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| **EYFS**  **Key Areas of Learning** | **Understanding the world:**   * **Past and Present- Roles in Society** * **People, Culture and Communities** * **The Natural World** |

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| **Understanding the World: Past and Present** | | | | | | | | | | | | | | | | | | | |
| **Nursery** | | | | | | | | | **Reception** | | | | | | | | | **End of EYFS** | |
| **Autumn**  **1** | | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | | **Summer**  **1** | | **Summer**  **2** | **Autumn**  **1** | | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | | **Summer**  **1** | **Summer**  **2** | |
| All about me & my family scrap book  -me now and then  -my body parts  -what makes me special  Let’s make faces | | Remembrance Day  Bonfire night  The Poppy Story | Real life Super Heroes  Zog and the Fly doctors | Dinosaurs and things that are extinct  That’s not my dinosaur | | The moon landing  If I were an astronaut | | Eco Warriors – helping our future  10 things I can do to help my world | All about me & my family scrap book  -me now and then  -my body parts  -what makes me special | | Remembrance Day  Bonfire night  Where the poppies now grow & One hundred steps: Tom Moore | Real life Super Heroes  Busy People series | Dinosaurs and things that are extinct  Dinosaur roar | | The moon landing  Mary Jackson: the human computer | Eco Warriors – helping our future  Dear Earth | | Children will:  Talk about the lives of the people around them and their roles in society. | |
| **Understanding the World: People, Culture and Communities** | | | | | | | | | | | | | | | | | | | |
| **Nursery** | | | | | | | | **Reception** | | | | | | | | | | **End of EYFS** | |
| **Autumn**  **1** | **Autumn**  **2** | | **Spring**  **1** | | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** | | **Autumn**  **1** | **Autumn**  **2** | | **Spring**  **1** | | **Spring**  **2** | **Summer**  **1** | | **Summer**  **2** |  |
| Where in the world project day: Our Local Area & Our Capital City  The Queens Hat | Where in the world project day:  Christmas Around the World  All kinds of people | | Where in the world project day: China linked to Chinese New Year | | Where in the world project day: France  Everybody Bonjour | Where in the world project day: India | Where in the world project day: Antarctica | | Where in the world project day: Our Local Area & Our Capital City  This is London | Where in the world project day:  Christmas Around the World  My world your world | | Where in the world project day: China linked to Chinese New Year | | Where in the world project day: France  A walk in Paris | Where in the world project day: India | | Where in the world project day: Antarctica | Children 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. |
| **Understanding the World: The Natural World** | | | | | | | | | | | | | | | | | | | |
| **Nursery** | | | | | | | | **Reception** | | | | | | | | | | **End of EYFS** | |
| **Autumn**  **1** | **Autumn**  **2** | | **Spring**  **1** | | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** | | **Autumn**  **1** | **Autumn**  **2** | | **Spring**  **1** | | **Spring**  **2** | **Summer**  **1** | | **Summer**  **2** |  |
| Investigating Autumn – nocturnal animals, hibernation.  Owl Babies/Night animals (non-fiction) | Light and Dark – torches/shadows/day and night – linked to Diwali  Shubh Diwali /Binny’s Diwali | | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly | | Life Cycles  Butterfly  Tadpoles  Crunching munching caterpillar/ tadpoles promise | Our solar system  Forces – gravity/ friction/ magnets | Plants – sunflowers/Vincent Van Gogh | | Investigating Autumn – nocturnal animals, hibernation.  Owl Babies/Night animals (non-fiction) | Light and Dark – torches/shadows/day and night – linked to Diwali  Shubh Diwali /Binny’s Diwali | | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly | | Life Cycles  Butterfly  Tadpoles  Crunching munching caterpillar/ tadpoles promise | Our solar system  Forces – gravity/ friction/ magnets | | Plants – sunflowers/Vincent Van Gogh | Children will:  Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Begins to make sense of their own life-story and family history | Develop positive attitudes about the difference between people.  Know that there are different countries in the world and talk about the difference they have experiences or seen in photos. | | Shows interest in different occupations  Talk about the difference between materials and changes they notice. | | Understands key features of the life cycle of a plant and an animal. | Explores how things work  Explore and talk about different forces they can feel | Plant seeds and care for growing plants.  Begin to understand the need to respect and care for the natural environment and living things. | | Talks about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situation in the past. | Draw information from a simple map.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and difference between life in this country and life in other countries. | | Observe and interact with natural processes. | | Explore the natural world around them and make observations – oral and drawings of what they see. | Compare and contrast characters from stories, including figures form the past.  Observe and interact with natural processes. | | Explore the natural world around them.  Recognise some environments are different to the one in which they live. |  |

