

Year 1	Geography		
	Autumn Topic: My School	Spring Topic: United Kingdom	Summer Topic: The World
National curriculum statements	- Use basic geographical vocabulary to refer to: key physical features and key human features - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Identify seasonal and daily weather patterns in the United Kingdom	- 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
Retrieval (to support new learning)	In Reception the children will learn about where they live.	The children may have been to different locations in the UK.	Discuss work covered in the spring term about the UK. Build on and develop prior knowledge.
Knowledge statements	1. To know how to draw a map 2. To know some key landmarks and symbols on a map 3. To know where my school is and the difference between urban and rural areas.	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 and locate the north and south poles and be able to discuss the climate at both compared to the equator 2. Know and locate the 7 continents. 3. To know and locate the 5 oceans.
Vocabulary	Town Map Symbol Rural Urban	Country Capital city Physical Human	Map Continent Ocean Location
Cultural capital and local resources	Fieldwork - walk around the school grounds		
Oracy	Organise statements about our local area into true or false	Mystery map game	Continents and oceans song

Year 2						
	Autumn Topic: Where We Live (Atlas Mountain comparison)		Spring Topic: United Kingdom		Summer Topic: The World (Hot and Cold – Florida)	
National curriculum statements	- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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 - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Name and locate the world's seven continents and five oceans - Location of hot and cold areas of the world in relation to the Equator and the North and South Poles		- 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)	Review work covered in Year 1 about human and physical features. Discuss work covered in Year 1 about the my school. Build on and develop prior knowledge.		Discuss work covered in Year 1 about the UK. Build on and develop prior knowledge.		Review work covered in Year 1 about the world (poles, equator, oceans and continents).	
Knowledge statements	1. To know where we live 2. To know what is located in our local area (landmarks) 3. To know what should be included on a map of our local area (human and physical features) 4. To know how the Atlas Mountains are similar and different to our local area		1. To know and describe characteristics of England 2. To know and describe characteristics of Northern Ireland 3. To know and describe characteristics of Scotland 4. To know and describe characteristics of Wales		1. To know and locate the north and south poles and be able to discuss the climate at both compared to the equator 2. Recognise the features of a hot and a cold place. 3. To know that Climate differs in different parts of the world and be able to talk about extreme weather	
Vocabulary	Local Human Physical	Observation Map (inc symbols) Atlas Mountains	United Kingdom Country Capital city	Climate Landscape	Location Weather	Equator North pole South pole
Cultural capital and local resources	Fieldwork - walk around the local area					
Oracy	Throw a ball – facts Would you rather...				Continents and oceans song Hot seating – guess the weather	

Year 3			
	Autumn Topic: Settlements	Spring Topic: Biomes	Summer Topic: Italy
National curriculum statements	- Describe and understand key aspects of: human geography, including: types of settlement and land use - 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	- 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
Retrieval (to support new learning)	Build on what the children know about physical and human geography from KS1.	Link to previous work on physical geography. Science – Year 2: living things and their habitats around the world.	Children may have had experience of certain countries in Europe, and some may have visited Italy. Links to work on latitude earlier in Year 2. Future links with Y4 Pompeii
Knowledge statements	1. To know the key features of settlements and why people chose to live there 2. To know how settlements can differ depending on type 3. To know how settlements change over time	1. To know and locate different biomes around the world 2. To know that the climate is different in different biomes 3. To know which plants and animals live in each biome	1. To know key features in Italy e.g. famous landmarks or food 2. To know how regions in Italy are similar/different 3. To know how Italy's climate compares to the climate in the UK
Vocabulary	Community Develop Early settlers Grid reference Settlement	Adaptation Biomes Climate Diversity Habitat	Climate Italy Mediterranean Region Rome
Cultural capital and local resources	Visit to Runcorn Old town and Runcorn Castle		
Oracy		Can I perform a climate report about the climate in a tundra vs a rainforest?	Can I perform my own travel documentary about Italy focussing on key features?

Year 4	Geography			
	Autumn Topic: United Kingdom		Spring Topic: Volcanoes, Mountains and Earthquakes	Summer Topic: Europe
National curriculum statements	- 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 - Describe and understand key aspects of: 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		-Describe and understand key aspects of: 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 in a European country -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Retrieval (to support new learning)	Knowledge of the UK from Year 1 – Year 3.		Links to tectonic activity in Year 3 Italy topic. Links to English/History – Escape from Pompeii.	Links to Year 3 Italy and building on the work in Year 1 and Year 2 about the UK.
Knowledge statements	1. To know the different counties in the UK 2. To know the human and physical features in a UK county 3. To know why a UK county is unique		1. Know and locate some key mountain ranges on a world map 2. To know and locate where earthquakes have formed understanding why this happens 3. To know what happens during a volcanic eruption and locate some areas where recent volcanic eruptions have occurred	1. To know and locate Europe on a map and name some European countries. 2. To know and locate some cities in Europe 3. To know some humans and physical features in Europe
Vocabulary	Country County Features	Location Region City	Plate boundaries Magma Eruption Earthquake	Mountain range Tectonic plates Volcano
Cultural capital and local resources	Visit to Merseyside and Cheshire			
				Capital city Climate Europe Mediterranean sea Plains

