical features of a cold place. [] Compare findings with another cold place.	[] Explore the physical geography of a cold place. [] Highlight key aspects of living in a cold place. [] Describe how it would be to live in a cold place. [] Give own opinion of what life would be like living in a cold place.	[] Name hot and cold places you could live in. [] List key aspects of living in hot and cold places. [] Compare different aspects of living in cold and hot places. [] Consider life changes of moving from one climate to another.
pole equator	desert savannah	drought vegetation	polar ice ice bergs	thermal	compare

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Learning Overview - Geography Year 2

Unit 1 - Theme ~ Our Locality

Fieldwork - local walk spotting human and physical features.

LO: To know the difference between human and physical features.	LO: To find out about human and physical features in a locality using different sources of evidence.	LO: To find out about human and physical features in a locality using different sources of evidence.	LO: To know that human features influence the jobs people do in a locality.	LO: To find where they live on a map of the UK.	LO: To name and locate some of the major cities in the UK.
<p>[] Discuss what human and physical features are.</p> <p>[] Sort some physical and human features.</p> <p>[] Explain the difference between human and physical features.</p> <p>[] Name some further physical and human features from places they have visited.</p>	<p>[] Observe physical and human features of our locality through a local study</p> <p>[] Record physical and human features of our locality.</p> <p>[] Correctly identify own examples of physical and human features.</p> <p>[] Suggest other sources of evidence that give information about a locality.</p>	<p>[] Observe physical and human features using google maps</p> <p>[] Record physical and human features of our locality using google maps.</p> <p>[] Correctly identify own examples of physical and human features using google maps.</p> <p>[] Discuss differences between two sources of evidence in terms of purpose.</p>	<p>[] List jobs in your locality.</p> <p>[] Link the jobs to human features found in your locality.</p> <p>[] Understand how human features influence the jobs in a locality.</p> <p>[] Explain what other human features their locality may need.</p>	<p>[] Find the school on a map of Blidworth</p> <p>[] Find Blidworth on a map of Nottinghamshire</p> <p>[] Find Nottinghamshire on a map of the UK</p> <p>[] Identify locations on a map of the UK familiar to them.</p>	<p>[] Name and locate the countries in the UK.</p> <p>[] Name and locate capital cities in the UK.</p> <p>[] Identify major cities across the UK.</p> <p>[] Know some cities close to our locality.</p>
human features physical features	woodland wind turbine	satellite countryside	occupations	Nottinghamshire East Midlands	locate major city

Walking around the village pointing out different features, discussing whether they are human or physical.

Children have human and physical signs.

Children stand in front of different features holding the correct sign up and take photos.

Template for recording lesson and human/physical signs saved on TEAMS

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Learning Overview - Geography Year 2

Unit 2 – Theme ~ Asia

LO: To name and locate the world's seven continents.	LO: To name and locate the world's five oceans.	LO: To find out about a locality outside of Europe using different sources of evidence.	LO: To find out about a locality outside of Europe by asking relevant questions. (<i>Penpal?</i>)	LO: To explain how jobs people do may be different in different parts of the world.	LO: To consider whether people ever spoil an area.
<p><input type="checkbox"/> Understand the term continent.</p> <p><input type="checkbox"/> Name the world's seven continents.</p> <p><input type="checkbox"/> Locate the seven continents in an atlas.</p> <p><input type="checkbox"/> Explain each continents location in relation to the others.</p>	<p><input type="checkbox"/> Understand the term oceans.</p> <p><input type="checkbox"/> Name the world's five oceans.</p> <p><input type="checkbox"/> Locate the five oceans in an atlas.</p> <p><input type="checkbox"/> Explain each oceans location in relation to the seven continents.</p>	<p><input type="checkbox"/> Explore pictures to find out about a distant locality.</p> <p><input type="checkbox"/> Use text to find information about a distant locality.</p> <p><input type="checkbox"/> Communicate what you have found out about a distant locality.</p> <p><input type="checkbox"/> Consider the usefulness of different sources of evidence.</p>	<p><input type="checkbox"/> Consider what is already known about a distant locality.</p> <p><input type="checkbox"/> Ask a relevant question about a distant locality.</p> <p><input type="checkbox"/> Ask questions about different aspects of a distant locality.</p> <p><input type="checkbox"/> Explain what information you are hoping to gather.</p>	<p><input type="checkbox"/> Name some jobs that people do in your locality.</p> <p><input type="checkbox"/> Find out about jobs that people do in a distant locality.</p> <p><input type="checkbox"/> Compare the jobs that people do.</p> <p><input type="checkbox"/> Explain why there may be different jobs.</p>	<p><input type="checkbox"/> Look at physical changes which have occurred in a distant locality.</p> <p><input type="checkbox"/> Understand the reasons the physical changes have occurred.</p> <p><input type="checkbox"/> Consider the impact of the physical changes.</p> <p><input type="checkbox"/> Give your opinion on the physical changes.</p>
<p>continents</p> <p>Europe</p>	<p>ocean</p> <p>salt water</p>	<p>Asia</p>	<p>population</p> <p>culture</p>	<p>farm</p> <p>factory</p>	<p>climate change</p> <p>deforestation</p>