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Key Stage 1**  **Key Learning** | **Locational Knowledge**  **Human and Physical Geography**  **Mapping**  **Enquiry and Investigation**  **Communication**  **Use of IT/Technology** | | | | | |
| **Geographical Vocabulary** | **Pupils should name:**  **The 7 Continents of the World**- Africa, Antarctica, Asia, Australia, Europe, North America and South America  **The 5 Oceans of the World** - Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean (Southern Ocean) and Artic Ocean  **Four countries of the UK**- England, Northern Ireland, Scotland, Wales  **Four capital cities of the UK -** London, Cardiff, Edinburgh, Belfast  **Surrounding areas (bodies of water)** - The English Channel , North Sea, Irish Sea, Celtic Sea  **Seasons -** Autumn, Winter, Spring & Summer  **Weather -** Climate, drought, flood, forecast  **Key Physical Features**- Beach, cliff, coast, environment, equator, forest, hill, landmarks, mountains, north pole, ocean, river, sea, soil, south pole, valley, vegetation  **Key Human Features -** City, factory, farm, harbour, house, office, port, settlement, town, village  **Geographical Skills and Fieldwork** - Aerial view, atlas, birds eye view, compass, continent, co-ordinate, country, globe, grid reference, island, land, landmark, map, (next to, far, behind, near, under ,left, right, forwards, backwards) distance , North, South , East and West  **Other –** Capital city, community, conservation, country, environment, leisure, pollution, route, United Kingdom | | | | | |
| |  | | --- | |  |   Y1 | **Autumn Penguins Possums and Pigs – Hot and Cold Places**  To think geographically and to equip them with some knowledge about the hot and cold places of the world and how these are different from the UK.  **Ask key questions:**   * What do we mean by the hot/cold places of the world? * Where are the hot/cold places in the world? * What is the weather like in the hot places of the world (near the Equator)? * What is the weather like near the cold places of the world (North or South Pole)? * What sorts of animals live in that hot/cold place? * What sorts of plants grow in that hot/cold place?   **Lesson 1**  Locate the world’s seven continents on a map.  **Lesson 2**  Locate the world’s five oceans on a map.  **Lesson 3**  Locate and label the position of the Equator and the North and South Poles.  **Lesson 4**  How is the weather at the Equator/Poles different from the weather in our country?  **Lesson 5**  What sorts of animals live in hot/cold place?  **Lesson 6**  What sorts of plants grow in hot/cold place?  **Throughout**  Use a range of images (still and moving) and stories to help answer questions about hot and cold places ie literacy time/story time/display  Use a range of maps and globes | | **Family Album – UK**  Four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George’s Channel)  **Ask key questions:**   * What are the four countries of the United Kingdom and where are they located? * What are the capital cities of the four countries of the United Kingdom and where are they located? * What is meant by the term, ‘capital city’? * What are the seas that surround the United Kingdom and where are they located? * What are some of the characteristics of the four countries of the United Kingdom? * What are some of the characteristics of the four capital cities of the United Kingdom?   **Lesson 1**  Which countries in the world children can name. Do they have links with any other countries? Have they lived in, or visited, other countries? Use a range of maps to discuss the shape and outline of the UK. Identify land, sea, coast and islands. How does the UK compare in size to other countries in the world?  **Lesson 2**  Identify and name the four countries of the United Kingdom. Use maps and globes  **Lesson 3**  Identify and name the four capital cities of the United Kingdoms. use maps and globes  **Lesson 4**  Learn about the surrounding seas of the United Kingdom.  **Lesson 5**  Research countries’ identifying characteristics such as flags, national anthems, languages spoken, currency, stamps, Patron Saint days, mountains, rivers, sports, music, traditional foods.  **Lesson 6**  Research some identifying characteristics of the capital cities such as the main buildings, tourist attractions, rivers, motorways, airports, and rail links (including underground.)  **Throughout**  Label wall maps of the UK to show the location of the countries, cities and seas as well as pins showing the location of places that children have visited. Match images to the map. Children could bring in photographs or postcards from these places. | | **The Great Outdoors - Own Locality- Local** *Fieldwork*  Study of the geography of the school and its grounds - Simple fieldwork skills, including observation and recording.  **Ask key questions:**   * What are our school grounds like? What geographical features are there in the school grounds? *(e.g. man-made and natural.)* * How could we improve our school grounds or local environment? * Where is our school located? *(e.g. in which village or town, on which road; identify the address and postcode.)* * What sort of area is it in? *(e.g. busy, quiet, rural, built-up etc.)* * What geographical features can we see within a short walking distance from our school? *(e.g. houses, shops, roads, fields, park etc.)* * What features can we see in the distance? *(e.g. hills or tall buildings.)* * How do we get to school? Who walks, who comes by car? Do we all live nearby? What routes do we use?   **Lesson 1**  Explore north, south, east and west as directions.  **Lesson 2**  Compare bird’s eye and aerial views of the school in resources such as Google Earth or Bing Maps.  **Lesson 3**  Create a map of the school grounds including a simple key using symbols designed by the children to represent features observed.  **Lesson 4**  Evaluate the school grounds and plan positive changes.  **Lesson 5**  Walk around the immediate vicinity of the school. Observe and record geographical features such as the types of houses, shops, roads etc. Take pictures of geographical features from various perspectives.    **Lesson 6**  Mark routes such as those from home to school, or from school to the park on large-scale maps. Use maps to decide what might be the fastest way to get somewhere. | |
| Y 2 | **Place where I live –Local Study/ Play Areas – Stock bridge Village**  **Starter: Can children put these labels in order of size, starting with the largest?**  World, continent, country, city, town, village  **Lesson 1**  ***Using Google Earth resource***  Show chn Earth, using zoom button, slowly zoom in so children can visually see the continents and oceans; the focus on area of UK, and England, as we are getting closer to North West, then Liverpool and Stockbridge Village area.  Home in on school.  Zoom out slightly, going back to the United Kingdom – our focus today!  Using atlases, chn work with a partner. Give chn time to explore and talk about what they can see.  Can children identify the United Kingdom?  On a blank map of the UK, children will name and identify the 4 countries.  **Challenge:** Some children will move on to capital cities as extension task. and their capital cities.  **Lesson 2**  Recap on previous lesson –  **On a blank map of the UK, can children label the 4 countries of the UK?**  Focus today is the capital cities.  What is a capital city?  Do you know any?  What are the capital cities of the countries in the UK?  Using a UK atlas, children will find the capital city of London. Check.  Repeat for 4 capital cities.  Game – I say – you point to.  Using the same map from previous lesson –  children label the capital cities on the map (using atlas to help them).  **Lesson 3**  Recap previous lesson –  Focus today – **Seas / bodies of water**  **surrounding the UK.**  To name and identify the names of the bodies of water surrounding the UK.  Children have an atlas each.  Looking at the waters around the  UK, which ones can you see?  What is a sea? Channel? Share ideas  (Definition)  Using map of UK and atlas, can  children accurately label the seas on  their own map of the UK?  **Lesson 4**  Recap previous lessons  Using Google Earth – Back to the Earth, zoom in slowly.  What can you see?  Zoom into Liverpool and SV, and finally St Albert’s.  Focus today:  Children identify Liverpool on a map and introduce Stockbridge Village.  Using area road map (large pull out one)  **Lesson 5**  Physical and human features –  What does this mean?  How are they different?  Can you give any examples?  Using a range of maps showing their locality over different times (History - chronology link), children discuss and label physical and human features that they can observe.  Discuss the differences in land use over time and why this may be the case.  **Lesson 6**  Ask the childrenwhere they go to play and have fun and what these places are like.  Which are built places e.g. recreation  grounds, swimming pool and which are  natural places e.g. woods, beach or fields?  