

GEOGRAPHY INTENT 2025-2026

Reviewed June 2026

INTENT Our teaching of geography should enable pupils to...		Understand about diverse places, people, resources and natural and human environments. Develop competency with fieldwork skills, including collecting, analysing and communicating. Understand/develop an awareness of the interaction between physical and human (formation and use)	
	Diversity of places, people and environments	Fieldwork skills	Physical / Human interaction
EYFS	Know... - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - To recognise some similarities and differences between life in this country and life in other countries - China, Scotland, Wales, Ireland asking and answering simple questions. - About different environments (Polar regions, Asia, North and South America, Australia, Africa. Europe)	Comparing places on Google Earth - how are they similar/different Walks around school using directional language. Children to use a simple map in Gruffalo trail (in school grounds); walks to church/pantomime. Making own maps for a visit to the fire station / police station/pond Look at a simple map of the UK.	Recognise some similarities and differences between life in this country and life in other countries. Asking and answering questions about physical features of the meadow. Trip to our local area - park, shops, cafes, market, river, charity shops, fire station, police station, post office etc

	• Geographical features of Scotland - Loch Ness / Edinburgh (Mini Topic - St. Andrew's Day) • Geographical features of Ireland and Wales - Mini topic - St. Patrick's Day / St. David's Day Recognise... • Features of human and physical geography of Holmfirth / wildlife / adaptation compared with physical and human geography features of polar regions. • The story of Fenella's journey from Africa to the UK. • Features of Australia	Link to history topic of castles - mapping how castles came to the UK from France.	needs to be adapted to suit the environment.
Y3 Stone Age The UK	Know... • Key features of stone-age life moving into the Iron Age: human settlements, housing, travel, tools, farming, • Key features of the Skara Brae settlement. • Features of physical geography: rivers, mountains linking to settlements. • Major seas, rivers, national parks and counties. • Countries that make up the UK	Atlases / Maps / Creating own maps of the UK - capital cities and main counties / parts of Yorkshire. Atlases / Maps / Where is Italy/Rome? Physical features - seas, countries, borders.	Why did people settle? - Hunter gather to farming. How did the Stone Age people use the land? What was it like to live in the stone age? (Skara Brae) Clothing, diet, hunting, house building, transport and how it needs to be adapted depending on the environment, place to cook, fire, community

Tudors	- Mapping key battles from the War of the Roses - Tudor city study- York	Growth of the Roman Empire - atlases - countries, seas, continents.	
Romans	- Countries, seas, continents - Ancient Rome. - Mapping Roman roads - Italian cities case study- compare to the UK	Atlases to support learning of the rainforests. Google Earth to support understanding of locations of different rainforests and appearance.	Deforestation - human interaction in the rainforest and impact.
Rainforests	- Key features of rainforests: Layers of the rainforest / tropics / continents / locations within tropics / Amazon rainforest in particular / Adaptation / Ecosystem - South America study		What is life like in the rainforest?
Y4	Know... - Key features of Egypt: location / land use / farming / irrigation / plant use for items (papyrus) / comparison of land use to Holmfirth. - River Nile: Why did people live and settle around the river and the Nile Delta? - Pyramids: How they were built? / what were they built from / transportation of resources / climate.	Use of maps/atlasses Draw and label natural and human features and digital computer mapping to find continents, countries and capital cities. Egypt, India and Greece. Compare the countries to where they live.	What is it like to live in other countries? (Egypt) Clothing, diet, hunting, house building, transport and how it needs to be adapted depending on the environment.

	• The structure of the Earth and how it is formed. Look at the different types of volcano. • Names of major volcanos, key features of volcanoes and how they are formed. • Key vocabulary associated with volcanos and the earth's crust. • Why people choose to live in the area around a volcano. • Where India is and what is it like? How London compares with New Delhi. • The Himalaya and the Ghats mountain ranges. • Seas and Oceans around India. • The link between the Himalayas, the River Ganges and the Bay of Bengal.	Use books, picture and film clips to compare countries to Holmfirth. Use of atlas to identify places and features. Volcanoes - link in with previous learning in Year 3 Romans and look at Mt Vesuvius. Read Escape from Pompeii. Create a chronological report based on events. Look at changing features by comparing past and present growth of volcanoes	What is life like in surrounding areas of Volcanoes? Food production, safety aspects, risks vs rewards of living near a volcano, house building, transport and how it needs to be adapted depending on the environment. What is it like to live in other countries? (India) Clothing, diet, hunting, house building, transport and how it needs to be adapted depending on the environment. Look at Indian culture and in particular art, architecture, festivals, religion and cuisine.
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	• Where is Greece? What is life like in Greece? Land use / why people settled where they did in Greece / use of water for transportation of goods grown made • How London, New Delhi and Athens compare as capital cities. • Features / differences of Athens and Sparta. • Landmarks of the Acropolis and the Parthenon Temple. • Key facts and features of the first Olympic games.		Link the River Ganges and where people live / travel to. What is it like to live in other countries? (Greece) Clothing, diet, hunting, house building, transport, trade, goods grown made for trade and how it needs to be adapted depending on the environment. How trade enabled the Greek Empire to expand
Y5	Know... • What are the key features of a river? Source / Mouth / Tributaries / Meanders Delta / Floodplain / Confluence / Estuary • What are the key rivers of the UK and the world. Thames, Severn, Trent, Ouse, Nile, Amazon, Mississippi, Congo, • What are the features of Holmfirth as a locality - what are the features.	River walk to study the features of a river - Holme Moss to Holmfirth. Yorkshire Water visit. River Explorer visit. Study of the land use of Holmfirth - making notes of what can be seen and where. Create own map of Holmfirth. Use of Atlas to identify places and features. Holmfirth Town Trail.	How is water used? Transport / Leisure / Industry / Power (Hydroelectricity...) Consider why people would want to live in Holmfirth. Businesses and land use Why did the Vikings choose to settle where they did? Physical features.

	• Why did the Vikings invade and settle in the areas that they did? • What were the important places in the life of the Titanic?	Maps to chart Viking invasion. Note physical features to inform settlement - rivers, previous settlements. Use an atlas to find and label the important places the titanic visited: Ireland, England, France, America, Cork, Dublin, Southampton, New York.	
Y6	Mapping the UK using atlases to look at physical/human features. Towns, cities, national parks. Lakes, mountains, valleys, rivers Erosion and coastal features - changing coastlines - coastal erosion / Coastal features / bays, headlands, stacks and stumps, beaches. Looking at the geographical features that were important in WW2.	Dragon's Den business proposal using local geography Fieldwork study questionnaire. Use of Atlas to identify places and features. Look at changing features by comparing past and present pictures of coastal features. Climate change evidences and impact. Google Earth - Aerial views of coastlines, rainforests - connected to climate change. Plotting key countries /cities / and events of WWII and relate them to map. Tactics and strategies - why did Germany	What are the industries in Holmfirth? Industries around the UK and Holmfirth Changing land use in Holmfirth and what Holmfirth was built on - Wool industry / transport / Mills / Dyers. Climate change - causes / consequences and potential solutions. Human impact on the environment / migration and boundaries and changes. How did the geographical features affect decisions in WW2? Geopolitics of war.

		invade certain countries first and what made it more straightforward - <i>Geopolitics</i> .	Fair trade - mini topic.
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