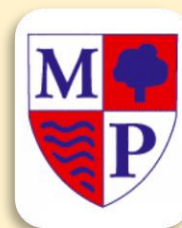


Geography



Geography

Mersey Park Primary School



Be Nice



Work Hard



Never Give Up



Geography at Mersey Park Primary School

What we teach

At Mersey Park we have developed our Geography curriculum in line with National Curriculum aims and objectives for Key Stage 1 and 2 and the Statutory Framework for the Early Years Foundation Stage. We believe that Geography stimulates curiosity and fascination about the world and its people. We strive to equip pupils with knowledge about diverse places, people, resources and both natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As our learners progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between human and physical processes and of the formation and use of landscapes and environments.

We aim to develop confident learners, through exposure to a range of practical experiences, which build their geographical knowledge, understanding and skills enabling them to explain how the Earth's features are shaped, interconnected and change over time. We encourage an inclusive school environment and ensure that all pupils, including those most vulnerable and those who are disadvantaged, have the opportunity to access the full and broad curriculum through carefully adapted teaching, with planned support and scaffolding as required.

How we teach it

At Mersey Park, all geographical work undertaken has been carefully organised to provide breadth and depth of knowledge and understanding, as well as developing skills.

Beginning in Foundation Stage, our pupils are given opportunities to discover and learn about the world they live in. The Geography element of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Statutory Framework for the Early Years Foundation Stage.

In Key Stage 1, Geography develops pupil knowledge, skills and understanding relating to their own environment and the people who live there and an awareness of the wider world, in accordance with the KS1 National Curriculum.

In Key Stage 2, Geography extends pupil knowledge, skills and understanding relating to people, places and environments in the United Kingdom and beyond, developing an appreciation of how places relate to each other and the wider world, in accordance with the KS2 National Curriculum.

Our carefully planned curriculum starts with children learning first about their local area and then using this knowledge to expand their thinking to look at the wider country and then the world and beyond. We feel it is very important for our children to develop a strong sense of community and develop a passion about the conservation and preservation of our local environment. This is why we try to make use of our local environment, as much as possible, in our teaching. It is important for us to teach our pupils about how to respect their local environment and what they can do to help. It is our hope that this respect will help pupils to develop a better understanding and appreciation for environmental issues affecting the wider world.

Subject overviews ensure all subjects are carefully mapped out throughout the year to ensure effective spaced practice and regular repetition. In each subject Key Knowledge Components are identified and highlighted on planning to ensure these threads are taught in a progressive structure. Lesson objectives are taken from the National Curriculum and developed to match the topic theme and ensure a broad and balanced curriculum. From these lesson objectives Key Learning is then highlighted and this learning is regularly revisited and forms the basis of the end of unit assessment.

Each topic starts with the children completing their 'What do I know?' bubble. This is an opportunity for the children to think about what they already know about a topic and activate any prior knowledge. This also allows the teacher to assess pupils' starting knowledge and adapt their teaching as necessary.

Every Geography lesson starts with a mini-quiz which revises prior knowledge and embeds important facts into children's long term memory. These quizzes are informal and allow teachers an opportunity to address misunderstandings and highlight key areas which need more revision.

The teaching of key subject specific vocabulary is a high priority across the school. Vocabulary is carefully selected to ensure progression and repetition to endeavor to embed this in to long term memory. It is revisited each lesson and using our 'we know', 'we've heard of' and 'we don't know yet' vocabulary displays the children have an opportunity to revise, secure and develop their subject specific vocabulary knowledge. Vocabulary is modelled throughout the topic to build confidence and children are encouraged to speak like geographers.

We also plan opportunities for P4C session throughout our Geography curriculum to allow pupils to debate important geographical and environmental issues and express their opinions about the world they live in.

Our Mersey Park knowledge organisers, created to carefully link to our planning, along with quizzes each lesson help the children to retain new knowledge and recall previous learning. Use of knowledge boxes in each class filled with key questions support repetition and help to embed important knowledge from previous topics. Assessment, linked to Key Learning is used regularly to gauge knowledge retention and understanding. Where there is a particular concern over knowledge retention key questions are added to the knowledge box to be revisited regularly. Class teachers record assessment outcomes using our tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They regularly hold pupil interviews in order to check on knowledge and skill acquisition and retention. Subject leaders are provided with regular opportunities to further improve their own subject knowledge through CPD opportunities and attending local cluster group meetings. Subjects are planned to ensure progression of knowledge and skills throughout their primary education.

Teachers are provided with regular opportunities to develop their own subject knowledge through sharing good practice, peer observation, professional development and visiting experts.

SMSC through Geography

Humanities subjects are focused on people and their relationships and, therefore, are well placed to contribute to the children's Spiritual, Moral, Social and Cultural education. In lessons the children are given the opportunity to either consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers encourage children to discuss and debate controversy within the classroom. We encourage children to enquire, consider and question in lessons and beyond.

Being inspired and awed by the world around us is a key part of the Geography curriculum and is explicitly promoted through topics such as 'Unique UK', 'Passport to Europe' and 'Our Natural World'.

Children are given the opportunity to debate and discuss moral dilemmas in different topics such as pollution and climate change. Children are regularly given the opportunity to question the rights and wrongs of the modern world.

Social and moral issues are regularly discussed through Philosophy for Children within Geography lessons such as food waste, food distribution, fair trade, threats to nature and climate change.