Do they have a garden or other outside  space at their home? Where in the school  grounds do they play? Where do they go  to play at the weekends or on holiday?  Draw and write about the local places where they go for recreation, both built places (parks and swimming pools) and natural places (forest).  **Lesson 7**  Using a large scale map of the area, children will identify built and natural places of recreation in their local area.  Make connections between human and physical characteristics of their landscape and the kinds of things they can do there.  **Fieldwork:**  Visit some of the places/play areas, using maps to locate them. Take photos of play area to be used in discussion back at school.  Ask the children what’s special about their neighbourhood?  What’s not so good about their neighbourhood? What would make it better?  Annotate maps with simple labels.  Create their own simple maps showing the route to local play area. | | **Explorers – Contrasting Non European Country RWANDA - Webcams**  Children will explore similarities and differences between Rwanda and areas with which they are more familiar.  (*This builds on the knowledge, skills and understanding from the previous Year Two theme - The Place Where I Live).*  ***Lesson 1***  ***The Continent Song***  ***Google Earth***  Children name the 7 continents of the World and identify them on a blank map of the world.  Start with recap of previous lesson of 7 continents.  Focus today is oceans - What is an ocean?  Do you know the names of any oceans?  Objective: To name and label the position of the 5 oceans of the world on a world map.  **Lesson 2**  Context: This half term we are learning about a contrasting non European country (explain).  Discuss the chosen area – Rwanda and ask the children:  *Why do you think this area been chosen?*  *What do you know about this country (if anything)*  Explore a range of maps and globes.  Children identify the continent of Africa and the country of Rwanda.  Children begin to gather key information/facts about Rwanda that will be added to throughout the course of the half term.  **Northern or Southern hemisphere Equator-**What does this mean?  Discuss the impact of this on weather and any seasonal patterns and differences.  **Lesson 3**  What is the physical geography like, eg, weather, landscape, rivers, hills etc? What distinctive features does the area have?  What is the human geography like e.g. settlement, size, shops, services, local industries, transport links, tourist attractions?  **Lesson 4**  Identify the type(s) of settlement including population figures. Identify shops, services and industries in the area and tourist attractions.  Explore main sources of employment and types of transport used in the area (introduce basic geographical language linked to these key human features).  **Lesson 5**  What are the similarities and differences between this area and the small area(s) of the UK that have been explored previously in KS1?  **Lesson 6**  Compare and contrast the physical and human features of the area with physical and human features in the UK.  Follow a river course on a map. Compare to a local river with which the children are familiar (River Mersey).  **Lesson 7**  Find out about the lives of children in the contrasting area. What are the lives of children in this area like? What would it feel like to live in this place? (Case study of Vincent, a boy living in Rwanda). Compare schools and play areas.  A Day in the Life of ....... | | **Wind in the Willows -- Weather Focus – Forest School Visit**  Children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions  *NB Observe Seasons throughout the year*  Summer-what the weather is like in summer including what happens to the length of the day, and what happens to plants and animals. ***(****Children will make links to learning in science and previous work on hot and cold places of the world in Year One).*    **Lesson 1**  Ask Key questions about the Weather  What are the names of the four seasons (in sequence) in the UK?  What is the weather like today / what was it like this week / what is it usually like this time of year?  What is a weather forecast and how can it be helpful to us? How can we record the weather in our school grounds?  **Lesson 2**  Watch weather forecast on the BBC Weather website. Pick out key geographical information such as the sort of weather that is expected and key places in the UK on the weather map.  **Chart Local Weather and forecast on a regular basis, exploring symbols. (Ongoing).**  **Lesson 3**  How does the weather change as we move through the seasons in the UK?  **Lesson 4**  Is the weather the same across all parts of the UK on the same day?  **Lesson 5**  Why is it useful for us to know what the weather is going to be like?  Who in particular would need to know if the weather is going to be very windy, or hot etc? How does the weather affect human activity?  **Lesson 6**  Investigate/discuss how the length of the day varies throughout the seasons.  Use images of different seasons, such as these on the Lake District website. Collect class images of the changing seasons in the school grounds.  **To conclude topic -**  Children will make a map with appropriate weather symbols then act out and video their own weather forecasts. | |
