

Geography – Summer Term – Cycle A

Year 1 and Year 2

Summer 1	Session	Learning Objective	Success Criteria
Geography focus Our Wonderful World What are the seven wonders of our world	What are our local wonders?	To revise the human and physical geography of our local area' and identify the UK's 'wonders'.	<ul style="list-style-type: none"> ● I understand what human and physical geographical elements there are in my local area and the UK. ● I know why a 'wonderful' location might be special. ● I can compare and contrast different locations using place knowledge.
	Are mountains wonders of the world?	To identify and describe the world's highest mountain, giving reasons why it is a physical wonder.	<ul style="list-style-type: none"> ● I know where the high places are in the world. ● I know what the world's highest mountain is called. ● I know which animals live there, and how they survive.
	Which rivers are natural world wonders?	To identify the major rivers in different continents of the world. To know the difference between a river and a desert.	<ul style="list-style-type: none"> ● I know what a river is and how it is different to a desert. ● I can name some of the world's major rivers. ● I know what these rivers are like (place knowledge).
	What are the ancient world wonders?	To identify ancient world wonders, and compare them with those built in the last hundred years.	<ul style="list-style-type: none"> ● I can name an 'ancient' and old-world wonder. ● I can locate the 'modern' world wonders. ● I can compare the ancient world wonders with those built in the last hundred years.
	Which landmarks are new world wonders?	To identify new world wonders in the UK and beyond.	<ul style="list-style-type: none"> ● I know three major world cities: Hong Kong, San Francisco and Lagos. ● I know what types of landscapes they are. ● I understand what I would see there.
	Can we explain and describe wonders of the world?	To explain and describe the world wonders that we have learned about.	<ul style="list-style-type: none"> ● I know where the wonders of the human and physical world are. ● I know the difference between the world wonders, and I can compare them. ● I can explain and present what I have learned about the world wonders.

Summer 2	Session	Learning Objective	Success Criteria
<p>Geography focus</p> <p>Climate and Weather</p> <p>Why is climate important?</p>	<p>What are weather, climate and biomes?</p>	<p>To recap weather, and start to learn about climate, climate zones and biomes.</p>	<ul style="list-style-type: none"> ● I understand that there is a pattern to weather and seasons in my own and other environments. ● I understand that these climate patterns are different in different regions of the world. ● I can use a map of world, annual average air temperatures and/or a globe to describe the world climate zones from the Poles to the equator.
	<p>What are the polar regions like?</p>	<p>To find out about the polar climate zone and to learn about the tundra biome.</p>	<ul style="list-style-type: none"> ● I know where the coldest places on Earth are in relation to the equator and Poles. ● I can describe the polar climate and characteristics of the polar climate zone. ● I can talk about the animals of the tundra biome.
	<p>Where are the hottest, driest places in the world?</p>	<p>To find out about the hottest, driest places on Earth and the tropical desert climate zone.</p>	<ul style="list-style-type: none"> ● I know where (some of) the hottest, driest places on Earth are, in relation to the equator and the North and South Poles. ● I know what the ‘tropical desert climate’ and ‘tropical desert biome’ are. ● I can say what climate zones and biomes are.
	<p>Where are the hottest, wettest places in the world?</p>	<p>To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.</p>	<ul style="list-style-type: none"> ● I know where (some of) the hottest, wettest places on Earth are, in relation to the equator and North and South Poles. ● I know what ‘tropical rainforest climate’ and ‘rainforest biome’ mean. ● I can say what climate zones and biomes are.
	<p>Which climate zone and biome do we live in?</p>	<p>To learn about the temperate climate zone and the deciduous forest biome and to begin to consider climate change.</p>	<ul style="list-style-type: none"> ● I can describe the seasonal weather associated with a temperate climate (in the UK). ● I can describe some ways in which the temperate climate affects human activities in the UK. ● I can describe some effects of extreme climatic events in the UK.
	<p>Why is climate important?</p>	<p>To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.</p>	<ul style="list-style-type: none"> ● I understand the geographical terms of weather, climate and biomes. ● I can use research techniques to produce my report. ● I can communicate my geographical report in an appropriate way.

Summer 2	Session	Learning Objective	Success Criteria
<p>Geography focus</p> <p>Our World in the Future</p> <p>How will our world look in the future?</p>	<p>What, in our region, should we preserve for the future?</p>	<p>To plan and carry out fieldwork to answer a given enquiry question.</p>	<ul style="list-style-type: none"> ● I know why my local area is special. ● I can plan and carry out fieldwork, using appropriate techniques. ● I understand how to take the needs and views of others into account.
	<p>What is the housing like in our area?</p>	<p>To understand how and why housing needs change over time.</p>	<ul style="list-style-type: none"> ● I know the range of housing available in the local area. ● I can generate ideas and designs that will meet the needs of the community. ● I understand how to make my designs sustainable.
	<p>What are the work opportunities like in our area?</p>	<p>To understand the importance of local work opportunities to the community.</p>	<ul style="list-style-type: none"> ● I know the different types of industry and employment currently available in the local area. ● I can explain how the types of industry and employment in the area have changed over time. ● I know that community needs may change in future, and that this will affect local industry and employment opportunities.
	<p>What are the public services and amenities like in our area?</p>	<p>To understand that communities need a range of accessible amenities and public services.</p>	<ul style="list-style-type: none"> ● I know what amenities and public services are available locally. ● I can use a map to locate local amenities and public services. ● I understand that the location of amenities and public services in communities is important.
	<p>What is the community spirit like in our area?</p>	<p>To understand how the geography of communities affects community spirit.</p>	<ul style="list-style-type: none"> ● I know what community spirit is and why it is important. ● I can describe some activities or facilities that support the development of community spirit. ● I understand that the design of communities can help or hinder relations.
	<p>Can we make a plan for a sustainable future for our area?</p>	<p>To plan for a sustainable future for our area.</p>	<ul style="list-style-type: none"> ● I feel optimistic about my role in the future of my area. ● I can choose an appropriate format to present my geographical learning. ● I understand how developments can be sustainable.