

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Understanding the world</b>            Geography in the Early Years is embedded within the area of learning: Understanding the world.            Children will gain an understanding of their role within their family, the wider community and the world.            Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps            Begin to use geographical skills, including first-hand observation, to enhance their locational awareness            Identify similarities and differences between places, drawing on my experiences and what has been read in class            Model the vocabulary needed to name specific features of the natural world, both natural and manmade            Understand the effect of changing seasons on the natural world around me</p> <p><b>This helps prepare them for Year 1, where they begin to look at their local environment. As well as this they begin to look at and use maps to locate countries and capitals in the UK.</b></p> <p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talk about features of their own immediate environment and how environments might vary from one another.</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>					
<b>Year 1</b>	<p><b>ALIENS—CRASH LANDING!</b>  <b>Local area</b>  <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds. (human &amp; physical features of the surrounding area)</i>  <i>Use basic geographical vocabulary to refer to key physical &amp; human features.</i>  <i>Devise a simple map, use and construct basic symbols in a key.</i>            Know where our school is located.            Recognise physical and human features of the local area.</p>		<p><b>THE UNITED KINGDOM</b>  <i>Name, locate and identify characteristics of the four UK countries.</i>  <i>Use maps, atlases, and globes to identify the UK and its countries</i>  <i>Use compass directions NSEW</i>  <i>Describe seasonal weather changes</i>            Know the names of the four countries in the UK &amp; their capitals &amp; locate them on a map.</p>			<p><b>WIRRAL AND LONDON</b>  <i>Understand geographical similarities and differences through studying the human and physical geography of areas in the UK</i>  <i>Use basic geographical vocabulary to refer to key physical and human features</i>  <i>Use maps, atlases and globes to identify the UK and its countries</i>            Recognise London is the capital city of England            Name famous landmarks in London.            Name &amp; compare physical and human geographical features in Wirral and London</p>
<b>Year 2</b>	<p><b>WONDERFUL WORLD</b>  <b>Location, Continents and Oceans Countries of the UK</b>  <b>Human and physical geography Map of UK &amp; Isle of Stray Wirral</b>  <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>            Name and locate the world's 7 continents and 5 oceans            Describe differences between a small place in England and a non-European country            Know features of hot and cold places in the world            Know where the Equator, North Pole and South Pole are on a globe.</p>			<p><b>DINO ISLAND/Living on an Island</b>  <i>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</i>  <i>identify the following human features: city, town, village, factory, farm, house, office, port, harbour, shop.</i>  <i>Know, recognise and use the main weather symbols to describe weather conditions</i>            Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.            Identify the following human features: city, town, village, factory, farm, house, office, port, harbour and shop.            Recognise and use main weather symbols to describe weather conditions.</p>		

<p><b>Year 3</b></p>				<p><b>EXTREME EARTH</b>  <b>Physical Geography</b>  <i>Describe and understand key aspects of physical geography including climate changes, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</i>          Understand what a volcano is and why they happen.          Understand why it could be good or bad to live near a volcano. Understand how to use a map/atlas to locate countries that have suffered natural disasters.          Understand what an earthquake is.          Understand what a tsunami is and where they happen.</p>	<p><b>COUNTRIES AND CITIES OF EUROPE</b>  <i>Name and locate counties and cities of the UK, geographical features (hills, mountains, coasts and rivers) land use patterns and understand how some of these aspects have changed over time</i>          Find countries using a map, an atlas and a globe. Understand what the skills are you need to use.          Compare the human and physical geographical features of countries saying how they are similar and different. Present this information in different ways (e.g. Carroll and Venn diagrams).          Research the different climate zones in each country.          Research the average temperature for each of the countries and create a chart to show this.          Use the compass points to describe the countries in relation to each other.</p>
<p><b>Year 4</b></p>	<p><b>RIVERS (from Sept 24)</b>  <i>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.</i>  <i>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.</i>          Understand the key features of an OS map including: compass directions, keys, four and six-figure grid references, grid squares, scale, contour lines.          Interpret an OS map to answer questions about a locality.          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.</p>	<p><b>FEATURES OF NAVIGATION MAPS (until end of 23/24)</b>  <i>Locate the world's countries, using maps of focus on Europe and N&amp;S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</i>          Use atlases, maps &amp; globes to locate which countries lie on certain points of the Earth.          Use the eight points of a compass to describe the locations of countries in relation to one another.          Compare climate zones.          Use Google Earth to locate countries using coordinates of longitude and latitude.          Use lines of longitude or latitude to locate world major cities.          Locate &amp; describe two different places; using key vocabulary, their human and physical geographical features, their climate, similarities and differences.</p>		<p><b>SPAIN</b>  <b>Human and Physical Geography European Country</b>  <b>SPAIN 'Spanish day'</b>  <i>British Values: mutual respect; Tolerance; Cultural Development</i>  <i>Locate the world's countries, using maps of focus on Europe ; understanding Geographical similarities and differences through a study of human and physical geography of a region of the UK and a European country</i>          Use a map, an atlas and a globe to find Spain and Wirral.          Compare the human and physical geographical features of Wirral &amp; Spain. Say how they are similar and different.          Present this information in different ways (e.g. Carroll and Venn diagrams).          Compare Wirral to Barcelona focusing on economic activity using fieldwork to observe, measure, record and present human and physical features. Describe the locations of Wirral in the UK and Spain in Europe using the eight compass points. Observe aerial view photographs to compare Wirral in the</p>	<p><b>BIOMES</b>  <i>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</i>  <i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</i>  <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>  <i>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.</i>          Explore and locate the world's biomes.          Examine the different factors that affect an ecosystem, including rainfall, temperature, sunlight &amp; human activity.</p>