Learning Overview - Geography Year 2

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Unit 3 - Theme ~ Weather

LO: To label diagrams using geographical words.	LO: To explain how weather changes with each season.	LO: To create a weather chart and make plausible predictions about the weather.	LO: To know how the weather affects different people	LO: To answer questions and make inferences using a weather chart.	LO: To make plausible predictions about the weather in different parts of the world.
<ul style="list-style-type: none"> <input type="checkbox"/> Explore different types of weather. <input type="checkbox"/> Identify different types of weather. <input type="checkbox"/> Use symbols and words to label types of weather. <input type="checkbox"/> Interpret unfamiliar symbols and words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Name the four seasons. <input type="checkbox"/> Link different types of weather to the four seasons. <input type="checkbox"/> Compare the weather across the four seasons. <input type="checkbox"/> Explain how changes in weather impact the environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the weather today. <input type="checkbox"/> Track the weather on a chart. <input type="checkbox"/> Make predictions about the weather. <input type="checkbox"/> Give informed reasons for predictions. 	<ul style="list-style-type: none"> <input type="checkbox"/> List different kinds of weather. <input type="checkbox"/> Explain how the weather changes the clothes people wear. <input type="checkbox"/> Explain how the weather changes what people do. <input type="checkbox"/> Explore inventions designed to minimise the impact of extreme weather. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret weather chart. <input type="checkbox"/> Answer questions using the weather chart. <input type="checkbox"/> Make inferences using the weather chart. <input type="checkbox"/> Suggest improvements for the weather chart. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore images from different parts of the world. <input type="checkbox"/> Predict what the weather might be like in different places. <input type="checkbox"/> Give reasons for weather predictions. <input type="checkbox"/> Link predictions to prior knowledge of the equator.
types symbols	seasons	weather chart forecast	waterproof	temperature rainfall	hurricane monsoon

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Unit 1 - Theme ~ Volcanoes and Earthquakes

LO: To be able to explain how volcanoes are created.	LO: To understand what happens when volcanoes erupt.	LO: To locate and name some volcanoes.	LO: To be able to explain how earthquakes are created.	LO: To understand what happens during an earthquake.	LO: To use geographical words to describe the location of earthquake sites.
<p><input type="checkbox"/> Describe what a volcano is.</p> <p><input type="checkbox"/> Understand how a volcano is created.</p> <p><input type="checkbox"/> Use geographical vocabulary to explain how volcanoes are created.</p> <p><input type="checkbox"/> Use a range of devices to communicate understanding.</p>	<p><input type="checkbox"/> Research what happens when a volcano erupts.</p> <p><input type="checkbox"/> Describe what happens during volcano eruption.</p> <p><input type="checkbox"/> Describe the short term and long term effects of a volcanic eruption.</p> <p><input type="checkbox"/> Research preventative methods people use to protect themselves.</p>	<p><input type="checkbox"/> Research names of volcanoes.</p> <p><input type="checkbox"/> Locate volcanoes around the world.</p> <p><input type="checkbox"/> Research last recorded eruption</p> <p><input type="checkbox"/> Use 4 figure grid references to locate or record positions of volcanoes.</p>	<p><input type="checkbox"/> Explain what an earthquake is.</p> <p><input type="checkbox"/> Understand how earthquakes occur.</p> <p><input type="checkbox"/> Use geographical vocabulary to explain how earthquakes occur.</p> <p><input type="checkbox"/> Use a range of devices to communicate understanding.</p>	<p><input type="checkbox"/> Research what happens when an earthquake happens.</p> <p><input type="checkbox"/> Describe what happens when earthquakes occur.</p> <p><input type="checkbox"/> Describe short and long term effects of earthquakes.</p> <p><input type="checkbox"/> Research preventative methods people use to protect themselves.</p>	<p><input type="checkbox"/> Research earthquake sites.</p> <p><input type="checkbox"/> Locate common earthquake sites.</p> <p><input type="checkbox"/> Highlight geographical similarities between sites.</p> <p><input type="checkbox"/> Use geographical vocabulary to describe how earthquakes are measured.</p>
volcano magma	erupt earth's crust	active inactive	earthquake tectonic plates	seismic waves tremor	magnitude earthquake zones
Writing Across the Curriculum	Wk 1 ~ EXPLANATION on how volcanoes are created.				