Oracy	Talk partners and sentence stems (e.g. “In Merseyside there is... whereas in Cheshire there is...”) to compare human and physical features. Map-based discussions using atlases and digital maps (e.g. “This place is located...”) to describe location, region and nearby features. Presentations and mini “tour guide” role play (e.g. “This place is unique because...”) to explain key features and why a county is important.	Talk partners and sentence stems (e.g. “This earthquake happened because...”, “Volcanoes form when...”) to explain tectonic activity and link to eruption of Mount Vesuvius in AD 79. Map and atlas discussions (e.g. “This mountain range is located in...”, “This volcano is found near...”) to locate features such as the Himalayas and Pacific Ring of Fire. News report role play (e.g. “Breaking news: a volcanic eruption has occurred...”, “Residents are experiencing...”) to describe causes and impacts of natural disasters, linking to Escape from Pompeii.	Talk partners and sentence stems (e.g. “A similarity between these countries is...”, “A difference is... because...”) to compare human and physical features across Europe. Map-based quizzes and paired challenges (e.g. “I can locate... in Europe”, “The capital city of... is...”) to build confidence in identifying countries and cities such as Paris and Rome. Group discussions and “geography detective” tasks (e.g. “This place might be... because it has...”, “The climate here is...”) to explore features like the Mediterranean Sea and European plains.
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Year 5	Geography			
	Autumn Topic: Our Local Area		Spring Topic: Our Connected World	Summer Topic: Our Blue Planet
National curriculum statements	-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns -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 -Use the eight points of a compass, four-figure and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		- 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) - 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	- Describe and understand key aspects of: 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)	Map work in previous years. Work about the UK in Year 1, Year 2 and Year 3.		Work in Year 2 on extreme weather . Links to Year 3 biomes.	Recap on KS1 work on oceans and seas.
Knowledge statements	1. To know how to locate features using a 4 figure and 6 figure grid reference 2. To know how to draw a map to show physical and human features of our local area 3. To know how to use a map to plan a route		1. To know what a time zone is and why we have different time zones around the world 2. To know the positives and negatives of global trade and know where some objects are sourced from 3. To know how extreme weather can affect trade and travel	1. To know the stages of the water cycle 2. To know the stages and features of a river. 3. To know how climate change is affecting our rivers and oceans
Vocabulary	Grid reference Key Landmark	Scale Symbols Compass	Equator Latitude Longitude	Natural resources Time zone
Cultural capital and local resources	Visits to local landmarks			Local visits to the River Mersey.
Oracy			Art Around the World Talk: pupils create artwork inspired by patterns, landmarks, or cultural art from around the world (e.g. textiles, buildings, maps).	Under the Sea Gallery Talk: pupils create artwork based on oceans (e.g. sea creatures, coral reefs, waves, underwater scenes). Set up a classroom gallery. Pupils walk around in pairs discussing each piece. Pupils describe and evaluate.

Year 6	Geography		
	Autumn Topic: My Place	Spring Topic: The Amazon Rainforest	Summer Topic: North America
National curriculum statements	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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	- 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 - Describe and understand key aspects of: - 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	- 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 - Describe and understand key aspects of: - 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Retrieval (to support new learning)	Links to all local area learning throughout KS1 and KS2.	Links to Year 3 biomes.	Links to the world work done on the world in Year 1 and our blue planet in Year 5.
Knowledge statements	1. To know the location of a place using geographical vocabulary 2. To know the physical and human features of a place 3. To know how the place is similar or different to the UK	1. To know the climate zones and biomes in South America 2. To know and describe characteristics of Brazil 3. To know about the Amazon Rainforest (features, importance and challenges)	4. To know some physical features of North America 5. To know some human features of North America 6. To know some of the different climate zones in North America
Vocabulary	Compare Economy Inland Geographer	Climate zone Biome Geographical features Sustainable Threat (deforestation)	Climate Conditions Arid Distribution Epicentre
Cultural capital and local resources			
Oracy	Act as a tour guide to describe the route they have planned out to get to _____ in their local area.	Compare my place to the Amazon Rainforest (South America). Present similarities and differences in groups.	Travel agent pitch – pupils sell a destination in North America. Include sentence stems to say why they should visit landmarks.

Year R	Understanding the World - People, Culture and Communities		
	Autumn Topic: All About Me / My Home / Celebrations	Spring Topic: Where We Live / Transport and Travel	Summer Topic: Seasons & The Weather / Looking After Our World
	Seasons & The Weather (ongoing)	Seasons & The Weather (ongoing)	Seasons & The Weather (ongoing)
EYFS framework statements	-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	-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	-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 terms.
Knowledge statements	To know who the members of their immediate family are. To know that they live in Runcorn. To know their own homes and that homes look different. To know how people in different countries celebrate Christmas. To know that people have different beliefs and celebrate special times in different ways. To know the story of Diwali.	To know school and other places familiar to them, e.g., doctors, local supermarket etc. To be able to explore aerial maps of our school and identify key features. To be able to talk about a simple map and draw their own pirate maps.	To be able to identify typical weather in Summer. To be able to talk about how to care for the environment, and how to recycle.
Vocabulary	Family Home Christmas Diwali	Local Map School Pirate	Summer Environment Recycle
Cultural capital and local resources			