

Geography Curriculum 2025/26 – Years 3 & 4

	Autumn 1	Autumn 2
Topic	<p>Brazil (Rainforests)</p> <p>Children will explore the climate and environmental regions of South America, particularly Brazil. Children will locate and explore major cities in Brazil and compare these with the UK. They will consider the effects of climate change and deforestation on the Amazon Rainforest and begin to learn about urbanisation in Brazil. They will develop an understanding of the physical geography of South America.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Brazil is a large country in South America • Know that Brazil is in the Southern Hemisphere • Know that the capital city of Brazil is Brasilia • Know that there are other major cities in Brazil such as Sao Paulo and Rio de Janeiro, which are much larger than Brazil. • Know that Brazil contains a large proportion of the Amazon Rainforest. • Know that natural resources (wood/trees) are taken from the Amazon and used all around the world <p>Skills</p> <ul style="list-style-type: none"> • Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and a region within South America (Brazil). • Describe how people have been affected by changes in the environment. • Explain about natural resources in the areas they study e.g. water. • Use a range of sources, including digital maps and satellite images, to locate countries and key features. • Observe, record and explain physical and human features of the environment. • Compare the physical and human features of the UK and South America (Brazil) 	
Vocab	Brazil, South America, Southern Hemisphere, Equator, Lines of Capricorn and Cancer, Rio De Janeiro, landmark, Christ the Redeemer, Amazon, river, rainforest, urban, rural, poverty, urbanisation, deforestation, climate change.	



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	Spring 1
Topic	Galapagos Children will explore physical geography of the Galapagos Islands (volcanoes) and conduct a study of plastic pollution. Children will conduct a fieldwork study relating to litter in the local area.
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that the Galapagos Islands are located on the equator. • Know that the Galapagos Islands are located in the Pacific Ocean, west of South America. • Know that the Galapagos Islands have a largely tropical climate (using climate graphs) • Know that the Galapagos Islands are an archipelago, or group of islands, that have been created by volcanoes • Know that the Earth is made up of many layers (crust, mantle, outer core, inner core) • Know that volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. • Know that there are three main types of volcanoes: <ul style="list-style-type: none"> -Active volcanoes (have erupted in the last 10 000 years) -Dormant volcanoes (haven't erupted in the last 10000 years but may erupt again) -Extinct volcanoes (aren't expected to erupt again) • Know that the Galapagos Islands still have many active volcanoes. • Know that Galapagos Islands are very famous for being the habitats of unusual animals such as the marine iguana, Galapagos penguin and Giant Tortoise. • Know that the Galapagos Islands are under threat from climate change due to rising sea levels and warmer sea temperatures. • Know that due to limited waste disposal services in Ecuador, plastic waste ends up in the Pacific Ocean, washing up on the beaches of the Galapagos. • Know the effect of plastic pollution on the animals native to Galapagos e.g. sea turtles. <p>Skills</p> <ul style="list-style-type: none"> • Interpret climate graphs, which represent the rainfall/temperature of the Galapagos. • Conduct a survey to collect data about litter/plastic pollution in the local area. • Create a sketch map of locality which shows plastic pollution (Make plans and maps using symbols and keys, including recognising some Ordnance Survey symbols on maps) • Ask and respond to more searching geographical questions. • Begin to analyse evidence and draw conclusions. • Recognise that different people hold different views about an issue. • Ask and respond to geographical questions. • Use a range of sources, including digital maps and satellite images, to locate countries and key features. • Describe and understand key aspects of physical geography, including: volcanoes • Identify physical features of the localities they study. • Describe how people have been affected by changes in the environment. • Develop an awareness of how places relate to each other.
Vocab	Galapagos Islands, Ecuador, Equator, archipelago, climate, crust, mantle, outer core, inner core, volcano, magma, active, dormant, extinct, climate change, pollution, land use, rewilding, fieldwork, sketch map, symbols, locality.



Geography Curriculum 2025/26 – Years 3 & 4

	Summer 1	Summer 2
Topic	<p>Australia Children will conduct a study of Australia, investigating the most significant human and physical features. They will study human geography (population growth and land use) as well as the weather and climate.</p>	No Focus
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Australia is both a country and a continent. • Know that it is located almost at the opposite side of the world to the UK. • Know major cities in Australia include: Sydney, Melbourne, Brisbane. • Know that the capital city of Australia is Canberra. • Know that Australia has diverse landscapes including rivers, beaches, cliffs, mountains, rainforests and deserts. • Know that Australia lies on the Tropic of Capricorn and is in the Southern Hemisphere. • Know that the seasons in Australia are the opposite of those in the Northern Hemisphere. • Know that Australia experiences extreme weather from flooding, drought, and destruction from wind, and bush fires. • Know that Australia has three main climate zones: temperate, arid and tropical. • Know that most of Australia's land is used for agriculture and grazing as well as conservation. • Know that like Australia, most of the UK's land is used for agriculture. • Know that Australians mainly live around the edge of Australia in coastal cities because the inland areas are not very accessible, there are fewer jobs, and less resources and services are available. • Know that coastal areas are most accessible for trade and travel, have the most pleasant weather conditions, and access to natural resources (water supply) <p>Skills</p> <ul style="list-style-type: none"> • Identify physical features of the localities they study. • Describe and understand key aspects of human geography, including: types of settlement and land use • Understand that there are similarities and differences between places they study • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Explain about natural resources in the areas they study e.g. water • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Vocab	Australia, continents, country, cities, capital city, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, climate zones, weather, population, agriculture, natural resources, land use	