Cultural appreciation and understanding is fundamental to learning. Children learn to respect and appreciate the cultures of many countries around the world through topics such as 'Island Adventures', 'Unique UK', 'Liverpool', 'Passport to Europe', 'Travels around Greece', 'Travels around the Americas' and 'Travels around Egypt'.

Impact

The impact of our Geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. They will appreciate the world around them and take pride in their local environment.

Outcomes in topic books evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key geographical knowledge and skills.

End of topic assessments cover the exact knowledge taught within the unit of work. These assessments are used to gauge an understanding of what knowledge has been retained and what needs further repetition to embed it in the pupils' long term memory.

Pupils talk confidently about their learning using a range of geographical vocabulary.

At the end of each key stage the children are ready to progress in Geography to the next stage of their education having an understanding of the key knowledge and skills set out in the National Curriculum and the Statutory Framework for EYFS. For EYFS these end points are the Early Learning Goals within Understanding the World and focus on ensuring our pupils have a good understanding of people who are familiar to them and simple map skills such as beginning to draw maps, use simple keys and represent features of their local area. For Key Stage One end points are

taken from the National Curriculum and focus on embedding a thorough understanding about features and location of their local area, as well as developing an understanding about the countries which make up the UK and key features of these countries. They will also begin to develop their understanding of the wider world which will be built upon in Key Stage Two. End points for Key Stage Two, taken from the National Curriculum, focus on developing in depth geographical knowledge of the world we live in and an understanding about the interdependence of countries around the world. Also, through fieldwork, we strive to give our pupils the confidence to apply their geographical knowledge and skills to their everyday life.

Geography Subject Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Through getting to know their peers and staff the children will begin to develop an understanding of similarities and differences between individuals and families. Children make reference to their class book and display about their families.		A focus on traditional tales and our school community will provide contexts to explore differences and similarities. Children explore the outdoor classroom, finding out what lives there e.g. spiders Exploring which animals live on a farm Look at different occupations within our school and visit people in their place of work Model how to obtain information through the asking of questions. Children will look at their own homes and compare to different types of homes during the Three Little Pigs topic		Through the theme 'Mersey Bear goes on holiday children will think about clothing for different climates Look at photographs of where Mersey Bear is and begin to develop an understanding that there are different countries in the world. Create a book about Mersey Bear's holiday for the children to look at and ask questions about.	
F2	<p>Families The children will talk about the members of their family. They will make a house out of paper and add the external features to it, opening it up to show their family members inside.</p> <p>Autumn The children will explore the seasonal changes of Autumn. They will find out about Harvest and make some pumpkin soup with fresh vegetables.</p>	<p>Diwali Looking at traditions in India. Comparing our way of life to children in India.</p> <p>Local Area The children will walk to St. Catherine's church and observe some of the physical and human features of their local environment. They will look at local landmarks and explore some of features within the church such as; stained glass windows, pews, organ, pulpit, altar. They will meet members of the church community.</p>	<p>Winter Climate – Clothing for hot/cold climates Winter theme – watch videos and look at photographs of cold parts of the world such as the North and South pole, finding out about the animals and people who live there and explorers who have visited these places. Introduce the children to a Globe and Atlas</p> <p>Chinese New Year The children will look at how it is celebrated.</p>	<p>Routes and Journeys The children will look at the route that Little Red Riding Hood took to Grandma's cottage. They will think about their own route from home to school and draw some of the physical and human features they see on a route map.</p>	<p>Summer The children will explore the seasonal changes of Summer, talking about the weather and staying safe in the sun. The children will find out about ways of keeping cool and clothes which are suitable for warmer weather.</p>	<p>Pirates The children will look at Pirate Maps and physical and human features of a pirate island, waterfalls, caves, bridges and sandy shores. They will design their own Pirate island and flag.</p> <p>Local Area Visit to Birkenhead Park and the gardens at St. Catherine's church - learning how to care for our environment and talking about some important people in our community who help us to do this.</p>
Year 1	<p>Sensational Seasons Weather types and symbols Equator/north pole/south pole Hot and cold areas of the world Compass points Globe and world maps and UK map Visit: Royden Park</p>	<p>Toys (Main focus History) Toys from around the world - China</p>	<p>Food Food from European Countries – flags UK map 7 continents Climate and weather patterns affecting food growth Trade – imports and exports</p>	<p>Buildings Local Landmarks/ types of buildings Routes to school, own address Location of School Building Towns, countryside and cities Create own map symbols and drawing maps Digital maps 4 countries of the UK Local and UK maps Urban and rural areas Visit: Local area walks</p>	<p>Seaside 4 countries of UK - main local seaside towns and capital cities Holiday destinations World Map Climate and weather Coastlines Tourism, economy Natural and manmade features of tourist destinations- beach, cliff, coast, ocean sea, harbour, city, promenade, port, pier Population Visit: New Brighton beach (Fieldwork)</p>	
Year 2	<p>Transport Local Geography Routes using keys and symbols and an aerial view 4 compass points 4 countries of the UK and capital cities 7 continents, 5 oceans Urban and rural areas Visit: Local traffic survey (Fieldwork)</p>	<p>Fire Fire London landmarks - connection to Fire Fire. Capital cities of the UK Map of UK Seas around the UK Fire escape route map-plan perspectives Rural and urban areas, cities and towns Population Visit: Fire Station</p>		<p>Island Adventures 5 Oceans, 7 Continents Geographical features of an island (human and physical) Rural/urban, population, coastline Comparison with non-European area Weather, landscape, jobs, trade, economy, export, imports, compass points</p>		<p>Time Detectives (Main focus History) Map - school grounds and the local area- use of a key and symbols How the local area has changed over time Visit: Eastham Woods (Science)</p>