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Learning Overview - Geography Year 3

Unit 2 - Theme ~ Map Skills

Fieldwork - local walk taking photos of children holding OS symbols in front of those features.

LO: To use an atlas to name some countries in the Northern Hemisphere.	LO: To name and locate well-known European countries and their capital cities.	LO: To recognise and plot compass points.	LO: To recognise and use some OS map symbols correctly.	LO: To use 4 figure grid reference on OS map.	LO: To make accurate measurements of distance on a OS map within 100km
<p><input type="checkbox"/> Understand the term Northern Hemisphere.</p> <p><input type="checkbox"/> Name some countries in the Northern Hemisphere.</p> <p><input type="checkbox"/> Use an atlas find other countries in the Northern Hemisphere.</p> <p><input type="checkbox"/> Use an atlas to identify the differences between the Northern and Southern Hemispheres.</p>	<p><input type="checkbox"/> Name well-known European countries.</p> <p><input type="checkbox"/> Name capital cities of well-known European countries.</p> <p><input type="checkbox"/> Locate well-known countries and their capital cities on a map.</p> <p><input type="checkbox"/> Locate and name the two largest seas around Europe.</p>	<p><input type="checkbox"/> Understand that compass points give directions.</p> <p><input type="checkbox"/> Plot N, S, E, W on a map of familiar place.</p> <p><input type="checkbox"/> Plot N, S, E, W, SW, SE, NW, NE on a map of the school.</p> <p><input type="checkbox"/> Explain the relationship between the 8 compass points.</p>	<p><input type="checkbox"/> Find symbols on an OS map.</p> <p><input type="checkbox"/> Discuss meanings of symbols.</p> <p><input type="checkbox"/> Use symbols to identify features within a locality.</p> <p><input type="checkbox"/> Suggest meaning of unknown OS symbols.</p>	<p><input type="checkbox"/> Observe how to use grid references to locate places on a map.</p> <p><input type="checkbox"/> Locate places on a map using 4 figure grid reference.</p> <p><input type="checkbox"/> Give 4 figure grid reference for a specific location.</p> <p><input type="checkbox"/> Explain what a 4 figure grid reference is.</p>	<p><input type="checkbox"/> Observe how to measure distances using a map.</p> <p><input type="checkbox"/> Measure between two map points accurately.</p> <p><input type="checkbox"/> Convert measurements to distance within 100km.</p> <p><input type="checkbox"/> Find distances using different scales.</p>
Northern Hemisphere	European	compass points	ordnance survey map key	grid reference 4-figure	scale distance
Writing Across the Curriculum	Wk 5 ~ INSTRUCTIONS on how to read a 4-figure grid reference.				

Walking around the village pointing out different features that they can see or have seen on OS maps.

Children have OS signs printed off.

Children stand in front of different features holding the correct sign up and take photos.

Template for recording lesson and OS symbols to find saved on TEAMS

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 3

Unit 3 - Theme ~ The Mediterranean

LO: To locate the Mediterranean and identify key features using a map.	LO: To confidently describe the physical features of the Mediterranean.	LO: To confidently describe the human features of the Mediterranean.	LO: To be able to describe how people's lives vary due to weather.	LO: Explain why the Mediterranean is a popular place for tourism.	LO: To explain how lives of people living in the Mediterranean would be different to their own.
<input type="checkbox"/> Locate the Mediterranean on a map. <input type="checkbox"/> Discuss key features of Mediterranean countries. <input type="checkbox"/> Explain in detail location and features of the Mediterranean. <input type="checkbox"/> Identify how many different continents make up the Mediterranean.	<input type="checkbox"/> Explore physical features of the Mediterranean environment. <input type="checkbox"/> Highlight the key physical features of the Mediterranean. <input type="checkbox"/> Describe in detail physical features of the Mediterranean. <input type="checkbox"/> Consider how physical features may have changed over time.	<input type="checkbox"/> Explore human features of the Mediterranean environment. <input type="checkbox"/> Highlight the key human features of the Mediterranean. <input type="checkbox"/> Describe in detail human features of the Mediterranean. <input type="checkbox"/> Consider how human features may have changed over time.	<input type="checkbox"/> Find out about the climate of the Mediterranean. <input type="checkbox"/> Consider how the climate would affect people's lives. <input type="checkbox"/> Give examples of how the Mediterranean weather impacts its people. <input type="checkbox"/> Compare impact of weather with own country.	<input type="checkbox"/> Understand that tourists are visitors to a place. <input type="checkbox"/> List features that makes the Mediterranean desirable to tourists. <input type="checkbox"/> Explain what features of the Mediterranean would attract you on holiday. <input type="checkbox"/> Present how tourism can impact an area.	<input type="checkbox"/> Highlight key features of Mediterranean and UK. <input type="checkbox"/> Consider what it would be like to live in the Mediterranean. <input type="checkbox"/> Compare living in the Mediterranean to living in the UK. <input type="checkbox"/> Justify which location they would prefer to live.
Mediterranean Mediterranean Sea	climate landscape	landmarks	siesta conditions	architecture tourism	lifestyle Mediterranean diet
Writing Across the Curriculum	Wk 5 ~ TRAVEL BROCHURE to persuade people to visit the Mediterranean.				

