

St Albert's Geography Overview - 2025-2028



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

Understanding the World: Past and Present												
Nursery (Cycle 1 and Cycle 2)						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	
- Talk about personal history using toys and photos - Compare toys from past and present (parents’ toys vs. own) - Use time language: <i>before, now, then</i> - Explore transitions through stories like <i>Lulu’s First Day</i>	- Observe seasonal changes (autumn to winter) - Explore celebrations (Bonfire Night, Christmas) - Sequence festive stories like <i>Jolly Christmas Postman</i> - Compare traditions now vs. in the past	- Compare old and new transport (e.g. <i>Mr Gumpy’s Motor Car</i>) - Retell and sequence traditional tales - Use time vocabulary: <i>before, after, next</i> - Explore seasonal change	- Learn about Mary Anning and people from the past - Compare dinosaurs and zoo animals - Explore life cycles and seasonal change - Use sequencing in storytelling	- Explore farming past and present - Retell growing stories (<i>Jasper’s Beanstalk, Jack and the Beanstalk</i>) - Compare nursery rhymes from different eras	- Recount summer trips using past-tense vocabulary - Explore pirate stories and travel over time - Use time concepts in routines (<i>yesterday, last week</i>)	- Create timelines of personal growth (“When I was a baby...”) - Compare favourite toys across generations - Discuss family changes over time using books like <i>Dogger</i>	- Explore opposites (light/dark, day/night) through art and role-play - Investigate historical uses of light (candles, firelight) - Recreate historical art (e.g. <i>Starry Night</i>)	- Compare versions of traditional tales (e.g. <i>Little Red Riding Hood</i>) - Use baking to explore timelines (dough before/after) - Reflect on memory and change through games	- Compare community roles (nurses, firefighters, police) past vs. present - Explore superhero evolution and traits - Challenge historical perspectives with stories like <i>The True Story of the Three Little Pigs</i>	- Visit farms and compare practices (Kenyon Hall, Farmer Ted) - Use diaries to track seed growth and change over time - Explore timelines through planting and harvesting	- Compare seaside holidays past and present using photos and stories - Explore traditional entertainment (Punch & Judy) - Reflect on intergenerational experiences (<i>Grandad’s Island</i>)	Children will: Talk about the lives of the people around them and their roles in society. Understand past and present in relation to self, family, and wider community

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Understanding the World: People, Culture and Communities

Nursery (Cycle 1 and Cycle 2)						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	
- Share personal likes (toys, animals, places) - Explore hygiene and healthy routines - Sing songs from different cultures - Read diverse stories (<i>Brown Bear</i>, <i>Daisy and the Trouble with Peas</i>)	- Celebrate Bonfire Night and Christmas - Build friendships and collaborative play - Read diverse stories (<i>Hug</i>, <i>Lost and Found</i>) - Share baking experiences (<i>The Gingerbread Man</i>)	- Explore countries and environments (Africa, jungle) - Share travel experiences and photos - Celebrate differences through storytelling (<i>Emma-Jane's Aeroplane</i>)	- Celebrate Easter and explore traditions - Build friendships through stories (<i>Come on Daisy</i>) - Visit zoos, farms, and parks - Pose and answer questions to build social talk	- Learn about people who help us (farmers, food producers) - Share growing and cooking experience - Perform songs and rhymes (<i>Old MacDonald</i>) - Invent stories through small world play	- Explore seaside and pirate cultures - Share holiday memories and traditions - Discuss kindness and community through stories (<i>The Rainbow Fish</i>)	- Explore local landmarks through walks and maps - Visit religious buildings and Forest School - Read books about family diversity (<i>Tango Makes Three</i>) - Engage in cultural cooking (apple crumble, pumpkin pie)	- Celebrate Diwali, Hanukkah, and Christmas through stories and role-play - Visit community events (Panto, Imagine That) - Explore how light is used in celebrations across cultures	- Use maps and atlases to explore land and sea - Create maps for story journeys (<i>Little Red Riding Hood</i>) - Discuss family structures and senses in Forest School	- Celebrate key workers and invite real-life heroes - Explore Chinese New Year traditions - Link to PSED: "I am me" — what makes me special and unique	- Explore food origins and farming communities - Taste and compare foods from different cultures - Use expressive language to explain preferences and creative choices	- Hold a Beach Day to explore seaside roles (lifeguards, fishmongers) - Discuss environmental care (plastic in oceans) - Explore emotional wellbeing and perseverance stories	Children will: Describe their immediate environment using maps, stories, and discussion Recognise similarities and differences between cultures and communities Understand life in this country and others through stories and experiences

