

## Geography

For Geography in the summer term, we would expect the teacher to complete topics identified on the long-term plan (see below). We would also like the teacher to cover the following objectives from the spring term in addition – this is made possible by the length of 15 weeks for the term. These objectives have been drawn from discussion with the Curriculum Lead for Geography and Class Teachers based on what they had taught in the spring term and on what the children had retained and understood.

We would expect these objectives to be secure by the end of the term so that future planning in Geography will be based on what children have been taught. It also allows future teachers to be confident of the knowledge and skills of the children they are receiving.

### Y1

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Y2

- 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

### Y3

- Name and locate 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
- 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

### Y4

- Locate the world's countries, using maps to focus on North 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 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

Y5

- 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
- 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

Y6

- 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 (remembering place studies from previous year groups)
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	All about Me	Exploring Autumn	Penguins/Chinese New Year	The three little pigs	Mini beasts	Summer
<b>Reception</b>	All About Us	Changes - Autumn/Winter	Sea creatures	Changes - Spring	Mini beasts	Changes - Summer
<b>Year 1</b>	Seasonal and Daily Weather patterns		The countries and capitals of the UK		Small area of the UK (Our school)	
<b>Year 2</b>	Mapping and local fieldwork- A study of <u>Huyton</u>		The study of small non- European country (Contrast to study of <u>Huyton</u> )		Hot and Cold Places	
<b>Year 3</b>	Volcanoes and Earthquakes		Fieldwork study (Chester)		Climate zones, biomes and vegetation belts	
<b>Year 4</b>	The study of a region in a European country (Spain)		The study of a region in North America		Rivers: The Alt and Mersey)	
<b>Year 5</b>	Longitude and Latitude		The geography of the UK (mapping counties)		The study of a region of South America (Amazon)	
<b>Year 6</b>	Europe and Russia (Locating cities, regions and countries)		Coasts: The study of a region in UK (Sefton Coast)		The human and physical geography of Liverpool	