| **KEY STAGE 2**  **Key Learning** | **Locational and Place Knowledge**  **Human and Physical Geography**  **Mapping**  **Enquiry and Investigation**  **Communication**  **Use of IT/Technology** | | | | | |
| **Geographical Vocabulary** | **In addition to KS1:**   * **Pupils should name and extend their knowledge and understanding beyond the local area to include county, region, Europe, North and South America and Russia**. * **Pupils should use geographical vocabulary for key physical features including**, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes , water cycle   **Key human features**- settlements, land use, economic activity, trade links, distribution, natural resources, energy, minerals  **Biomes-** coniferous forest, coral reef, deciduous forest, desert, freshwater, global warming, grasslands, high pressure, ice sheet, marine, Mediterranean, mountain, regions, savannah, tropical forest, tundra  **Rivers-** Basin, current, dam, delta, erosion, floodplain, flow, meaner, mouth, rapid, rapids, reservoir, course, stream, tributary, waterfall, watershed, waterway  **Mountains-** alpine, altitude, avalanche, crevasse, drainage, elevation, erosion, glacier, moraine, pass, range, ravine  **Water Cycle-** condensation, evaporation, hydro power, ice cap, infiltration, precipitation, reservoir, transpiration, water vapour  **Earthquakes and Volcanoes-** active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Richter scale, ring of fire  **Natural resources-** distribution, energy, resources  **Fossil Fuel-** globalisation, land use/settlements, population density- globalisation, land use/settlements, population density, distribution, push/ pull factors, tourism, urbanisation  **Geographical Skills and Fieldwork:** Co-ordinates, GPS, grid reference, key, ordnance survey maps, points of a compass, route, scale, symbols  **Other-** Arctic and Antarctic Circle, characteristics, equator, latitude, location, longitude, northern hemisphere, time zone, tropics of Cancer and Capricorn | | | | | |
| Y 3 | **There’s No Place Like Home**  **Visit to Liverpool –***Fieldwork*  Visit to Liverpool: Fieldwork using compasses to identify main landmarks and map a route.  **Activities/ Enquiry**  **Lesson 1**  Name and locate countries and capitals in the United Kingdom.  **Lesson 2**  Identify the regions within the United Kingdom.  **Lesson 3**  Identify areas important to the children using a range of maps. Children to identify things such as: school, town, city centre, key buildings, school etc.  **Lesson 4**  Using maps, identify the physical and human features in our local area.  **Lesson 5**  Investigate how Liverpool has changed over the years using historical maps, exploring why this might have changed and the demands humans have had on the area.  **Lesson 6**  Compare Liverpool to an area from a different region of the United Kingdom, identifying physical and human features. | | **Rock and Roll - Earthquakes and Volcanoes**  **Activities/Enquiry**  **Lesson 1**  Identify the 7 continents and 5 oceans, ensure children can identify the equator, tropics, hemispheres, poles, longitude and latitude  **Lesson 2**  How do earthquakes happen? How are earthquakes measured? Research the Pacific ‘Ring of Fire’.  **Lesson 3**  How are volcanoes formed? How do they erupt? How are volcanic eruptions measured?  **Lesson 4**  Investigate active, dormant and extinct volcanoes around the world.  **Lesson 5**  Investigate what the human and physical geography is like in areas prone to earthquakes and the impact is has on people who live nearby.  **Lesson 6**    Investigate what the human and physical geography is like in areas prone to volcanoes and the impact is has on people who live nearby.  **Lesson 7**  Investigate recent news about recent earthquakes, volcanoes or other natural phenomena and disasters linked to seismic activity, such as tidal waves, tsunamis, volcanic ash clouds etc. | | **What the Romans Did? Study a region of the UK – Chester –** *Fieldwork*  **Visit to Chester**  (B*uilds on work based on the local area covered earlier in the year in the theme 'There's No Place Like Home').*  **Activities/ Enquiry**  **Lesson 1**  Exploration into what children already know about Chester and locating Chester on a variety of maps.  **Lesson 2**  Investigate what a conservation area is.  **Lesson 3**  Explore the physical and human geography of Chester using various maps.  **Lesson 4**  Explore why Chester attracts tourism – making links to the Romans and their impact on Chester.  **Lesson 5**  How has human activity affected Chester?  **Lesson 6**  Compare Chester to another region in the UK looking at both physical and human geography.  Visit to CROSBY BEACH as part of the Iron Man Topic  Beach Environment and local geography | |
