

Burradon Community Primary School - Geography Curriculum Mixed Class Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school</p> <p>Pre-school objectives from 'Development Matters' document</p>	<p>People who help us</p> <p>Explore natural materials, indoors and outside. Explore materials with different properties. Enjoy moving when outdoors and inside. Listen and respond to a simple instruction.</p>	<p>Amazing me!</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them.</p>	<p>Outdoor explorers</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Terrific tales</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>	<p>Under the sea</p> <p>Explore natural materials, indoors and outside. Explore different materials, using all their senses to investigate them.</p>	<p>Let's grow!</p> <p>Explore and respond to different natural phenomena in their setting and on trips. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p>
<p>FS1</p> <p>FS1 objectives from 'Development Matters' document</p>	<p>Amazing me!</p> <p>Use some of their print and letter knowledge in their early writing (shopping lists)</p>	<p>People who help us</p> <p>Use all your senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Engage in extended conversations about stories, learning new vocabulary. Use a wider vocabulary.</p>	<p>Terrific tales</p> <p>Talk about what they see, using a wide vocabulary. Use all your senses in hands-on exploration of natural materials</p>	<p>Outdoor explorers</p> <p>Use all your senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Use longer sentences of four to six words.</p>	<p>Eggs</p> <p>Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand the key features of the life cycle of a plant and an animal. Understand position through words alone eg 'The bag is under the table' without pointing. Discuss routes and location, using words like 'in front of' and 'behind.' Understand 'why' questions like 'Why do you think the caterpillar got so fat?'</p>	<p>Somebody swallowed Stanley</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Use all your senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to describe a sequence of events, real or fictional, using the words 'first,' 'then'.</p> <p>Describe a familiar route. Make imaginative and complex 'small worlds' with</p>

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						blocks and construction kits, such as a city with different buildings and a park.
<p>FS2</p> <p>FS2 objectives from 'Development Matters' document</p>	<p>Amazing me!</p> <p>Learn new vocabulary Use new vocabulary through the day</p>	<p>People who help us</p> <p>Understand the effect of changing seasons on the natural world around them. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.</p>	<p>Terrific tales</p> <p>Understand the effect of changing seasons on the natural world around them. Draw information from a single map. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books.</p>	<p>Outdoor explorers</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Eggs</p> <p>Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Learn new vocabulary. Use new vocabulary through the day.</p>	<p>Somebody swallowed Stanley</p> <p>Draw information from a single map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Learn new vocabulary. Use new vocabulary through the day. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Year 1	<p>Local Area: Where do we live? How do we read maps and plan routes?</p> <p>(Local area, Diversity, Economic activity, Human processes, Physical processes, Land use, Natural resources)</p>		<p>Continents and oceans: What can we find out about the world?</p> <p>(Diversity, Interconnection)</p>		<p>Seasons: How does the weather change through the year?</p> <p>(Climate and weather, Physical processes)</p>	

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Year 2	<p>Contrasting Locality: St Lucia How does St. Lucia compare with the North East? (Americas and regions, Diversity, Economic activity, Land use and settlement, Natural resources)</p>		<p>Food production: Why does it matter where our food comes from? (Visit Farm) (Climate and weather, Economic activity, Human processes, land use and settlement, Natural resources, Physical processes, Sustainability and climate change)</p>			<p>Local Area: The North East Coast Why do we love living beside the seaside so much? (Visit Tynemouth) (Physical processes, Human processes, Local Area, Economic activity)</p>
Year 3	<p>Settlement: Where do people live and why? Great Missenden (Human processes, Land use and settlement)</p>			<p>Europe: What is it like to live in Northern Italy? (Diversity, Europe and regions)</p>		<p>Mountains: Why are Mountains important? (Mountains, volcanoes and earthquakes, Natural resources, Physical processes)</p>
Year 4/5		<p>Mountains, Volcanoes and Earthquakes: What, where and why? (Mountains, volcanoes and earthquakes, Natural resources, Physical processes)</p>		<p>Europe: Greece (Diversity, Europe and regions)</p>		<p>Rivers: What's so special about them? (Land use and settlement, Physical processes, Water and rivers)</p>
Year 5/6		<p>British Landscapes Who are Britain's National Parks for? (Diversity, Economic activity, Land use and settlement, mountains, volcanoes and earthquakes, Natural resources, Sustainability)</p>		<p>Distribution of natural resources: What are they, where are they found, why are they important? (Interconnection, Natural resources, Sustainability and climate change)</p>		<p>Sustainable World: Does it matter where we live? (Economic activity, Sustainability and climate change)</p>

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		and climate change, The UK and regions, Water and river)				
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