Year 3	<p>Unique UK Countries of UK/regional counties and borders/capital cities/ major cities/towns/population/flags of UK Use of maps, atlases, digital, OS maps, 4 figure grid references/ 8 Compass points Use of keys and map symbols. Rivers and Mountains of UK (physical) Landmarks - Wirral and UK (human) Local study –Wirral, Tranmere, Port Sunlight (industry), Birkenhead Park (recreation), New Brighton (tourism) Weather patterns and climate across UK and weather forecasts Visit: Birkenhead Park</p>	<p>Liverpool Location of Liverpool and population River Mersey - settlements, Liverpool Docks- trade, transport routes, imports, exports, economy, national and international industry and manufacturing Mersey tunnels, Mersey rail map Train and bus timetables Drawing aerial map of route to Liverpool Famous buildings and landmarks – The Three Graces Visit: Liverpool (Fieldwork)</p>	<p>Food Maps, atlases, digital Food supply from the UK and around the world - trade, imports, exports Climate zones, compare world temperature/climates Fairtrade, farming Water cycle</p>	<p>The Victorians (Local Study) (Main focus History) Trade and transport links, industry and manufacturing Victorian Empire map Population density in London - then and now Local area maps - then and now Visit: Port Sunlight (Fieldwork)</p>	
Year 4	<p>Travels around Italy (Main focus History Romans) Revision - continents, oceans, 8 compass points, 4 figure grid reference Location of Europe/Italy/Rome Settlements in Italy – capital city/major cities Population Human and physical features – Italy/Rome Trade, tourism, land use and natural resources Climate Visit: Chester (Fieldwork)</p>	<p>Passport to Europe Revise locations - Europe/countries/oceans/seas/capital cities/8-point compass/4 figure grid references Wirral study - Wirral and Andalucía comparison. Physical features -mountains and rivers Famous European landmarks Climate zones, weather Comparisons- tourism, trade European trade leaders), import, exports Natural Resources Population, rural, urban areas</p>		<p>Anglo Saxons and Vikings (Main focus History) Origins and settlements of Saxon tribes Location of Saxon Kingdoms and settlements Viking origins and settlements European - countries, seas, oceans, locations Travel and trade Visit: Barnstonedale (Fieldwork)</p>	
Year 5	<p>Travels around Greece (Main focus History Ancient Greece) Revision - continents, seas, oceans Location of Greece – capital cities/major cities/islands Settlements, trade links, climate, natural resources, tourism, population Human and physical features Famous landmarks 4 figure grid references Natural resources and land use Visit: Liverpool museum (Fieldwork)</p>	<p>Our Natural World Revision - world continents, seas and oceans 7 Wonders of the World- physical features Revision - hemispheres, lines of longitude and latitude Tropics of Cancer and Capricorn Revision of North and South poles and Equator Time zones Biomes, vegetation belts, climate zones, physical features Mountains of the world Population – continents and world Ethics- human impact on natural world, pollution Natural Disasters –Disaster relief Earthquakes - zones, impact Volcanoes – regions, impact Visit: Shropshire (Fieldwork)</p>		<p>Travels Around the Americas Locate regions, countries and cities of North and South America. 6 Figure grid references 8 compass points Key physical and human characteristics Revise lines of latitude and longitude, time zones Tourism, trade links, economy Climate Focus on Mexico – Yucatan Peninsula and compare with Wirral Peninsula</p>	<p>The Mayan Civilization (Main focus History) Map work- location of Mayan Civilisation Land use</p>
Year 6	<p>Travels around Egypt (Main focus History Ancient Egypt) Locate Egypt on World Map Locate key places within Egypt Human and physical features – landmarks, seas Trade links, tourism Climate Population Importance of the River Nile Natural resources and land use 6 figure grid references</p>	<p>Bodies of Water Bodies of water - oceans, seas, rivers, brooks, lakes, streams Human and Physical impact on bodies of water The Water Cycle- revision UK rivers World Rivers, climate zones, climate change, Trade via water, tourism, imports, exports Impact of water on the development of settlements Visit: Shropshire (Fieldwork)</p>	<p>Flooding/ Coastal Erosion/ Climate Change/Pollution Flooding- disaster relief, flood protection, flood management Coastal erosion and coastal defence strategies Impact of Climate change and preventative strategies Pollution</p>	<p>Water- local study Local Rivers and Brooks Wirral- map work River Mersey and Dee Trade links Impact of water on the development of settlements (Parkgate) Visit: Hilbre Island (Fieldwork)</p>	<p>Stone Age/ Iron Age (Main focus History) Stonehenge Scara Brae Hillforts Mining in the Stone age to Iron Age Population Trade and transport Agriculture Visit: Conway</p>