| Y4 |  | | **Passport to Europe – a region in a European Country – POLAND**  **Lesson 1**  What is the difference between Europe and the European Union? Use mapping skills to identify the countries in Europe.   * Children to identify the differences between Europe and EU and explain the difference. Children will then use variety of maps to identify countries in the Europe – challenge is to identify the ones that are in the EU.   **Lesson 2**  Where is Poland? Create a fact file discussing currency, religion, languages, climates and religion.   * Children will discuss all things Poland – they will create a fact file identifying the above and some interesting facts and the flag.   **Lesson 3**  Identify towns and cities in Poland, use mapping skills and four digit grid references. Explore populations within the cities and towns.   * Children will use mapping skills to identify towns and cities in Poland – they will use a key to identify between a town and a city and the capital city. Children will explore population sizes and label these.   **Lesson 4**  Explore the capital city of Warsaw – identify human and physical geography within the city. Children to discuss how the land is used.   * Children given a variety of different maps to which the children will explore the physical and human features in the city.   **Lesson 5**  Discuss key buildings in the capital city of Krakow. Place on a map using four digit grid references.   * Children will use four digit grid references to plot key significant buildings in Krakow. These will be matched with images and key information about the buildings.   **Lesson 6**  Compare Liverpool and Warsaw – both human and physical features in both areas and how the land is used.-Children given a range of maps from Warsaw and Liverpool. They will compare both areas referring to physical and human geography and how the land is used. | | **Water, Water Everywhere- Rivers and the Water Cycle . Local river study** *(fieldwork)* **and key aspects of Rivers in UK and Wider World**  **Lesson 1**  Identify key rivers in the United Kingdom. Label their key parts. Develop Ordnance Survey map work skills by using OS maps of the local area and across the country such as those on the Digimap for Schools website to identify water and river features  **Lesson 2**  The water cycle – where does water come from and where does it go?  **Lesson 3**  Explore different rivers/lakes/canals nearby using various maps. Children to identify the difference between them all and their key features. Investigate the difference between rivers and canals especially if there is a nearby canal to visit.  **Lesson 4**  Visit a local river. Identify and describe different features, sketching and labelling them. Take photos, including close-ups, of significant features to use later in the classroom alongside maps and aerial photos. Take large scale laminated maps and locate the river and associated features.  **Lesson 5**  Follow up water and river stories in the news both in the UK and worldwide. Investigate what happens when a river floods and why a river floods. What effect does this have on people? Which parts of the UK have suffered from flooding recently?  **Lesson 6**  Consider the influence of rivers on human activity and decisions e.g. land use, location of settlements, industry, mills, as well as sports and leisure activities etc. | |
| Y 5 | **A United kingdom -UK Human Features**  **Lesson 1**  Anglo-Saxon kingdoms and their links to modern day counties.  **Lesson 2**  Factors affecting a settlement site.  **Lesson 3**  Mapping – UK & GB identifying differences. Comparing different maps (satellite/OS maps/symbols etc.)  **Lesson 4**  6 figure grid references  **Lesson 5**  Physical & Human Geography – case studies throughout the UK (The Giant’s Causeway, Loch Ness, River Thames, Snowdonia).  **Lesson 6**  Capital City fact file. | | **Food Glorious Food –***Fieldwork- Croxteth Hall Farm*    **Lesson 1**  Farm visit – Croxteth Hall Farm -research food production.  **Lesson 2**  World Map – continents & Oceans/Biomes/Longitude & Latitude  **Lesson 3**  8Point compass  **Lesson 4**  Food Miles – Fairtrade and jobs associated with food.  **Lesson 5**  How does culture affect diet?  **Lesson 6**  Design and conduct questionnaires to research peoples eating habits and present results. | | **Amazon Adventure – Amazon Basin South America/ Rainforest/Brazil**  **Lesson 1**  World mapping – review latitude, identify tropical region between tropics of Cancer and Capricorn) review climate and biomes.  **Lesson 2**  Study the Amazon Basin, rainfall catchment rivers and tributaries, identify countries within the Amazon Basin.  **Lesson 3**  Identify some human and physical features of the Amazon Basin.  **Lesson 4**  Layers of the Rainforest – study animals habitats and how they are adapted to suit their environment**.**  **Lesson 5**  Deforestation – How is the Amazon changing? What is causing this? What are the effects? What can be done to prevent it?  **Lesson 6**  Comparison of tropical rainforests with temperate forests in the UK. | |
