

Year 1	Geography					
	Autumn topic: Weather and Climate		Spring Topic: United Kingdom		Summer topic: Our Local Area	
National curriculum statements	<ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>		<ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	
Retrieval (to support new learning)	In YR the children will learn about weather, they will have first-hand experiences of weather and may be able to make links		The children may have been to different locations in the UK		The children will have knowledge of their route to school and key local areas that they visit.	
Knowledge statements	<ol style="list-style-type: none"> <li>1. Order the months of the year.</li> <li>2. Recognise and know the difference between seasons.</li> <li>3. Identify the types of clothing worn in different weathers.</li> <li>4. Identify the types of weather we have in the UK.</li> <li>5. Understand how the weather can affect different jobs.</li> </ol>		<ol style="list-style-type: none"> <li>1. Know the names and locations of the 4 countries of the UK.</li> <li>2. To know the 4 capital cities of the UK.</li> <li>3. To know the names of the seas that surround the UK.</li> <li>4. To know the difference between human and physical features.</li> <li>5. To be able to describe the human and physical features of one of the UK's capital cities.</li> </ol>		<ol style="list-style-type: none"> <li>1. To know the difference between urban and rural areas.</li> <li>2. To identify what type of settlement they live in.</li> <li>3. To know the features of the school and local area.</li> <li>4. To know the route they take to school and identify basic geographical features such as houses.</li> <li>5. Recognise symbols used on an OS map.</li> </ol>	
Vocabulary	season weather order suitable	unsuitable temperature positive negative	country capital city physical human	Europe seas features	local area features symbol urban	rural distance route map
Cultural capital and local resources	Fieldwork – recording daily weather.				Local walk OS maps	

Year 2	Geography					
	Autumn topic: Continents and Oceans		Spring Topic: Hot and Cold Places		Summer topic: Tamil Nadu Region of India (Non-European study)	
National curriculum statements	<ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		<ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>		<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	
Retrieval (to support new learning)	Discuss work covered in Year 1 about the UK. Build on and develop prior knowledge.		Review work covered in Year 1 about weather and climate.		Review work covered in about human and physical features.	
Knowledge statements	<ol style="list-style-type: none"> <li>1. To know where we live in the world.</li> <li>2. Know and locate the 7 continents.</li> <li>3. To know and locate the 5 oceans.</li> <li>4. To know the human features of a continent.</li> <li>5. To know the physical features of a continent.</li> </ol>		<ol style="list-style-type: none"> <li>1. Identify and locate hot and cold places on a map.</li> <li>2. Recognise the features of a hot and a cold place.</li> <li>3. Identify animals that live in hot and cold places.</li> <li>4. Know how animals adapt to living in hot and cold places.</li> <li>5. Describe what can be seen in a hot and cold place.</li> </ol>		<ol style="list-style-type: none"> <li>1. To locate where India is in the world.</li> <li>2. To know some of the human and physical features of this region.</li> <li>3. To recognise some of the landmarks of the Tamil Nadu region of India.</li> <li>4. To know about the food from the Tamil Nadu region.</li> <li>5. To know about daily life in this region.</li> </ol>	
Vocabulary	map country continent ocean	location physical human features	weather temperature Arctic Antarctic	equator hot cold adaptation	India Asia south region state	landmarks forest mountains coasts hills
Cultural capital and local resources					Father Ravi – from this area.	