Learning Overview - Geography Year 4

Unit 1 - Theme ~ What makes a Village? (Rainworth/Blidworth)

Fieldwork - children complete a vehicle survey on local road.

LO: To know the features of cities and villages.	LO: To use aerial photographs and maps to find the main features of own village.	LO: To explain how a locality has changed over time with reference to human and physical features.	LO: To carry out a survey to accurately measure and collect information.	LO: To present information from survey using ICT	LO: To suggest ways that a locality could be changed and improved.
<p><input type="checkbox"/> Sort features of a city and a village.</p> <p><input type="checkbox"/> Describe the main features of a city and a village.</p> <p><input type="checkbox"/> Explain why people choose to live in a city or a village</p> <p><input type="checkbox"/> Compare and contrast a local village with a city.</p>	<p><input type="checkbox"/> Recall key features of a village.</p> <p><input type="checkbox"/> Label features on an aerial photograph.</p> <p><input type="checkbox"/> Label features on a street map.</p> <p><input type="checkbox"/> Compare the sources used to find the features of a village.</p>	<p><input type="checkbox"/> Look at the features of the locality on two maps over a period of time.</p> <p><input type="checkbox"/> Compare the human and physical features on each map.</p> <p><input type="checkbox"/> Explain the changes to physical and human features</p> <p><input type="checkbox"/> Suggest reasons for change and development.</p>	<p><input type="checkbox"/> Make a prediction for a survey.</p> <p><input type="checkbox"/> Use a table to collect survey information.</p> <p><input type="checkbox"/> Explain what survey information is showing</p> <p><input type="checkbox"/> Consider how survey results may differ at different times of the day.</p>	<p><input type="checkbox"/> Enter survey data accurately into software.</p> <p><input type="checkbox"/> Use software features to show data pictorially.</p> <p><input type="checkbox"/> Represent survey data in different ways.</p> <p><input type="checkbox"/> Consider who and what survey data could be used for.</p>	<p><input type="checkbox"/> Discuss issues raised by survey.</p> <p><input type="checkbox"/> Think of changes needed to locality based on survey.</p> <p><input type="checkbox"/> Communicate own ideas for how improvements could be made.</p> <p><input type="checkbox"/> Consider wider impact of current issues and proposed changes.</p>
population density settlement	aerial photography birds eye view	human development spatial change	survey census	geodata representations	regeneration redevelopment
Writing Across the Curriculum	Wk 6 ~ FORMAL LETTER to the local council to suggest what improvements should be made and their reasons why.				

Children going to observe a local road and using a tally chart to survey the transport.

Template for recording lesson and tally chart saved on TEAMS

Unit 2 - Theme ~ What makes a City? (Nottingham)

Fieldwork - trip to Nottingham to see features.