Key Geographical Knowledge Components

Key Geographical Knowledge Components					
		Cartography	Climate	Interdependence	Settlements
Geographical Knowledge	Foundation Stage	Routes around school, routes from home to school, exploring the outdoor classroom, routes to important places in local area, significant local landmarks, creating fictional maps, creating maps using small worlds – roads, buildings etc., globe, google maps, atlas	Explore weather changes in outdoor classroom and look for signs of different seasons, compare clothes for different seasons, look at weather in hot and cold parts of the world – North Pole and South Pole	Find out where food grows and comes from, transport links – how we get to different places	Compare different types of homes the children live in, buildings and their features and uses, recreate settlements using small world, construction and blocks
Cross Curricular links					
Geographical Knowledge	Year 1	Seasons – North and South Pole, Equator, compass points, 4 countries of the UK Food – globe, atlas, maps, digital maps, 7 continents, 5 oceans Buildings – maps, symbols, digital maps, drawing maps – route to school using own symbols, 4 countries of the UK Seaside – globe, holiday destinations on maps, coastlines, locations, towns, 7 continents, 5 oceans	Seasons – weather, weather symbols, hot and cold parts of the world, seasonal changes Food – hot and cold parts of the world, weather Seaside – climate, weather	Food – trade, imports, exports Seaside – trade, economy, tourism	Buildings – significant local landmarks Seaside – natural and manmade features of tourist destinations, population, urban and rural areas, coastlines, seaside towns
Cross Curricular links		History - Toys – globe, world maps		History - Toys – trade with China	
Geographical Knowledge	Year 2	Transport – aerial route to school using keys and map symbols, significant buildings, roads, maps of the Wirral, 4 countries of the UK and capital cities, 7 continents, 5 oceans Fire Fire – maps, 4 countries of the UK and capital cities, surrounding seas, birds eye view maps Island Adventures – 7 continents, 5 oceans, globe, coastlines, islands, keys, UK maps, digital maps, World maps, aerial maps, human and physical features Time Detectives – local maps, aerial maps, keys, plan perspective of the school	Island Adventures – weather, hot and cold parts of the world	Fire Fire – disaster relief support (fire station visit) Island Adventures – trade, economy, import, export	Transport – rural and urban areas Fire Fire – cities, towns, population, London landmarks, capital cities Island Adventures – rural, urban, population, capital cities, human features, physical features, coastline, jobs Time Detectives – School population, Tranmere population, Wirral population
Cross Curricular links					
Geographical Knowledge	Year 3	Unique UK – UK map, surrounding seas and oceans, 4 figure grid references, counties, county borders, atlas, digital maps Liverpool – maps, digital maps, OS maps, atlas, Mersey rail map, aerial maps (draw route to Liverpool with symbols and key). Food – world maps, oceans	Unique UK – climate, weather Food – climate zones climate change, the water cycle	Unique UK – Port Sunlight industry, New Brighton tourism, Birkenhead Park recreation, economy Liverpool – trade, transport routes, economy, tourism, national and international industry and manufacturing Food – trade, economy, imports, exports, food supply, fair trade	Unique UK – UK population, 4 countries of the UK population, rural and urban areas, cities, towns, counties, human and physical features, landmarks, local towns, tourism Liverpool – population, significance of rivers in the development of settlements, transport links, Liverpool landmarks Food – farming
Cross Curricular links		History – Victorians – world maps, globe		History – Victorians – trade, industry, manufacturing, transport links	History – Victorians – population density in the UK – then and now

Geographical Knowledge	Year 4	<p>Travels around Italy – world maps, maps of Europe, seas, oceans, digital maps, equator, regions of Italy, revision 8-point compass</p> <p>Passport to Europe – world maps, globe, maps of Europe, continents, oceans, seas, regions of Spain, capital cities of European countries, digital maps, 8-point compass, 4 figure grid references, aerial maps</p>	<p>Travels around Italy – climate, weather</p> <p>Passport to Europe – climate zones, weather</p>	<p>Travels around Italy – trade links, tourism</p> <p>Passport to Europe – tourism, trade, economy, import, export, main trade leaders in Europe – UK, France, Germany</p>	<p>Travels around Italy – population, capital city, major cities, human and physical features, landmarks, tourism</p> <p>Passport to Europe – population of some European countries and total for Europe, human and physical features, tourism, rural and urban areas, capital cities</p>
Cross Curricular links		History – Anglo Saxons and Vikings - maps of Europe, UK maps, seas, oceans, digital maps, kingdoms and settlements		History – Anglo Saxons and Vikings – trade, travel	History – Anglo Saxons and Vikings – Anglo Saxon kingdoms and settlements, Viking settlements

Geographical Knowledge	Year 5	<p>Travels Around Greece - world maps, maps of Europe, seas, oceans, digital maps, equator, regions of Greece, lines of latitude</p> <p>Our Natural World – world map, 7 continents, Tropic of Cancer, Tropic of Capricorn, Northern and Southern hemispheres, longitude, latitude, Arctic and Antarctic circles, equator, Greenwich Meridian, time zones, digital maps, atlas</p> <p>Travels around the Americas - world maps, seas, oceans, digital maps, longitude, latitude, time zones, 8-point compass</p>	<p>Travels around Greece – climate, weather</p> <p>Our Natural World – climate zones, weather, biomes, pollution</p> <p>Travels around the Americas - climate, weather, climate zones</p>	<p>Travels around Greece – trade links, tourism</p> <p>Our Natural World – disaster relief organisations, CCAC</p> <p>Travels around the Americas – trade links, tourism</p>	<p>Travels around Greece – population, capital city, major cities and islands, human and physical features, landmarks, tourism</p> <p>Our Natural World – human and physical features, tourism, population of continents and the world, volcanoes and earthquake zones, settlements, biomes</p> <p>Travels around the Americas - population, capital cities, major cities, human and physical features, landmarks, tourism</p>
Cross Curricular links		The Mayan Civilisation – map work			The Mayan Civilisation – settlements, land use

