|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | Autumn | Spring | Summer |
| Year 1 | **Where do I live?***N.C: Use basic geographical vocabulary to refer to key physical and human features.**Use simple fieldwork and observational skills to study the geography of their school and its surrounding environment.**Identify seasonal and daily weather patterns in the UK.*Begin by looking at the big picture of where the children live (country, county, continent). Focus on aspects of local features such as Birkenhead Park, Birkenhead town centre and the River Mersey. Keep a weather log. Children to know their full address.Field Visit- walk around and explore the local area. Take photos to sort into physical and human features. Recognise the main features of their locality.  | **Why does the Queen live in London?***N.C: Observe and describe the human and physical geography of a small area of the UK. (London)*Focus on human and physical features. Use different sources including maps. Compare and contrast London and Wirral. What is similar? E.g. rivers. What is different? Discuss London being our capital city.Cross curricular link- The Gunpowder plot. | **What’s Great about Britain?***N.C: 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 UK.**Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.**Use world maps, atlases and globes to identify the UK and its countries.*Children will learn the four countries and the capital cities of the UK and surrounding seas. Use basic maps to plan a day out in different cities at different times of the year. Discuss similarities and differences from these locations and the Wirral as well as patterns. |
| Year 2 | **Why is Birkenhead full of treasure?***N.C: 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 the school, its grounds and the surrounding local area.**Use simple compass directions and locational and directional language to describe the location of features and routes on a map.* Build on knowledge from Y1 to undertake surveys about the local area and increase confidence in recognising a range of human and physical features*.* Create plans of Birkenhead Park and own classroom and school. Go on treasure hunts around the park and local area looking for famous landmarks. Create own maps and routes using compass points and positional and directional language. Design a key for own maps. Create a ‘tourism treasure map’ showcasing the famous landmarks of the local area.Field Visit- Walk around Birkenhead gathering evidence, taking photographs. Treasure hunts around the local area. | **Exploring Kenya***N.C: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non- European country (Kenya).*Pupils to compare and contrast life in Kenya to where we live. Focus on the human and physical features of Kenya and use knowledge taught in previous unit to explore and contrast the two places. Explore daily life in both places and stand out features/landmarks. Link with tourism. | **Exploring the world***N.C: Name and locate the world’s seven continents and five oceans.**Use world maps, atlases and globes to identify countries, continents and oceans.**Locate hot and cold areas of the world in relation to the equator and the North and South Poles.*Begin by revisiting learning about the UK and its countries from Y1. Build upon this knowledge by looking at Europe then eventually all continents and oceans. Explore them using a ‘passport journal’ applying all skills taught across KS1 such as: knowledge of human and physical features, weather patterns, map reading. Children to learn key information about physical and human features of the different countries and continents plus famous landmarks which will inspire and excite them.Children to create their journals in the style of a sketch book, collecting ideas and knowledge. |
| Year 3 | **Wonderful Wales!***N.C: 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.*Explore human and physical geography of Wales- look at villages and farmland. Discuss key topographical features including hills, mountains, coasts and rivers and land-use patterns.Field Visit- North Wales | **Extreme temperatures***N.C: Describe and understand key aspects of physical geography including: climate zones.**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).**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*Study of extreme temperatures. Link to hot and cold places. Look at weather patterns, building upon work from KS1 on UK weather. Use all geographical language above. Compare and contrast hot and cold places. Compare with weather in the UK. Create own glossary of terms. | **How significant is the Amazon Rainforest?***N.C: Describe and understand key aspects of biomes and vegetation belts and rivers.*Focus on the Amazon. Discuss in depth the habitat of the rainforest and the adaptation of plants and animals. Discuss layers of the rainforest plus climate with reference to prior learning such as the equator. Discuss species which live there and the importance of the Amazon as a whole to our planet. |
| Year 4 | **Exploring Greece***N.C: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.**Describe and understand key aspects of human geography: economic activity including trade links.*Discuss human and physical geography of Greece, Link and refer back to prior learning in previous year groups. Locate Greece on a map. Discuss weather patterns and climate.Study: Greece. Discuss economic activity and trade links. Discuss product importation- what products do we use which were made in Greece?Cross curricular link- Ancient Greece | **Record Breakers!***N.C: Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.*Discuss extreme record breakers such as the largest mountains in the world and natural disasters. Focus on physical geography including mountains. How are volcanoes and earthquakes formed? What impact to they have?Cross curricular link- The Romans: Vesuvius and the disaster of Pompeii. | **Save our oceans!***N.C: 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 key topographical features such as coasts and understand how they have changed over time.*An eco-study focusing on the protection of our world’s oceans. Discuss plastic use and the negative affects this is having on wildlife and eco-systems around the world.Discuss the part we can play in protecting our oceans and develop [passion about making a difference.Field Visit- Thursaston/West Kirby to do a beach clean up. (Take photos before and after) Think about uses for the plastic collected. |
| Year 5 | **Fair trade***N.C:Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**N.C: Describe and understand key aspects of human geography including trade links, economic activity and the distribution of natural resources including energy, food and water.*Look at the importance and benefits of Fair Trade. Focus on produce and where it comes from. Link to daily products we use and eat e.g. bananas, chocolate. Encourage children to think ethically about the difference buying fair trade good can make. Look at countries this affects and map routes to the UK. Supermarket hunt for Fair Trade items. | **The journey of a slave travelling to Liverpool***N.C: 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.**N.C: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*Focus on the gruelling journey a slave would have made to get to Liverpool. Discuss geography and physical features of the journey and why they came to Liverpool. Plot routes on maps.Field Visit- Liverpool waterfront and Maritime Museum.Cross curricular link- Slave Trade | **Magnificent map studies! (orienteering)***N.C: 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.*Exploration of maps and following directions. Create series of challenges in order for pupils to really develop their map reading skills. Celebrate different types of map and do lots of practical work to really develop skills. Also use orienteering skills. |
| Year 6 | **Erosion and the water cycle***N.C: Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.*Focus on physical geography of the water cycle, rivers and mountains. Understand the process. | **Mexico***N.C: Understand geographical similarities and differences (Of the UK) through the study of human and physical geography of a region within North America.*Comparison study of Mexico and the UK. Study the human and physical features of Mexico and daily life. Compare and contrast with the UK aspects such as: land use, physical and human features, climate etc.Cross curricular link- The Mayans | **Port Sunlight-map study and focus on trade routes and why the village was built.***N.C: Describe and understand key aspects of human geography including trade links, economic activity and the distribution of natural resources including energy, food 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.*Focus on the geography of Port Sunlight including settlement and land use including trade links. Discuss why the village was built and how it has changed in human features over time. Discuss the relevance of being close to the coast.Field Visit- Port Sunlight |