Year 3		Geography					
		Autumn topic: Climate Zones		Spring Topic: Earthquakes		Summer topic: North America	
National curriculum statements	-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		
	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world						
Retrieval (to support new learning)	Build on what the children know about weather and climate from Y1		Link to previous work on physical geography.		Children may have had experience of certain countries in North America. Links to work on latitude earlier In y3.		
Knowledge statements	<ol style="list-style-type: none"> <li>1. Identify the lines of latitude and understand how they link to climate.</li> <li>2. Locate different climate zones.</li> <li>3. Know the difference between the Northern and Southern hemispheres.</li> <li>4. Know what a temperate and a tropical climate is.</li> <li>5. Be able to identify the characteristics of each climate zone.</li> </ol>		<ol style="list-style-type: none"> <li>1. Explain why earthquakes occur.</li> <li>2. Locate where certain earthquakes have occurred.</li> <li>3. Identify the effect of earthquakes on land and people.</li> <li>4. Know the help people need after an earthquake.</li> <li>5. Identify how to prepare for an earthquake.</li> </ol>		<ol style="list-style-type: none"> <li>1. Locate North America on a map.</li> <li>2. Locate the USA and explain its name.</li> <li>3. Understand the human and physical geography of the Rockies.</li> <li>4. To know the key features of some US states.</li> <li>5. To understand similarities and differences between New York and Runcorn.</li> </ol>		
Vocabulary	temperate tropical arid Mediterranean polar	precipitation temperature hemisphere axis latitude	tectonic plates boundaries mantle Richter scale tsunami	aftershock effect short-term long-term aid	Northern Hemisphere Western Hemisphere Canada The Caribbean	Mexico mountain range national park urban	

Cultural capital and local resources			
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Year 4	Geography					
	Autumn topic: Mountains		Spring Topic: Volcanoes		Summer topic: European Region	
National curriculum statements	describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes		describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes		understand geographical similarities and differences through the study of human and physical geography of a region in a European country	
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied					
Retrieval (to support new learning)	Knowledge of the Rockies from y3.		Links to tectonic activity in y3. Links to English – Escape from Pompeii.		History work on the Romans. English work about Pompeii. Volcanoes in previous unit.	
Knowledge statements	<ol style="list-style-type: none"> <li>Describe what a mountain is.</li> <li>Know and locate the world's 'Seven Summits'</li> <li>Know how mountains are formed.</li> <li>Describe the climate of mountains.</li> <li>Know and locate the UK's highest mountains.</li> </ol>		<ol style="list-style-type: none"> <li>To know what lies beneath the surface of the Earth.</li> <li>To know what happens at the boundaries of the Earth's plates.</li> <li>Know the key features of a volcano.</li> <li>Know some of the volcanoes in Europe.</li> <li>Know the effects of a volcanic eruption.</li> </ol>		<ol style="list-style-type: none"> <li>To know and locate Europe on a map.</li> <li>To know the names of European countries.</li> <li>To know why tourists visit the Mediterranean.</li> <li>To be able to describe the landscape of Italy.</li> <li>To be able to identify some of the main features of Naples.</li> </ol>	
Vocabulary	mountain summit landform valley summit	fold fault-block avalanche mountaineers Seven Summits	volcano boundaries magma ash cloud lava	central vent eruption eye-witness impact	Europe tourism leisure Mediterranean agriculture residential	coastal Vesuvius Etna Dolomites Apennines Alps
Cultural capital and local resources						

Year 5	Geography					
	Autumn topic: Rivers		Spring Topic: Rainforests		Summer topic: The Amazon	
National curriculum statements	- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied					
Retrieval (to support new learning)	Map work in previous years Countries of the world from previous years. Anglo-Saxon settlements in history		Climate zones – y3 The Maya – y5		Rivers and rainforests earlier units.	
Knowledge statements	<ol style="list-style-type: none"> <li>Describe the water cycle</li> <li>Know the stages and features of a river.</li> <li>Know the names of the world's longest rivers.</li> <li>Know how rivers can be used.</li> <li>Know how human activity affects rivers.</li> </ol>		<ol style="list-style-type: none"> <li>Know what a rainforest is.</li> <li>Know the different layers in a rainforest.</li> <li>Locate the world's rainforests on a map.</li> <li>Know the key characteristics of the Congo rainforest.</li> <li>Understand the impact of deforestation.</li> </ol>		<ol style="list-style-type: none"> <li>To locate the Amazon on a map.</li> <li>To know why the Amazon is so important.</li> <li>To know some of the threats to the Amazon.</li> <li>To be able to locate the rainforest city of Manaus.</li> <li>To know some of the main human and physical features of Manaus.</li> </ol>	
Vocabulary	water cycle source mouth channel meander	tributary hydro-electric transporting recreational v-shaped valley	rainforest Congo forest floor understory emergent	canopy logging deforestation ecosystem	biodiverse biome food chain humidity river basin	photosynthesis settlement trade equatorial
Cultural capital and local resources	Local visits to the River Mersey.					

