|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 1 | Geography | | | | | |
|  | Autumn topic: Weather and Climate | | Spring Topic: United Kingdom | | Summer topic: Our Local Area | |
| National curriculum statements | * 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 | | * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | |
| 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 | 1. Order the months of the year. 2. Recognise and know the difference between seasons. 3. Identify the types of weather we have in the UK. 4. Understand how the weather can affect different jobs. | | 1. Know the names and locations of the 4 countries of the UK. 2. To know the 4 capital cities of the UK. 3. To know the names of the seas that surround the UK. 4. To know the difference between human and physical features. | | 1. To know the difference between urban and rural areas. 2. To identify what type of settlement they live in. 3. To know the route they take to school and identify basic geographical features such as houses. 4. Begin to recognise some symbols used on an OS map. | |
| Vocabulary | season  weather  temperature |  | country  capital city  physical  human |  | symbol  urban | rural  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: Tongling, China (Non-European study) |
| National curriculum statements | * name and locate the world’s seven continents and five oceans * 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 | * 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 | * 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 |
| 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 | 1. To know where we live in the world. 2. Know and locate the 7 continents. 3. To know and locate the 5 oceans. | 1. Identify and locate hot and cold places on a map.  2. Recognise the features of a hot and a cold place.  3. Know how animals adapt to living in hot and cold places. | 1. To locate where China is in the world. 2. To know some on the human and physical features of this location. 3. To know some of the similarities between Runcorn and Tongling. |
| Vocabulary | map  continent  ocean  location | equator  hot  cold  adaption | China  Asia  culture  Yangtze river |
| Cultural capital and local resources |  |  | Runcorn is twinned with Tongling. |

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | - 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 | 1. Identify the lines of latitude and understand how they link to climate.  2. Locate different climate zones.  3. Know the difference between the Northern and Southern hemispheres. | 1. Explain why earthquakes occur.  2. Locate where certain earthquakes have occurred.  3. Identify the effect of earthquakes on land and people. | 1. Locate North America on a map.  2. Locate the USA and explain its name.  3. To know the names of some US states.  4. To know some of the similarities and differences between New York and Liverpool. |
| Vocabulary | temperate  tropical  hemisphere  latitude | tectonic plates  boundaries  Richter scale  tsunami | North America  United States  New York  compare |
| Cultural capital and local resources |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.  Links to Science - | History work on the Romans.  English work about Pompeii.  Volcanoes in previous unit. |
| Knowledge statements | 1. Describe what a mountain is. 2. Know and locate the world’s ‘Seven Summits’ 3. Know how mountains are formed. 4. Describe the climate of mountains. | | 1. To know what lies beneath the surface of the Earth. 2. To know what happens at the boundaries of the Earth’s plates. 3. Know the key features of a volcano. 4. Know some of the volcanoes in Europe. 5. Know the effects of a volcanic eruption. | 1. To know and locate Europe on a map. 2. To know the names of European countries. 3. To know why tourists visit the Mediterranean. 4. To be able to identify some of the main features of Naples. |
| Vocabulary | landform  valley  summit  fold  fault-block |  | boundaries  magma  central vent  eruption | Europe  Tourism  Mediterranean  agriculture  residential |
| 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.  Science – year 2. Living things and their habitats around the world. | |
| Knowledge statements | 1. Describe the water cycle 2. Know the stages and features of a river. 3. Know the names of the world’s longest rivers. 4. Know how rivers can be used. 5. Know how human activity affects rivers. | | 1. Know what a rainforest is. 2. Know the different layers in a rainforest. 3. Locate the world’s rainforests on a map. 4. Understand the impact of deforestation. | 1. To locate the Amazon on a map. 2. To know why the Amazon is so important. 3. To know some of the threats to the Amazon. 4. To be able to locate the rainforest city of Manaus. 5. To know some of the main human and physical features of Manaus. | |
| Vocabulary | source  mouth  channel  tributary  meander |  | forest floor  understory  emergent  canopy  deforestation | biodiverse  biome  river basin  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 |
| National curriculum statements | 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 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. | 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  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. | 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  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 |
| Retrieval  (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. |
| Knowledge statements | 1. Locate the region and local area in relation to other places. 2. Understand local, regional, national and international links to the local area. 3. To know key sites in the local area. 4. To identify key human needs and processes. 5. To know how our local area meets the needs of its population. | 1. Locate the UK’s major cities.  2. Locate the counties of the UK.  3. Know the physical features of the UK.  4. Know which industries people work in in the UK. | 1. To be able to locate Antarctica on a map and know its key features. 2. To know the climate of Antarctica. 3. To know what lives in Antarctica and their adaptations. 4. To know what it is like to travel and work in Antarctica. 5. Know how climate change is affecting Antarctica. |
| Vocabulary | local  national  international  scale bar  quadrant | land use  industry  energy  renewable | climate change  exploitation  expedition  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 | 1. To know who the members of their family and community are. 2. To know that people have different beliefs and celebrate special times in different ways. 3. To know that they live in Runcorn 4. To know different types of weather | | | 1. To know school and other places familiar to them eg doctors, local supermarket etc 2. To know that people have different beliefs and celebrate special times in different ways. 3. To know 3 different celebrations /festivals | | | 1. To know how to talk about a simple map. 2. To know how to draw a pirate map 3. To know about the natural environment and describe what is different and the same in the local environment using natural and man-made |
| Vocabulary | Mum/dad  Brother/sister  Nan/grandad  Pet’s name  House number | Christmas:  Birth of Jesus  Presents  Lights  Special food | Diwali:  Festival of light  Rangoli patterns  Fireworks | School  Building  Road  Travel  Bus | Easter:  Jesus  Cross  Hope | Chinese New Year: Dragon  Red - Good luck  Money bags | Pirate map: Local area map:  Aerial view (above  Island  Sea  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 |