		Research average temps. or rainfall at different lines of latitude.		UK and Spain in Europe. What is the same? What is different?		Examine where the taiga, savannah and tundra are found, identify their features and explore the flora and fauna that inhabit them. Explore and examine how biomes are threatened by climate change and human activity & the different ways biomes can be protected and preserved. Know how to locate a local woodland on an OS map, find evidence of a temperate forest in our local area, draw a geographical field sketch. Collect opinions using geographical vocabulary.
<b>Year 5</b>		<p><b>LAND USE PATTERNS</b> <b>(moved to Spring 1 for the 2023/24 year only)</b></p> <p><i>Name and locate counties and cities of the UK, geographical features (hills, mountains, coasts and rivers) land use patterns and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p>Sketch maps of Woodchurch, including the school, the park and Arrowe Park. Include the North Arrow.</p> <p>Compare your map to an Ordnance Survey Map of Woodchurch.</p> <p>Recognise symbols on an ordnance survey map.</p> <p>Use Google Maps to compare land use in Woodchurch, Wirral and Liverpool.</p> <p>Create a key using symbols to show what different features are.</p> <p>Compare maps of present Wirral to maps of historical Wirral looking at how has the use of land has changed.</p> <p>Look at aerial view photographs of the world and identify which places are urban and which are rural.</p> <p>Using population density maps, study and compare the population</p>				<p><b>COMPARISON BETWEEN WIRRAL &amp; SOUTH AMERICA</b></p> <p><i>Locate the world's countries, using maps of focus on Europe ; understanding Geographical similarities and differences through a study of human and physical geography of a region of the UK and a region within North or South America</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</i></p> <p>Use aerial photographs to compare Wirral in the UK and Brazil in South America. Compare similarities and differences.</p> <p>Describe the locations of Wirral in the UK and Brazil in South America, using the eight compass points.</p> <p>Use a map and atlas to find Brazil and Wirral.</p> <p>Describe the physical and human features.</p>

		<p>numbers for urban and rural areas, identifying differences. Compare urban and rural areas using six-figure grid references (Liverpool, Woodchurch, Moel Famau). Compare maps of different agricultural areas and explain why an area is suited to crop or livestock farming. Identify features such as hills, mountains, coasts and rivers on a map.</p>				
<p><b>Year 6</b></p>		<p><b>COASTS (from Sept. 2024)</b> <i>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.</i> <i>Describe and understand key aspects of:</i>  <ul style="list-style-type: none"> <li>▪ physical geography &amp;</li> <li>▪ 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</li> </ul> <i>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.</i> Extend locational knowledge and deepen spatial awareness of the world's countries including Russia, China, Iran, Thailand, South Africa, Senegal, India, Namibia. Coastal features in Africa (South Africa, Senegal, Namibia) and Asia (Thailand, China). Understand key processes in physical geography relating to coasts, erosion, transportation and links to urbanisation and economic activity. Interaction of human and physical processes to influence change landscapes and environments.</p>	<p><b>GLOBAL TRADE</b> <i>Describe and understand key aspects of:</i>  <ul style="list-style-type: none"> <li>▪ physical geography &amp;</li> <li>▪ 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</li> </ul> <i>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.</i> Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale, how natural resources and climate determine where our food comes from. Use research and enquiry skills to discover more about trade through time, picking out key points and recording. Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global', how trade connects different countries and their populations, the role of workers in different countries along the supply chain, and comparing the wealth of the country, the skills of the population, and level of development of different countries. Use maps, atlases, globes (and digital/ computer mapping) to locate the source of a range of food products, to locate countries and calculate the distance travelled by products using map scale. Presenting data related to global and fair trade in table and graph form, and draw conclusions on which country the UK exports the most to and on the data on fairtrade and non-fairtrade products.</p>			

		Understand geographical similarities, differences and links between places through the study of human and physical geography. Build on knowledge of maps and atlases. Designing and planning geographical fieldwork on coastal erosion in our local area.			
--	--	--	--	--	--

**Black (Bold Text) = Topic**

*Black (Italic) = Key Stage Objective* [Blue = British Values Link](#)