To name and locate up to six non-capital cities in the UK.	To plan a journey to a place in England.	To use symbols to identify different physical features on a map.	To describe the main features of a well-known city.	To describe the main human differences between cities and villages.	LO: To recognise the difference in cultural diversity between cities and villages.
<p><input type="checkbox"/> Understand the term non-capital city.</p> <p><input type="checkbox"/> Name some non-capital cities in the UK.</p> <p><input type="checkbox"/> Locate non-capital cities on a map.</p> <p><input type="checkbox"/> Explain the difference between a city and a town.</p>	<p><input type="checkbox"/> Find start and end of journey on a map.</p> <p><input type="checkbox"/> Consider possible methods of travel.</p> <p><input type="checkbox"/> Plan a route using chosen method of transport on a map.</p> <p><input type="checkbox"/> Compare journey with other methods of transport.</p>	<p><input type="checkbox"/> Look at the range of symbols on map key.</p> <p><input type="checkbox"/> Use the key to recognise symbols on a map.</p> <p><input type="checkbox"/> Know a range of symbols that represent physical features on a map.</p> <p><input type="checkbox"/> Explain the need for a universal symbol system.</p>	<p><input type="checkbox"/> Explore sources of information about the city.</p> <p><input type="checkbox"/> Identify some key features of the city.</p> <p><input type="checkbox"/> Explain the importance of these features.</p> <p><input type="checkbox"/> Give their opinion of living in a city.</p>	<p><input type="checkbox"/> Define the terms village and city.</p> <p><input type="checkbox"/> Identify the key human features of villages and cities.</p> <p><input type="checkbox"/> Compare human differences between villages and cities.</p> <p><input type="checkbox"/> Explain the possible reasons for the human differences.</p>	<p><input type="checkbox"/> Understand the term cultural diversity.</p> <p><input type="checkbox"/> Understand the difference in cultural diversity between cities and villages.</p> <p><input type="checkbox"/> Identify differences in human features created by cultural diversity.</p> <p><input type="checkbox"/> Explain the importance of cultural diversity.</p>
centre of power	destination route	topography universal symbol system	lace market birthplace	urban urbanisation	cultural diversity
Writing Across the Curriculum	Wk 2 ~ INSTRUCTIONS to take someone through a planned journey.				

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026
Unit 3 - Theme ~ Our World - Australia

To know the difference between the British Isles, Great Britain and UK.	To locate and name some of the main islands that surround the UK.	To know the countries that make up the European Union.	To locate the Tropic of Cancer and the Tropic of Capricorn.	To find different views about an environmental issue. (Great Barrier Reef)	To explain how people are trying to manage their environment.
<p><input type="checkbox"/> Identify the British Isles, Great Britain and the UK on a map.</p> <p><input type="checkbox"/> Consider the differences between the three terms.</p> <p><input type="checkbox"/> Explain the differences between the British Isles, Great Britain and the UK.</p> <p><input type="checkbox"/> Research why Northern Ireland is not part of Great Britain.</p>	<p><input type="checkbox"/> Know features associated with an island.</p> <p><input type="checkbox"/> Locate islands around the UK on a map.</p> <p><input type="checkbox"/> Find the names of the islands that surround the UK.</p> <p><input type="checkbox"/> Research interesting facts about the islands.</p>	<p><input type="checkbox"/> Know that the UK is part of Europe.</p> <p><input type="checkbox"/> Find out what the European Union is.</p> <p><input type="checkbox"/> Name some key countries in the EU.</p> <p><input type="checkbox"/> Explain the purpose of the EU.</p>	<p><input type="checkbox"/> Locate the equator on a world map.</p> <p><input type="checkbox"/> Locate the Tropic of Cancer and the Tropic of Capricorn.</p> <p><input type="checkbox"/> Identify countries close to the Tropic of Cancer and Tropic of Capricorn.</p> <p><input type="checkbox"/> Research how climate is impacted by Tropic of Cancer and Tropic of Capricorn.</p>	<p><input type="checkbox"/> Explore environmental issues facing the Great Barrier Reef.</p> <p><input type="checkbox"/> Consider different reasons for environmental changes.</p> <p><input type="checkbox"/> Communicate different views in detail.</p> <p><input type="checkbox"/> Explain own point of view regarding environmental changes to Great Barrier Reef.</p>	<p><input type="checkbox"/> Explore ways people are trying to improve Great Barrier Reef.</p> <p><input type="checkbox"/> Highlight key improvements people are trying to make.</p> <p><input type="checkbox"/> Give details of how people are trying to improve their environment.</p> <p><input type="checkbox"/> Consider why some people continue actions which harm the environment.</p>
British Isles Great Britain	islands mainland	European Union Brexit	Tropic of Cancer Tropic of Capricorn	reef coastal development	sustainability ecological footprint
Writing Across the Curriculum	Wk 5 ~ BALANCED ARGUMENT to explain different viewpoints about the environmental issues facing the Great Barrier Reef. (Points given).				

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 5

Unit 1 - Theme ~ Rivers

Fieldwork - creating a mini water cycle.