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Understanding the World: The Natural World												
Nursery (Cycle 1 and Cycle 2)						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	
- Talk about favourite animals and habitats - Explore sky and space (<i>Roaring Rockets</i>) - Observe seasonal change - Use tools and materials safely	- Explore frozen environments (<i>Frozen Planet</i>) - Use scientific vocabulary (<i>melting, freezing</i>) - Ask 'why' questions - Explore textures (ice, glitter, dough)	- Investigate forces (pushes, pulls) - Explore jungle and forest habitats - Use movement styles and tools - Mix colours with intent	- Plant seeds and explore life cycles (frogs, ducks) - Use senses in nature play - Create patterns and combine shapes - Use tools for joining and building	- Observe plant and animal growth - Explore textures (soil, leaves, food) - Create and extend patterns - Compare 2D and 3D shapes	- Explore under the sea environments (<i>Tiddler, Commotion in the Ocean</i>) - Use scientific vocabulary (<i>float, sink, tentacle</i>) - Create sea-themed patterns and collages	- Explore seasonal change through texts (<i>Leaf Man, Patten's Pumpkin</i>) - Learn body parts and senses - Mix colours for self-portraits and autumn art	- Investigate light and dark (torches, shadows) - Create shadow puppets and stained glass art - Explore space and opposites through winter texts	- Explore seasonal change (<i>Tadpole's Promise</i>) - Build 3D maps with natural materials - Investigate baking changes (texture, smell, taste) - Explore woodland animals and habitats	- Explore superhero powers and senses - Investigate healthy eating and dental hygiene - Explore materials and forces through obstacle courses - Continue seasonal observations	- Investigate plant needs (sunlight, water) - Compare environments (cactus vs. bean) - Use sensory stations and transient art - Link to seasonal change (<i>Hello Summer</i>)	- Investigate floating and sinking (lifeguard float design) - Explore marine life (<i>One Tiny Turtle</i>) - Use sensory trays to explore sea textures and sounds - Link to summer weather and water movement	Children will: Explore and describe the natural world using observation and vocabulary Understand seasonal change, life cycles, and natural processes Compare environments and explain differences using stories and maps

	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	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 Arctic 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, Atlantic Ocean 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	My School <i>Fieldwork</i> Study of the geography of the school and its grounds - Simple fieldwork skills, including observation and recording. 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.	The United Kingdom 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, Celtic Sea and Atlantic Ocean) 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, Patron Saint days, rivers, sports, music, traditional foods. Lesson 6 Research some identifying characteristics of the capital cities such as the main buildings, tourist attractions, airports, and rail links (including underground.)	The World I Live In 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. 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?
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Y2	Place where I live –Local Study <i>Fieldwork</i> Study of the geography of our locality and the features around it. Starter: Can children put these labels in order of size, starting with the largest? World, continent, country, city, town, village Lesson 1 To locate, identify and name the countries in the United Kingdom. Lesson 2 To understand what a capital city is and locate the capital cities of the four countries in the UK on a map. Lesson 3 To identify the differences between a sea, channel and ocean. Children locate and name the bodies of water around the United Kingdom. Lesson 4 To use a variety of maps to show Stockbridge Village. Can we identify any key areas within Stockbridge Village using maps? Lesson 5 Using a range of maps showing their locality, children discuss and label physical and human features that they can observe. Lesson 6 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	Nigeria – Contrasting Non-European Country Children will explore similarities and differences between Nigeria and areas with which they are more familiar. <i>(This builds on the knowledge, skills and understanding from the previous Year Two theme - The Place Where I Live).</i> Lesson 1 The Continent Song To name and label the positions of the 5 oceans and 7 continents. Lesson 2 Northern or Southern hemisphere Equator - What does this mean? Discuss the impact of this on weather and any seasonal patterns and differences. Lesson 3 Children investigate the physical and human geography within Nigeria using various maps. 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 Children to use various maps to identify similarities and differences between Nigeria and Stockbridge Village. 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).	The Weather – Forest School Visit Children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions <i>NB - Observe Seasons throughout the year</i> Lesson 1 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? Investigate how the weather changes throughout the seasons in the United Kingdom. Use weather symbols to clearly display this. Lesson 4 Is the weather the same across all parts of the UK on the same day? Explore the weather across the United Kingdom and talk about how this differs and why. 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? Children identify how the weather affects human activity and what humans do to prepare for weather.
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	Task: 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.	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? Compare schools and play areas	Lesson 6 Investigate/discuss how the length of the day varies throughout the seasons. Children explain to aliens how the day length varies during different seasons and why. To conclude topic - Children will make a map with appropriate weather symbols then act out and video their own weather forecasts.
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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, meander, 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