Year 6	Geography		
	Autumn topic: Local Area and Region	Spring Topic: United Kingdom	Summer topic: Antarctica
<b>National curriculum statements</b>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<b>Retrieval</b> (to support new learning)	Links to map work in previous years Local area work in y1.	Links to map work from previous years Locational knowledge from previous years UK unit in Y1.	Links to human impact on the environment from work on the Amazon. Climate zones y3. Hot and cold places y2.
<b>Knowledge statements</b>	<ol style="list-style-type: none"> <li>1. Locate the region and local area in relation to other places.</li> <li>2. Understand local, regional, national and international links to the local area.</li> <li>3. To know key site in the local area.</li> <li>4. To identify key human needs and processes.</li> <li>5. To know how our local area meets the needs of its population.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the UK's major cities.</li> <li>2. Locate the counties of the UK.</li> <li>3. Know the physical features of the UK.</li> <li>4. Know which industries people work in in the UK.</li> <li>5. Know the different energy sources used in the UK.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to locate Antarctica on a map and know its key features.</li> <li>2. To know the climate of Antarctica.</li> <li>3. To know what lives in Antarctica and their adaptations.</li> <li>4. To know what it is like to travel and work in Antarctica.</li> <li>5. Know how climate change is affecting Antarctica.</li> </ol>

Vocabulary	local national international scale bar	quadrant county town	county coastline landscape land use	industry national park retail farming	tourism finance energy renewable	Antarctica climate change exploitation expedition	protect footage grid reference
Cultural capital and local resources	Visit local area for fieldwork.		Visit to local area for fieldwork opportunities.			Videos from the 2041 foundation	



Year R	Understanding the World - People, Culture and Communities		
	Autumn topic: immediate environment observation	Spring Topic: communities in UK	Summer topic: life in UK and other countries
EYFS framework statements	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Retrieval (to support new learning)	Prior knowledge from home experiences.	Expand from the home into the wider community.	Build on knowledge from previous term and draw information from a simple map.
Knowledge statements	<ol style="list-style-type: none"> <li>To know who the members of their family and community are.</li> <li>To know that people have different beliefs and celebrate special times in different ways.</li> <li>To know that they live in Runcorn</li> <li>To know different types of weather</li> </ol>	<ol style="list-style-type: none"> <li>To know school and other places familiar to them eg doctors, local supermarket etc</li> <li>To know that people have different beliefs and celebrate special times in different ways.</li> <li>To know 3 different celebrations /festivals</li> </ol>	<ol style="list-style-type: none"> <li>To know how to talk about a simple map.</li> <li>To know how to draw a pirate map</li> <li>To know about the natural environment and describe what is different and the same in the local environment using natural and man-made</li> </ol>
Vocabulary	Mum/dad <u>Christmas:</u> Brother/sister      Birth of Jesus Nan/grandad      Presents Pet's name      Lights House number      Special food <u>Diwali:</u> Festival of light Rangoli patterns Fireworks	School <u>Easter:</u> Building      Jesus Road      Cross Travel      Hope Bus <u>Chinese New Year:</u> Dragon Red - Good luck Money bags Fireworks	Pirate map:      Local area map: Aerial view (above)      Aerial view(above) Island      building Sea      Road Forest      House Cave      Park River      School Mountains      Church
Cultural capital and local resources	Digital photographs	Digital photographs Youtube clip Cbeebies - Chinese New Year Non-fiction books	Digital photographs Story – The Night Pirates Large card