To name and locate some of the world's rivers on maps.	To explain why many cities of the worlds are situated by rivers and people are attracted to live there.	To produce a report on a famous river.	To explain the role of rivers in the water cycle.	To explain why water is such a valuable commodity.	To report on ways in which humans have both improved and damaged the environment.
<p><input type="checkbox"/> Understand that there are rivers in the world.</p> <p><input type="checkbox"/> Know the names of some of the world's rivers.</p> <p><input type="checkbox"/> Use an atlas to name the rivers and locate on a map.</p> <p><input type="checkbox"/> Find an interesting fact to share about a river.</p>	<p><input type="checkbox"/> Understand that some cities are situated by rivers.</p> <p><input type="checkbox"/> Explain why some cities are situated by rivers.</p> <p><input type="checkbox"/> Describe why people like to live by rivers.</p> <p><input type="checkbox"/> Use specific examples of rivers in your answers.</p>	<p><input type="checkbox"/> Know the location of the river and the places around it.</p> <p><input type="checkbox"/> Research physical and human features linked to the river.</p> <p><input type="checkbox"/> Present information in a report.</p> <p><input type="checkbox"/> Use a variety of reporting techniques.</p>	<p><input type="checkbox"/> Recall how the water cycle works.</p> <p><input type="checkbox"/> Produce a diagram to show a river's journey.</p> <p><input type="checkbox"/> Explain the river's role in the water cycle.</p> <p><input type="checkbox"/> Use geographical vocabulary accurately in description.</p>	<p><input type="checkbox"/> Name different uses of water</p> <p><input type="checkbox"/> Explain why water is important.</p> <p><input type="checkbox"/> Appreciate how too much or too little water impacts an area.</p> <p><input type="checkbox"/> Use specific geographical examples in your explanation.</p>	<p><input type="checkbox"/> Discuss ways in which humans use of water affect the environment.</p> <p><input type="checkbox"/> Identify ways humans have damaged and improved rivers.</p> <p><input type="checkbox"/> Use specific geographical examples in your explanation.</p> <p><input type="checkbox"/> Explain what a specific river may be like in the future and why.</p>
Mouth source	transportation irrigation	damming channelizing	tributary meander	commodity domestic agricultural	pollution harvesting
Writing Across the Curriculum	Wk 3 ~ NON_CHRONOLOGICAL REPORT on a famous river.				

Children creating a mini water cycle and discussing how the water moves around.

Discuss the rivers role in the water cycle.

Remove the river from the water cycle and discuss the impact.

Template for recording lesson and instructions for practical saved on TEAM

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 5

Unit 2 - Theme ~ Mountains

<p>To name and locate some of the world's most famous mountain regions on maps.</p>	<p>To explain how a location fits into its wider geographical location; with reference to physical features.</p>	<p>To explain how a location fits into its wider geographical location; with reference to human and economical features</p>	<p>To find possible answers to own geographical questions.</p>	<p>To collect information about a place and use it in a report.</p>	<p>To plan a journey to another part of the world taking account of distance and time.</p>
<p><input type="checkbox"/> Understand the term mountain region. <input type="checkbox"/> Know the names of some of the world's mountain regions. <input type="checkbox"/> Use an atlas to locate mountain regions on a map. <input type="checkbox"/> Explain each mountain regions location in the world in relation to continents.</p>	<p><input type="checkbox"/> Recall the location of some mountain regions. <input type="checkbox"/> Explore physical features of mountain regions. <input type="checkbox"/> Explain the impact that the physical features have on the region. <input type="checkbox"/> Explore the positive and negative impact.</p>	<p><input type="checkbox"/> Recall the location of some mountain regions. <input type="checkbox"/> Explore human and economical features of mountain regions. <input type="checkbox"/> Explain the impact human and economic features have on the region. <input type="checkbox"/> Explore the positive and negative impact.</p>	<p><input type="checkbox"/> Think of geographical questions to ask. <input type="checkbox"/> Find possible answers to geographical questions. <input type="checkbox"/> Use range of sources to find possible answers to questions. <input type="checkbox"/> Consider when there may be contrasting answers to questions.</p>	<p><input type="checkbox"/> Use sources to collect information. <input type="checkbox"/> Organise findings into clear sections. <input type="checkbox"/> Produce a report including specific geographical terminology. <input type="checkbox"/> Use variety of organisational features in report.</p>	<p><input type="checkbox"/> Consider physical features that would be part of the journey. <input type="checkbox"/> Investigate distance, time and methods of transport. <input type="checkbox"/> Create a travel plan of journey. <input type="checkbox"/> Consider how time or distance could be impacted using different transport.</p>
<p>Mountain region mountain range</p>	<p>altitude vegetation</p>	<p>economical erosion</p>	<p>summit base</p>	<p>ridge face</p>	<p>itinerary navigate</p>
<p>Writing Across the Curriculum</p>	<p>Wk 3 ~ TRAVELOGUE about visiting a mountain region. Include human impact and economical features.</p>				