Geographical Knowledge	Year 6	Travels around Egypt - world maps, seas, oceans, digital maps, equator, states, Northern and Southern hemispheres, Water - world map, 7 continents, Tropic of Cancer, Tropic of Capricorn, Northern and Southern hemispheres, longitude, latitude, Arctic and Antarctic circles, equator, 6 figure grid references, digital maps, atlas	Travels around Egypt - climate, weather, climate zones Water – climate zones, climate change, weather, pollution	Travels around Egypt – trade links, tourism Water – trade links, imports, exports, tourism, disaster relief, CCAC	Travels around Egypt – population, capital city, major cities, human and physical features, landmarks, tourism Water – rural and urban areas, impact of water on how settlements have developed, protective measures for settlements, adaptations, world population
Cross Curricular links		History – Stone Age to Iron Age – early maps		History – Stone Age to Iron Age – trade, transport	History – Stone Age to Iron Age – development of settlements, population, agriculture

Geography- Early Years		
Development Matters		
Birth to Three	Three and Four Year Olds (Foundation 1)	Children in Foundation 2
<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> • Makes connections between the features of their family and other families. • Notices differences between people. <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> • Explores natural materials indoors and outside. • Explores and responds to different natural phenomena in his/her setting and on trips. 	<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> • Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. • Uses all senses in hands-on exploration of natural materials. • Explores collections of materials with similar and/or different properties. <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> • Talks about what they see with a wide range of vocabulary. • Is beginning to understand the need to respect and care for the natural environment and all living things. 	<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> • Is able to draw information from a simple map. • Understands that some places are special to members of the community. • Recognises some similarities and differences between life in this country and life in other countries. <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> • Explores the natural world around him/ her. • Describes what he/she can see, hear and feel whilst outside. • Recognises some environments that are different to the one in which they live. • Understands the effect of changing seasons on the natural world around him/her.
Early Learning Goals		

Understanding the world

ELG: People, Culture and Communities

- 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.

ELG: The Natural World

- 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.

Geography National Curriculum Subject Content

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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 their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- 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
- 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.

F1 Understanding the World- Geography- Key learning

	Autumn	Spring	Summer
<p>Development Matters Birth to 3</p> <p>3 and 4 year olds</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people <p>The Natural World</p> <ul style="list-style-type: none"> • Explore materials with different properties • Explore natural materials, indoors and outside • Explore and respond to different natural phenomena in their setting and on trips <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Show interest in different occupations • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>The Natural World</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary 		
F1 Key Learning	<p><u>My Family/Autumn/Humpty Dumpty/Hickory Dickory Dock/Christmas</u></p> <p>People, Culture and Communities Through getting to know their peers and staff the children will begin to develop an understanding of similarities and differences between individuals and families. Children make reference to their class book and display about their families. Begin to understand that people celebrate special times in different ways</p> <p>The Natural World Explore the natural environment in outdoor area. Use equipment e.g. magnifying glasses to encourage the children to investigate and become inquisitive about the world around them. Plant bulbs in the outdoor area and care for plants in the classroom. Children will learn where eggs come from</p>	<p><u>Winter/Incy Wincy Spider/Little Miss Muffet/Old MacDonald had a farm/Hey Diddle Diddle/Spring</u></p> <p>People, Culture and Communities Children will look at the homes of the Three Little Pigs and compare to their own and different types of homes Staff will continue to model how to obtain information through the asking questions. Exploring which animals live on a farm and the role of the Farmer.</p> <p>The Natural World Explore the seasonal changes of Winter Explore, frost, ice and snow through hands on experience Observe changes in the natural world during Spring – buds, shoots, spring flowers</p>	<p><u>Stickman/Lifecycles/Summer/Holidays/The Hungry Caterpillar</u></p> <p>People, Culture and Communities Look at different occupations within our school and visit people in their place of work Through the theme ‘Mersey Bear goes on holiday children will think about clothing for different climates Look at photographs of where Mersey Bear is and begin to develop an understanding that there are different countries in the world. Create a book about Mersey Bear’s holiday for the children to look at and ask questions about. Encourage children to share photographs and facts about holidays they have been on.</p> <p>The Natural World First-hand experience of life cycles - tadpoles and caterpillars Learn about the importance of respecting and caring for all living things Look at bugs that live in the outdoor area, observing them closely using a magnifying glass</p>
Vocabulary	different, similar, brother, sister, toddler, baby, adult, child, material, natural, change, plants, seeds, water, light, young, old	Melt, heat, freeze, brick, straw, wood, roof, chimney, flats, house, bungalow	Job, country ,world, land, sea, life cycle, change