Y3	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. – <i>Four-figure grid references</i> Lesson 4 Using maps, identify the physical and human features in Liverpool. 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 (the Lake District), identifying physical and human features.	Rock and Roll - Earthquakes and Volcanoes 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. - <i>Four-figure grid references</i> 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 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 <i>Fieldwork</i> - Visit to Chester <i>(Builds on work based on the local area covered earlier in the year in the theme 'There's No Place Like Home').</i> 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. - <i>Four-figure grid references</i> 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.
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Y4	Water, O Water <i>Fieldwork</i> - Local river study 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 - <i>Four-figure grid references</i> 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	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-figure 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.	Where in the World? Locational knowledge and global geography Lesson 1 Understand the globe as a grid system using longitude and latitude. Lesson 2 Explore the significance of the Equator and the divisions into hemispheres. Lesson 3 Understand the location and significance of the tropics. Lesson 4 Explore the polar regions and their unique characteristics. Lesson 5 Learn about the Prime/Greenwich Meridian and global time zones. Lesson 6 Putting it all together – consolidate knowledge
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	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.	- 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-figure grid references. - Children will use four-figure 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.	
Y 5	Global Trade <i>Fieldwork- Peelports</i> Lesson 1 Recap knowledge of the World Map – continents & Oceans/Longitude & Latitude. How will this affect the food grown across the world? Lesson 2 Discover how global trade increases the range of food items available to us in the UK. Locate the source of popular food items found in our local supermarkets on a world map. Lesson 3	Settlements and Landmarks of the UK - UK Human Features Lesson 1 Distinguishing between the UK and Great Britain Lesson 2 Using maps and geographical skills to investigate the geography of the UK. Lesson 3 To understand the different types of settlements and why they have changed over time. Lesson 4 Grid references	Amazon Adventure – Amazon Basin South America/ Rainforest/Brazil Lesson 1 Explore what a rainforest is, describe the distribution of tropical and temperate rainforests, and make comparisons between two rainforest types: Tropical and Temperate. Lesson 2 Locate the Amazon rainforest on a world map and describe some of its geographical characteristics. Lesson 3 Layers of the Rainforest – study animals habitats and how they are adapted to suit their environment.

	Food Miles: Understand where and how food has travelled and the impacts of this on the planet. How can we choose more sustainable food that is good for the planet? Lesson 4 Why do we import food? Local vs Global Trade Reasons for and against debate. Lesson 5 Investigating Fairtrade- Why pay more? Create a poster that explains why it might be worth paying a little more for Fairtrade products. Lesson 6 Explore global supply chains with a focus on where chocolate comes from? How does it end up on our supermarket shelves? Children map its journey from cocoa trees to finished chocolate bars on our shelves. Fieldtrip to Peelsport- how does trade happen?	Lesson 5 Landmarks in the UK Lesson 6 Tourist guide pamphlet	Lesson 4 Study the Amazon Basin. Identify some human and physical features. Eg catchment rivers, tributaries, countries etc. Lesson 5 Compare different types of settlement and traditional lifestyles of indigenous peoples living in the Amazon rainforest. Lesson 6 Deforestation – How is the Amazon changing? What is causing this? What are the effects? What can be done to prevent it?
Y 6	Rivers and Coasts <i>Field work - Southport</i> 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.	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.	Russia and the Wider World Lesson 1 Research aspects of world geography- <u>revise</u> 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 3 Weathering and Erosion - To 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? (<i>e.g. over the last 150 years</i>). Investigate using maps and take photographs of changes you notice. 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.	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.	Lesson 4 Use satellite images to identify key physical and human features of the world. Map geographical features of Russia – six-figure grid references. 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.
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Additional Topics	Visits to the beach	Forest School	Year 5 – PGL	Year 6 – London		