Blidworth & Rainworth Primary School Partnership
Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 5					
Unit 3 - Theme ~ North America					
LO: To locate and name main countries in North American on a world map and atlas.	LO: To use a variety of resources to describe a locality.	LO: To recognise the climate of a given locality according to its location on the map.	LO: To map land use in different parts of North America.	LO: To report on ways in which humans have both improved and damaged the environment.	LO: To explain what a place might be like in the future, taking account of issues impacting on human features.
<p><input type="checkbox"/> Recognise that North America is one of the 7 continents.</p> <p><input type="checkbox"/> Locate North America on a world map and atlas.</p> <p><input type="checkbox"/> Name some of the main countries in North America.</p> <p><input type="checkbox"/> Know where North American countries are in relation to one another.</p>	<p><input type="checkbox"/> Explore difference geographical sources</p> <p><input type="checkbox"/> Decide on key points of information.</p> <p><input type="checkbox"/> Describe the locality in detail.</p> <p><input type="checkbox"/> Analyse which sources of information were most useful.</p>	<p><input type="checkbox"/> Know what climate means.</p> <p><input type="checkbox"/> Research climates of different North American countries</p> <p><input type="checkbox"/> Recognise how the location affects the climate.</p> <p><input type="checkbox"/> Explain the climate in relation to distance from the equator.</p>	<p><input type="checkbox"/> Understand that land can be used in many different ways.</p> <p><input type="checkbox"/> Find different ways that land is used in North America.</p> <p><input type="checkbox"/> Use detailed sketches to map land use of North America including a key.</p> <p><input type="checkbox"/> Analyse why the land is used differently in different locations.</p>	<p><input type="checkbox"/> Consider how human actions have changed North American environments.</p> <p><input type="checkbox"/> Analyse whether changes have improved or damaged North America.</p> <p><input type="checkbox"/> Create balanced explanation of environmental changes.</p> <p><input type="checkbox"/> Consider whether negative changes could be reversed.</p>	<p><input type="checkbox"/> Explore how North American landscape has change overtime.</p> <p><input type="checkbox"/> Suggest what might happen in the future.</p> <p><input type="checkbox"/> Consider how changes may affect human features.</p> <p><input type="checkbox"/> Explain how different groups of people may react to potential changes.</p>
North America proximity	sub-continent states	temperate tropical	industrial commercial	ecological fossil fuels	mitigation sea level
Writing Across the Curriculum	Wk 5 ~ BALANCED ARGUMENT about whether humans have been responsible for more damage or more improvement of the environment.				

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 6

Unit 1 - Theme ~ Mapping Our Locality

Fieldwork - mapping of local area.

To use OS maps and recognise key symbols used.	To use a variety of resources to describe what a locality might be like.	To use geographical questions to guide research into improving locality.	To choose the best way to collect information and decide the most appropriate units of measure.	To create sketch maps when carrying out a field study, including careful measurements.	To use a range of self-selected resources to answer questions.
<p><input type="checkbox"/> Explore and understand features of an Ordnance Survey map.</p> <p><input type="checkbox"/> Use key to find the features on a map.</p> <p><input type="checkbox"/> Answer questions using Ordnance Survey map.</p> <p><input type="checkbox"/> Explain why maps are an important tool.</p>	<p><input type="checkbox"/> Understand what is meant by locality.</p> <p><input type="checkbox"/> Use maps, aerial photographs, plans and internet resources to research locality.</p> <p><input type="checkbox"/> Evaluate locality to suggest improvements.</p> <p><input type="checkbox"/> Research an example of an improved locality.</p>	<p><input type="checkbox"/> Decide on improvement to locality.</p> <p><input type="checkbox"/> Consider who could be impacted by changes.</p> <p><input type="checkbox"/> Present questions to be considered during research.</p> <p><input type="checkbox"/> Consider a range of evidence to form questions.</p>	<p><input type="checkbox"/> Discuss potential mapping choices.</p> <p><input type="checkbox"/> Decide best way to collect information.</p> <p><input type="checkbox"/> Decide on appropriate unit of measure.</p> <p><input type="checkbox"/> Consider potential barriers to successful mapping process.</p>	<p><input type="checkbox"/> Take part in a field study to improve locality.</p> <p><input type="checkbox"/> Create sketch map of focus area.</p> <p><input type="checkbox"/> Use careful measurements to increase accuracy.</p> <p><input type="checkbox"/> Produce a detailed map with key.</p>	<p><input type="checkbox"/> Review questions raised about improving locality.</p> <p><input type="checkbox"/> Answer questions using recent experiences.</p> <p><input type="checkbox"/> Evidence research in answers.</p> <p><input type="checkbox"/> Evaluate further research required.</p>
surroundings triangulation	locality amenities	economic impact efficiency	fieldwork nominal data	sketch map accuracy	self-selection evidence
Writing Across the Curriculum	Wk 6 ~ REPORT for a school magazine about the suggested improvements for the locality. Use questions and extended answers.				