F2 Understanding the World – Geography - Key Learning

	Autumn	Spring	Summer
ELG	<p>Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 <p>ELG: The Natural World</p> <ul style="list-style-type: none"> 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. 		
F2 Key Learning	<p style="text-align: center;"><u>All About Me/Autumn/Night time/Diwali/Christmas</u></p> <p>People, Culture and Communities To become increasingly aware of different families, talking about their own family and finding out about the families of their peers. To learn that there are different types of home where people live. To develop an understanding through looking at photographs and non-fiction texts that homes sometimes look different in other parts of the world. To learn and find out about the life of children in India (linked to the Hindu festival, Diwali) using images and video clips To begin to understand that some jobs require people to work at night-time. To begin to describe their immediate environment (walk to St. Catherine’s Church).</p> <p>The Natural World To develop an understanding of the changes in the outdoor world during Autumn through first-hand experience, non-fiction texts and use of photographs. To find out about Harvest time, looking at books and photographs of where different food grows. To begin to find out about other countries in the world, (India linked to Diwali).</p>	<p style="text-align: center;"><u>Winter/Chinese New Year /Enormous Turnip/Little Red Riding Hood</u></p> <p>People, Culture and Communities To find out and learn about Antarctic Explorers through the use of video clips and photographs. To develop an understanding of the climate and animals that live in the arctic regions</p> <p>The Natural World To introduce the children to a globe, learning that on our planet there is land and sea. To begin to compare their own environment with polar regions, locating both on a globe. To develop an awareness of maps using google maps, images from books and atlases. To develop an understanding of why maps are used – discussing the route they take to school, the route Little Red Riding Hood took through the forest. To begin to draw their own maps representing key landmarks with drawings.</p>	<p style="text-align: center;"><u>Jack and the Beanstalk /Mungo and the Pirates, The Story of Pirate Frank</u></p> <p>People, Culture and Communities</p> <p>The Natural World To learn that an island is land completely surrounded by water. To begin to understand that Wirral is partly surrounded by water. To build on prior learning about maps, linked to Pirates theme.</p>
Vocabulary	<p>names of family members</p> <p>house flat bungalow</p> <p>world country harvest</p> <p>crops autumn acorn</p> <p>conker sycamore seeds berries</p> <p>hibernate season squirrel</p> <p>hedgehog badger nocturnal</p>	<p>explorer globe map</p> <p>atlas route land</p> <p>sea north pole south pole</p> <p>antarctic arctic walrus</p> <p>penguin arctic wolf husky</p> <p>seal inuit</p>	<p>island</p> <p>sea</p> <p>land</p> <p>mast</p> <p>deck</p> <p>sail</p> <p>anchor</p> <p>travel</p>

Year 1 Geography- Key Learning

	Autumn	Spring		Summer
	Year 1 NC Objectives	Year 1 NC Objectives		Year 1 NC Objectives
	Seasons	Food	Buildings	Seaside
Year 1 Key Learning	<p>Locational Knowledge To name and locate the four countries of the UK</p> <p>Human and Physical Geography To identify seasonal and daily weather patterns in the United Kingdom To locate hot and cold places in the world in relation to the Equator To locate the North and South Pole on a globe and a map</p> <p>Geographical skills and fieldwork To use maps, globes and digital images to identify and locate the UK, the North Pole, the South Pole and the Equator</p>	<p>Locational Knowledge To name and locate the 7 continents</p> <p>Human and Physical Geography To revise hot and cold areas at the world in relation to the Equator, the North Pole and the South Pole</p> <p>Geographical skills and fieldwork To describe positions of areas of the world using simple compass directions.</p>	<p>Locational Knowledge To name and locate the 4 countries of the UK</p> <p>Human and Physical Geography To identify different types of buildings in the local area</p> <p>Geographical skills and fieldwork To use Google Maps and aerial photographs to identify the school and local buildings as well as key features of our local area To create simple maps of our local area</p>	<p>Locational Knowledge To name and locate the four countries and capital cities of the United Kingdom To name and locate the 7 continents</p> <p>Place Knowledge To recognise and describe the similarities and differences between seaside towns in our local area and those in other European countries.</p> <p>Human and Physical Geography To use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season and weather.</p> <p>Geographical skills and fieldwork To share information gathered about their local area and contrasting European seaside towns</p>
Vocabulary	weather season globe North Pole South Pole Equator	cuisine source equator ingredients continent aerial photo globe climate import export	city town village office shop farm factory church hospital architect skyscraper landmark rural urban	harbour city destination promenade port beach cliff coast pier ocean sea foreign

