



Geography Curriculum

2025-26

Our Intent for Geography at Roundhill Primary School

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” - Barack Obama

At Roundhill, we believe that through learning Geography, children should develop an awareness of a broad range of geographical topics to understand the world beyond maps and borders. Our curriculum progressively builds the children’s learning of geography by ensuring we introduce a diverse range of knowledge about places, people, cultures and history of the world in which we live and interlinks this with geographical skills. We aim to foster a sense of curiosity and fascination about the world that will remain with the children for the rest of their lives.

“My geography teacher at school inspired me to develop a lifelong interest in geography and a curiosity about our world which has stayed with me through my life. Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”
Michael Palin

Where appropriate, our Geography curriculum links to the high-quality texts used in Reading and Writing.

As a school we are blessed to find ourselves located on the edge of a city of huge historical significance, Bath, and also within a very short walk of outstandingly beautiful English countryside. Children will use our local area of Roundhill and Englishcombe as the basis for their understanding of the world, and as a starting point for the comparisons that are integral within the Geography curriculum. Wherever possible, teachers will make use of our local surroundings as a learning resource for supporting children’s understanding of both human and physical geography, as well as the tool for practising geography skills.

Our children’s future will be shaped by the world around them, just as our world’s future depends on our children. We believe it is essential that children understand the impact that humans have had on our planet and how we can all act to reduce the rate of climate change. Our curriculum takes opportunities to understand how different periods of history and changes in technology have had a direct impact on our climate. Geographical content will develop an understanding of how the world has changed in terms of physical and environmental geography. Children will develop the ability to evaluate information, form their own opinions and develop strategies and skills to articulate an argument.

“Geography is the subject which holds the key to our future.” – Michael Palin

Pupils learn about British Values through Geography lessons by exploring how places have been changed through human and physical processes. Geography helps pupils to understand the ways in which communities and societies are linked. It encourages children to gain an appreciation of the diversity of people’s backgrounds and to understand society better. This helps to encourage positive relationships and shared values including tolerance and harmony, and a respect for the rule of law, whilst developing a sense of self-worth. Geography promotes understanding, tolerance and harmony within local and wider communities. These values are also encouraged and rewarded in our day-to-day teaching, showing that qualities such as tolerance, mutual respect, teamwork and resilience are valued as we aim to build students’ self-esteem.

Implementation

Our sequenced and progressive Geography curriculum is taught through a series of units incorporating linked learning, allowing pupils opportunities to build on prior learning and make connections through strands such as human and physical features and locational knowledge. Children's geographical understanding is enhanced through regular experiences, trips and visitors, including within the local area.

Where relevant, cross-curricular links are made to link geographical understanding with relevant subject areas such as History, Science and RE.

Geography Curriculum – Unit Overview 2025-26

2025-26	T1	T2	T3	T4	T5	T6
EYFS Main theme links	Understanding the World (History)	Understanding the World (RE)	Understanding the World (Science)	Understanding the World (Science)	Understanding the World (Geography)	Understanding the World (Geography)
Nursery 1	<i>Who am I?</i>	<i>What is a celebration?</i>	<i>What keeps me warm?</i>	<i>How do I look after plants?</i>	<i>Where can I walk to?</i>	<i>Who lives on a farm?</i>
Nursery 2	<i>Who are we?</i>	<i>How do you celebrate?</i>	<i>What can I feel?</i>	<i>How do plants grow?</i>	<i>Where in the world can I go?</i>	<i>Who lives in the jungle?</i>
Reception	<i>Where do I belong?</i>	<i>How do people celebrate across the world?</i>	<i>Why is it cold?</i>	<i>What else grows?</i>	<i>Who do we share the world with?</i>	<i>What's under the sea?</i>
Year 1	Our Local Area <i>Where is Roundhill? (Fieldwork)</i>	Comparison Study <i>How do the seasons and weather change around the world?</i>			Food Around the World <i>Where does our food come from?</i>	
Year 2		Coastal Regions <i>How do coasts differ across the world?</i>	Map Skills <i>How do maps help us find our way? (Fieldwork)</i>		Growing in different places <i>How do plants grow around the World?</i>	
Year 3		Rivers <i>Why do people live near rivers?</i>			Mountains, volcanoes and earthquakes <i>Why does the Earth shake, rattle and roll?</i>	Climate zones, biomes and vegetation belts <i>What do living things need to survive?</i>
Year 4		Settlement Types and Counties <i>Where do people settle and why?</i>		Coastal Regions and Tourism <i>How do coastal holidays vary around the world?</i>		Land use patterns and changes over time <i>How has Bath changed in the last 100 years?</i>
Year 5/6	Wonders of the World <i>Where are the most wondrous wonders of the world?</i>		Tourism and National Parks <i>Why do people holiday in the UK?</i>		Human impact on the environment <i>What impact are we having on our world?</i>	