Discussing what is missing/needs improving in the local area.

Creating improvements to local park/field/school field. (improving the area or adding a new building that the area doesn't already have)

Then take measuring devices to create an accurate map of the area.

Template for recording lesson saved on TEAMS

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 6
Unit 2 - Theme ~ Mapping Our World

LO: To identify and name the Tropics of Cancer and Capricorn; the Arctic and Antarctic circles; the main lines of latitude and meridian of longitude.	LO: To explain how the time zones work.	LO: To plan a journey to another part of the world which takes account of time zones.	LO: To understand the definition of a desert and name some of the largest in the world.	LO: To explain scale and use maps with a range of scales to locate deserts.	To accurately use a 6 figure grid reference to locate chosen world landmarks.
[] Name and locate the Tropics of Cancer and Capricorn on a map [] Name and locate the Arctic and Antarctic circles on a map [] Name and locate the main lines of latitude and longitude. [] Explain how the different lines help us in our map reading.	[] Explain what a time zone is. [] Understand that countries are in different time zones and what this means. [] Calculate the time at different places in relation to each other. [] Consider any problems time zones may cause.	[] Locate a place in another point of the world. [] Calculate the difference in time compared to the UK. [] Plan a journey to the place and explain what would happen to the time. [] Reverse the journey and explain what happens to the time.	[] Know the definition of a desert. [] Locate the largest desert. [] Explore the features of the Antarctic desert. [] Explore any threats to the desert.	[] Understand the term scale. [] Understand how scales help us when map reading. [] Use maps with a range of scales to locate deserts. [] Explain the advantaged of different scales on a map.	[] Understand a 6-figure grid reference. [] Locate particular landmarks using a 6 figure grid reference. [] Write 6 figure grid references for particular landmarks on a map. [] Explain the benefits of using a 6 figure grid reference over a 4 figure grid reference.
meridian tropicals	time zones Greenwich mean time	time difference	arid sporadic rainfall	scale	coordinates landmarks
Writing Across the Curriculum	Wk 2 ~ EXPLANATION Write an explanation about how time zones work. Use examples of time in different places to support explanation.				

Blidworth & Rainworth Primary School Partnership
 Geography Subject Pathway 2025-2026

Learning Overview - Geography Year 6

Unit 3 - Theme ~ South America

<p>LO: To locate and name main countries in South American on a world map and atlas.</p>	<p>To analyse population data on two settlements and report on findings and questions raised.</p>	<p>To give extended descriptions of the physical features of different places around the world.</p>	<p>To describe how some places are similar and others are different in relation to their physical features.</p>	<p>To give extended descriptions of the human features of different places around the world.</p>	<p>To describe how some places are similar and others are different in relation to their human features.</p>
<p><input type="checkbox"/> Recognise that South America is one of the 7 continents. <input type="checkbox"/> Locate South America on a world map and atlas. <input type="checkbox"/> Name some of the main countries in South America. <input type="checkbox"/> Know where South American countries are in relation to one another.</p>	<p><input type="checkbox"/> Look at population data on two South American countries. <input type="checkbox"/> Raise questions linked to population data. <input type="checkbox"/> Report on research into questions raised. <input type="checkbox"/> Research whether land mass is always linked to population.</p>	<p><input type="checkbox"/> Research physical features of a South American country. <input type="checkbox"/> Decide on key points to include in description. <input type="checkbox"/> Describe the physical features of a South American country in detail. <input type="checkbox"/> Make links between physical features of South American country and another part of the world.</p>	<p><input type="checkbox"/> Research physical features of a contrasting South American country. <input type="checkbox"/> Highlight physical similarities and differences between the countries. <input type="checkbox"/> Communicate the differences in detail. <input type="checkbox"/> Reference information sources within description.</p>	<p><input type="checkbox"/> Research human features of a South American country. <input type="checkbox"/> Decide on key points to include in description. <input type="checkbox"/> Describe the human features of a South American country in detail. <input type="checkbox"/> Make links between human features of South American country and another part of the world.</p>	<p><input type="checkbox"/> Research human features of a contrasting South American country. <input type="checkbox"/> Highlight human similarities and differences between the countries. <input type="checkbox"/> Communicate the differences in detail. <input type="checkbox"/> Reference information sources within description.</p>
<p>borders</p>	<p>population data exponential growth</p>	<p>river basin biodiversity</p>	<p>grasslands coastal plain</p>	<p>tourist attraction</p>	<p>communicate information sources</p>
<p>Writing Across the Curriculum</p>	<p>Wk 3 ~ INFORMAL TRAVEL BLOG Imagine visiting a South American country and write a travel blog as if visiting different parts and describing them to their followers.</p>				