Geography Curriculum 2026/27 – Years 3 & 4

	Autumn 2
Topic	Italy Children will locate various countries in Europe with a focus on Italy. They will study the major cities and the physical geography (mountains) Children will develop an awareness of how some cities in Italy are being affected by climate change and pollution.
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Europe is a continent which contains countries including: UK, France, Spain, Germany, Italy and Greece and Russia. • Know that Italy is in southern Europe and borders Switzerland, France, Austria and Slovenia. • Know that Italy is a peninsula country because a lot of the country is bordered by water (Mediterranean Sea) • Know that the climate of Italy is Mediterranean. • Know that Italy is split into 20 regions, but England is split into counties. • Know that the capital city is Rome, which is famous for the Colosseum. • Know that other major cities in Italy include: Pisa, Milan and Venice, which all attract tourists • Know that there is a famous mountain range that runs through Italy (The Alps) • Know that in the winter, tourists visit the alps to ski, whereas in warmer months, people hike and visit to see the scenery. • Know that mountains have a summit (top of mountain) • Know that some mountains have a snow line (snow and ice cover this all year round) • Know that a plateau is an area of flat, high ground. • Know that a valley is an area of low land between mountains • Know that the foot of a mountain is the bottom of a mountain. • Know that the face of a mountain is the side of a mountain. • Know that Naples is the third largest city in Italy. • Know that Naples is one of the most polluted places in Europe (full landfill sites, poor organisation of rubbish collection and increase in waste) • Know that the government in Naples have created a new incinerator which burns waste to produce renewable energy. This can then power thousands of households. • Comparison to UK/London- Know that London has polluted air (smog) so there is an Ultra -Low Emissions Zone to reduce harmful gases being released into the atmosphere. • Know that London also has a large amount of litter and waste management issues. <p>Skills</p> <ul style="list-style-type: none"> • Name and locate some countries in Europe, including France, Spain, Germany, Italy and Greece and Russia. • Understand that there are similarities and differences between places they study. • Identify human features of the localities they study. • Describe how people have been affected by changes in the environment. • Explain about natural resources in the areas they study e.g. water. • Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Use a range of sources, including digital maps and satellite images, to locate countries and key features • Describe and understand key aspects of physical geography, including: mountains
Vocab	Germany, France, Spain, Italy, Ukraine, Poland, Greece, Russia, Pompeii, Italy, Mediterranean Sea, border, peninsula, regions, tourism, mountain range, fold mountain, block mountain, volcanic mountain. summit, plateau, face, snow line, valley



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	Spring 2
Topic	<p>North American (Physical Geography)</p> <p>Children will explore the ranging climate of North America and discover how the climate of North America can cause some extreme weather. Children will consider the location of extreme weather such as hurricanes and tornadoes and how this links to the climate. They will observe the difference in the weather of the UK, compared to North America.</p>
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> Know that North America is one of the seven continents. Know there are many countries in Northern America and the largest is Canada. Be able to locate North America on a world map and locate its major countries e.g. USA, Mexico, Canada. Know some well-known attractions and landmarks including New York City, Florida (coast, Disney World) Niagara Falls. Know some physical features in North America- Rocky Mountains, Mississippi River, Grand Canyon <p>Know the climate across North America can be very different</p> <p>Know the difference between weather (day-to-day conditions) and climate (average weather over time)</p> <ul style="list-style-type: none"> Know that Northern Canada has a polar climate (cold and snowy) Locate some areas of North America that have different climates (Sonoran Desert, Alaskan tundra, Canadian forests, Central American rainforest) Know that the east coast is humid (subtropical) so can experience lots of hurricanes. Know that hurricanes occur close to the Equator. Know that Central America experiences the most tornadoes because it experiences lots of storms. <p>Skills</p> <ul style="list-style-type: none"> Understand that there are similarities and differences between places they study. Describe how people have been affected by changes in the environment. Develop an awareness of how places relate to each other Identify physical features of the localities they study Use a range of sources, including digital maps and satellite images, to locate countries and key features. Use simple data (temperature, rainfall charts, climate maps) to describe and compare climates Use fieldwork to observe, measure, record and present the weather in our local area compared to that in a region of North America.
k	North America, continent, landmarks, New York City, Grand Canyon, Florida, Niagara Falls, Equator, East Coast, weather, climate, polar, tundra, temperature, humid, hurricane,



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Summer 2	
Topic	<p>No Focus</p> <p>Local area and fieldwork Children will explore the eight points of a compass, and apply these when exploring their local area. They will identify and recognise how Ossett has changed over time, by looking at human and physical features. They will experience making annotated sketches of their local area. Children will build an awareness of their local surroundings and explore a variety of maps of Ossett from different time periods.</p>
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Ossett is in the county of West Yorkshire. • Know the eight points of a compass (N,NE,E,SE,S,SW,W,NW) • Know that grid references can help people find their specific location using a map. • Know that Ossett is a well-known for its trade • Know that lots of land has been used in Ossett to build factories, shops and houses. <p>Skills</p> <ul style="list-style-type: none"> • Observe, record and explain physical and human features of the environment (examples of trade) whilst on a fieldwork walk around Ossett. • Draw an annotated sketch map accurate, with more complex keys. • Make plans and maps using symbols and keys, including recognising some Ordnance Survey symbols on maps. • Use 8 compass points. • Explore features on OS maps using 4 figure grid references.
Vocab	<p>Ossett, town, Wakefield, City, West Yorkshire, trade, 4 figure grid reference, fieldwork, sketch map, plan, observe, measure, record, coordinates, Ordnance Survey, environment, South East, South West, North East, North West,</p>