Year 2 Geography- Key Learning

	Autumn		Spring		Summer	
	Year 2 NC Objectives		Year 2 NC Objectives		Year 2 NC Objectives	
	Transport	Fire Fire	Island Adventures		Time Detectives	
Year 2 Key Learning	<p>Locational Knowledge To name and locate of countries of the UK and their capital cities To name the world's 7 continents and 5 oceans</p> <p>Human and Physical Geography To identify the human features of a city, town and village</p> <p>Geographical skills and fieldwork To collect data on the traffic passing school during a traffic survey To answer questions based on this data To create a simple key for a map using basic symbols</p>	<p>Locational Knowledge To name, locate and identify the four countries of the UK, the surrounding seas, and name their capital cities</p> <p>Geographical skills and fieldwork To use plan perspectives to devise a simple route map</p>	<p>Locational Knowledge To name, locate and identify characteristics of the countries of the UK, their surrounding seas, and name the capital cities To name and locate seven continents and five oceans</p> <p>Place Knowledge To understand geographical similarities and difference through study of human and physical geography of the Isle of Coll and the Gili Islands (Bali)</p> <p>Human and Physical Geography To recognise differences in weather patterns between Tranmere and Struay (Coll) To identify the human features of a city, town, village, island, etc To identify the physical features of a beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation etc To identify weather types we would see at the Equator, North Pole and South Pole To identify hot and cold areas of the world</p> <p>Geographical skills and fieldwork To use maps, atlases and globes to identify countries, continents, oceans and landmarks To use technology to explore weather patterns</p>		<p>Human and Physical Geography To identify human and physical features of the local area</p> <p>Geographical skills and fieldwork To study aerial maps of the local area, including recognising map symbols To use sources to find out about geographical features To discuss similarities and differences in the human and physical geography of local area maps present and past</p>	
Vocabulary	country city town key route peninsula river coast hill sea rural urban	sea country river city town population	harbour town farm cliff coast mountain valley island	city village beach port ocean hill vegetation trade	plan perspective similarities differences population river sea coastline park shop office factory	

Year 3 Geography- Key Learning

	Autumn	Spring		Summer
	Year 3 NC Objectives	Year 3 NC Objectives		Year 3 NC Objectives
	Unique UK	Liverpool	Food	The Victorians (history focus)
Year 3 Key Learning	<p>Locational Knowledge To locate major cities, counties, capitals, countries, seas and oceans of the UK</p> <p>Human and Physical Geography To name the longest rivers and highest mountains in the UK</p> <p>Geographical skills and fieldwork To read maps, using 4 figure grid references, 8 compass points and map symbols To use geographical vocabulary to describe a place</p>	<p>Locational Knowledge To locate Liverpool on a map of Merseyside and a map of the UK To locate the River Mersey on a map of the UK</p> <p>Human and Physical Geography To look at the course of the River Mersey from source to mouth. To explore the development of the river and the effect it had on Liverpool including transport (ferry) and trade links (local and transatlantic)</p> <p>Geographical skills and fieldwork To study aerial photographs and OS and digital maps when discussing the location of Liverpool and its physical and human geographical features To create detailed fieldwork sketches and diagrams when visiting Liverpool</p>	<p>Locational Knowledge To understand different world environmental regions and the impact this has on the food that can be grown</p> <p>Place Knowledge To understand how different climates around the world affect the food grown and produced</p> <p>Human and Physical Geography To have an understanding of climate zones and vegetation belts To learn about the water cycle and the importance of this in farming</p> <p>Geographical skills and fieldwork To collect and communicate data related to food waste, UK imports and UK exports</p>	<p>Locational Knowledge To understand the expansion of the British Empire in Victorian times using world maps</p> <p>Human and Physical Geography To understand how the development of transport technology during the Victorian era impacted on trade</p>
Vocabulary	continent country county mountain river peninsula coast village town city ocean sea	city estuary port canal dock region cathedral museum gallery theatre source mouth	produce trade climate agriculture import export industry evaporation condensation precipitation	factory museum architecture population trade transport

Year 4 Geography- Key Learning

	Autumn	Spring	Summer
	Year 4 NC Objectives	Year 4 NC Objectives	Year 4 NC Objectives
	Travels around Italy	Passport to Europe	Anglo Saxons and Vikings
Year 4 Key Learning	<p>Locational Knowledge To identify the position of Italy on a globe with reference to latitudinal lines</p> <p>Place Knowledge To understand geographical similarities and differences between Italy and the UK</p> <p>Human and Physical Geography To identify and locate the major physical features of Italy - climate, rivers, mountains, islands, volcanoes To identify and locate the main human geographical features of Italy</p> <p>Geographical skills and fieldwork To use the 8 points of the compass, 4 figure grid references, symbols and keys to build knowledge of Rome</p>	<p>Locational Knowledge To locate countries in Europe, seas and oceans</p> <p>Place Knowledge To understand geographical similarities and differences between a region of the UK (Wirral, England) and a region in a European country (Andalucia, Spain)</p> <p>Human and Physical Geography To identify key topographical features of European countries (hills, mountains, coasts and rivers) To identify types of settlement and land use, trade links and the distribution of natural resources in selected European countries</p> <p>Geographical skills and fieldwork To compare population of European countries and relate to country size To use atlases, globes and digital mapping to locate countries and describe features</p>	<p>Locational Knowledge To consider the location of the Anglo-Saxon kingdoms and the names of those locations in modern times.</p> <p>Place Knowledge To map the routes taken by the invading tribes to reach Britain.</p> <p>Human and Physical Geography To consider how advancements in transport enabled greater trade links.</p>
Vocabulary	peninsula landmark border population capital city volcano eruption rural urban colosseum grid reference OS map human geography physical geography	continent country coast peninsula equator climate culture border customs	settle location settlement