| Y 6 | **Survival- Russia and the Wider World**  **Lesson 1**  Research aspects of world geography- **revise** the seven continents and five oceans. How many countries are there in the world? Can they name and locate some key countries in each continent using atlases?  **Lesson 2**  Investigate world biomes with a focus on the variety of biomes across Russia. How does the climate impact on life in these regions?  **Lesson 3**  Create fact files about Russia.  **Lesson 4**  Use satellite images to identify key physical and human features of the world. Map geographical features of Russia.  **Lesson 5**  Investigate tourism attractions in Russia and write travel blogs.  **Lesson 6**  Discuss topical geographical issues across the world: extreme weather, natural disasters, and conflicts. Locate these on a map.  **My Visit to London- Linked to yearly trip to London**  **Lesson 1**  Mapping the river Thames- OS maps. Compare map extracts – identify topographical features (**Use 8 figure compass and 6 figure grid reference accurately)**  **Lesson 2**  Flooding- consequences for physical environment. How does it impact on communities? Explore case studies from UK floods. Preventing future flooding/damage- River Thames Barrier.  **Lesson 3**  Research key human features of London city centre and create non-chronological reports. | | **Mountains and Volcanoes**  **Lesson 1**  Pupils will begin by addressing the fundamental question, ‘What is a mountain?’ They will then establish the location of the main continental mountain ranges. Significant, and interesting, mountain ranges will be highlighted. The children will locate key mountain ranges of the world and what continent they are in. Use atlases and google maps.  **Lesson 2**  Pupils will learn about the physical geography of the mountain- its landscape, topography and weather. They will come to understand that Mount Everest can be a hostile and dangerous environment.  **Lesson 3**  During this lesson, the children will identify the highest peaks in the UK before looking, in depth, at a case study of Snowdon. Pupils will use the Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and plan routes.  **Lesson 4**  Pupils will learn about how different types of mountains are formed. Three formations will be examined in detail: Fold Mountains, Fault Block Mountains and Dome Mountains.  **Lesson 5**  In this lesson pupils will learn that volcanoes are another type of mountain, and just like other mountains, they come in different shapes and sizes. ***Revisit*** knowledge from ***Year 3*** unit of work. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be featured as case studies  **Lesson 6**  ‘Why do people live near volcanoes?’ In the lesson pupils will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. | | **Our Changing World (Rivers and Coasts)** *Field work-Southport*  **Lesson 1**  **Revisit work from Year 4** unit of work on Rivers. Identify the key features of rivers. What can they remember? Learn how rivers form on high ground and how they change as they journey to the sea. **Source to mouth.**  **Lesson 2**  Investigate UK coastlines and their physical features.  How are coastal features formed? Children will look at the different features of coastlines - from beaches to stacks and arches - and how they have been formed. They consider the role of erosion and deposition in forming these features.  **Lesson 3**  Weathering and Erosion- I can explain how water and weather can change the landscape. Carry out a practical investigation.  **Lesson 4**  Learn about the impact the sea has on people living near the coast- coastal erosion.  **Lesson 5**  Investigate changing coastlines. Compare maps overtime.  **Lesson 6**  Fieldtrip to Southport Has Southport always been like this? How has the land use changed over time? *(e.g. over the last 150 years).* Investigate using maps and take photographs of changes you notice. | |
| **Additional Topics** | ***Once in a lifetime Topic*** |  |  | ***LONDON (Cancelled due to Covid19)*** | ***Earth Day 2021*** | ***Conservation Project ZOO and Illegal Wildlife trade***  ***Tokyo Olympics*** |