

Year 1	Geography		
	Autumn topic: My School	Spring Topic: United Kingdom	Summer topic: The world
National curriculum statements	<p>Use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 YR the children will learn about where they live	The children may have been to different locations in the UK	Discuss work covered in Year 1 about the UK. Build on and develop prior knowledge.
Knowledge statements	<ol style="list-style-type: none"> 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 difference between urban and rural areas. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 and local area		

Year 2						
	Autumn topic: For 2025 only United Kingdom Continents and oceans		Spring Topic: Where we Live (Atlas Mountains Africa)		Summer topic: The world (Hot and Cold – Florida)	
National curriculum statements	<ul style="list-style-type: none"> - 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 - 		<ul style="list-style-type: none"> - 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 		<ul style="list-style-type: none"> - 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 Y1 about human and physical features.	
Knowledge statements	<ol style="list-style-type: none"> 1. To know where we live in the world. 2. Know and locate the 7 continents. 3. To know and locate the 5 oceans. 4. 		<ol style="list-style-type: none"> 1. To know the similarities and differences between the Atlas Mountains and the local area 2. To know how life would be similar or different for those people living in the Atlas Mountains 3. To know the physical and human features of the local area and the Atlas Mountains 		<ol style="list-style-type: none"> 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	map continent ocean location	London United Kingdom	Area Climate human features	physical features local	location weather	Equator North pole South pole
Cultural capital and local resources						

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 Y2	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 y2. Future links with Y4 Pompeii
Knowledge statements	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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		

Year 4	Geography		
	Autumn topic: United Kingdom	Spring Topic: Volcanoes, Mountains and Earthquakes	Summer topic: Europe
National curriculum statements	<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>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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 	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>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</p>
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Retrieval (to support new learning)	Knowledge of the UK from Y1-3	<p>Links to tectonic activity in y3 Italy topic.</p> <p>Links to English/History – Escape from Pompeii.</p> <p>Links to Science -</p>	Links to Y3 Italy and building on the work in Y1 and Y2 about the UK
Knowledge statements	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<div>country</div> <div>county</div> <div>features</div> <div>location</div> <div>region</div> <div>city</div>	<div>Plate boundaries</div> <div>Magma</div> <div>eruption</div> <div>earthquake</div> <div>mountain range</div> <div>tectonic plates</div> <div>volcano</div>	<div>capital city</div> <div>climate</div> <div>Europe</div> <div>Mediterranean sea</div> <div>plains</div>
Cultural capital and local resources	Visit to Merseyside and Cheshire		

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		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	
	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 Work about the UK in Y1,2,3		Work in Y2 on extreme weather Links to Y3 biomes		Recp 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	climate conservation pollution	ocean precipitation
Cultural capital and local resources	Visits to local landmarks				Local visits to the River Mersey.	

Year 6	Geography		
	Autumn topic: Local Area and Region (for 2025 only)	Spring Topic: North America	Summer topic: My Place
National curriculum statements	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country and a region within North and South America - 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	Links to all learning throughout KS1 and KS2
Knowledge statements	<ol style="list-style-type: none"> 1. To know key sites in the local area. 2. To identify key human needs and processes. 3. To know how our local area meets the needs of its population. 	<ol style="list-style-type: none"> 1. To know some physical features of North America 2. To know some human features of North America 3. To know some of the different climate zones in North America 	<ol style="list-style-type: none"> 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
Vocabulary	<div>local</div> <div>national</div> <div>international</div> <div>scale bar</div> <div>quadrant</div>	<div>climate</div> <div>conditions</div> <div>Arid</div> <div>Distribution</div> <div>epicentre</div>	<div>compare</div> <div>economy</div> <div>inland</div> <div>geographer</div>
Cultural capital and local resources	Visit local area for fieldwork.		

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"> To know who the members of their family and community are. To know that people have different beliefs and celebrate special times in different ways. To know that they live in Runcorn To know different types of weather 			<ol style="list-style-type: none"> To know school and other places familiar to them eg doctors, local supermarket etc To know that people have different beliefs and celebrate special times in different ways. To know 3 different celebrations /festivals 		<ol style="list-style-type: none"> To know how to talk about a simple map. To know how to draw a pirate map 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: Aerial view (above Island Sea Forest Cave River Mountains Local area map: House Park School 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	