Year 5 Geography- Key Learning

	Autumn	Spring	Summer
	Year 5 NC Objectives	Year 5 NC Objectives	Year 5 NC Objectives
	Travels around Greece	Our Natural World	Travels around The Americas
Year 5 Key Learning	<p>Locational Knowledge To identify the position of Greece on a globe with reference to latitudinal and longitudinal lines</p> <p>Place Knowledge To understand geographical similarities and differences between Greece and the UK</p> <p>Human and Physical Geography To identify and locate the major physical features of Greece - mainland and islands, climate zone, rivers and mountains To identify and locate the main human geographical features of Greece</p> <p>Geographical skills and fieldwork To use a globe and maps, atlases, digital/computer mapping to locate Greece and describe its features</p>	<p>Locational Knowledge To identify the position and significance of lines of latitude; Equator (revise), Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, hemispheres To identify lines of longitude used to identify the time zones from the Prime/Greenwich Meridian To name and locate significant world mountains on a world map</p> <p>Place Knowledge To identify similarities and differences in biomes located in different continents</p> <p>Human and Physical Geography To describe and understand key aspects of physical geography including: <ul style="list-style-type: none"> ➤ climate zones, biomes and vegetation belts ➤ volcanoes ➤ earthquakes </p> <p>Geographical skills and fieldwork To explain how earthquakes and volcanoes impact on both the physical and human geography of selected locations and how adaptations have been made to allow continued settlement in the area</p>	<p>Locational Knowledge To study key physical and human characteristics, countries and major cities of North and South America</p> <p>Place Knowledge To understand similarities and differences through the study of human and physical geography of the Wirral peninsula and the Yucatan peninsula</p> <p>Human and Physical Geography To identify and locate the main human geographical features of Mexico including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water)</p> <p>Geographical skills and fieldwork To use the 8 points of the compass, six-figure grid references, symbols and keys to describe the location of human and physical features</p>
Vocabulary	<p>landmark border population capital city climate agriculture rural urban grid reference OS map</p>	<p>hemisphere climate biome vegetation belt earthquake environment volcano region natural disaster impact</p>	<p>longitude latitude desert falls canyons landmark border population capital city climate agriculture rural urban peninsula compare contrast</p>

Year 6 Geography- Key Learning

Year 6 Key Learning	Autumn	Spring		Summer
	Year 6 NC Objectives	Year 6 NC Objectives		Year 6 NC Objectives
	Travels around Egypt	Water- Bodies of water	Water- Flooding and Erosion	Water- Local Study
	<p>Locational Knowledge To locate Egypt using a globe and maps concentrating on the environmental region, key physical and human characteristics and major cities</p> <p>Place Knowledge To understand geographical similarities and differences between Egypt and the UK</p> <p>Human and Physical Geography To identify and locate the main human geographical features of Egypt including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water) and understand the importance of the River Nile</p> <p>Geographical skills and fieldwork To use the 8 points of the compass, six-figure grid references, symbols and keys to build knowledge of Egypt</p>	<p>Locational Knowledge To name and locate the most significant rivers of the world and the continents and countries that they flow through. To identify how coastal regions and rivers impact on land-use and understand how this has changed over time</p> <p>Human and Physical Geography To describe and understand the key aspects of the physical geography of bodies of water including oceans, seas, rivers, lakes, canals, streams, brooks To describe and understand key aspects of the water cycle To understand the distribution of natural resources including water To understand the role that rivers, canals and coasts have in settlement patterns, land-use, economic activity and trade</p>	<p>Place Knowledge To understand coastal erosion on Wirral due to tide and weather</p> <p>Human and Physical Geography To understand what a flood is, how it is caused and different types of flooding To know what factors can affect flood risk and whether these are natural or manmade To know how climate change can cause an increase in flooding and erosion To understand that water pollution is caused by human activity and its impact on the physical geography of a location</p> <p>Geographical skills and fieldwork To interpret diagrams and photographs to gain an understanding of the impact of water erosion and flooding on the physical and human geography of the UK and the local area To interpret diagrams and photographs to gain an understanding of the impact of water erosion and flooding on the physical and human geography of the UK and the local area</p>	<p>Place Knowledge To know the names and locations of local bodies of water on and around the Wirral To understand the importance of the rivers as trade links in the local area and how this has changed over time</p> <p>Geographical skills and fieldwork To use maps, atlases and digital/computer mapping to locate world and UK rivers and rivers, streams and brooks in the local area</p>

Vocabulary	landmark border population agriculture oasis delta valley desert	mouth bank source estuary precipitation evaporation condensation transpiration peninsula meander tributary delta oxbow	coastal reservoir sewer environment agency flash flooding high tides bay headland climate change pollution sewage pesticide	brooks rivers coastline estuary revetments groynes cliff stabilisation beach nourishment
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Geography Progression of Knowledge and Skills

Substantive Knowledge – Knowledge about the world in terms of locations and their geographical features; place knowledge and human and physical geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><u>Sensational Seasons</u> To name and locate the UK on a map of Europe</p> <p>To name and locate the four countries of the UK</p> <p><u>Food</u> To name and locate the 7 continents (Particular focus on Europe-Spain, France, Italy and Germany)</p> <p><u>Buildings</u> To name and locate the 4 countries of the UK and say which country they live in To name the town they live in and the nearest city</p> <p><u>Seaside</u> To name the world's seven continents and know there are five oceans To name and locate the four countries and capital cities of the United Kingdom</p>	<p><u>Transport</u> To locate Tranmere on a map of the UK To locate London on a UK map</p> <p>To name and locate of countries of the UK and their capital cities</p> <p>To name the world's 7 continents and 5 oceans</p> <p><u>Fire Fire</u> To name, locate and identify the four countries of the UK, the surrounding seas, and name their capital cities</p> <p><u>Island Adventures</u> To name, locate and identify characteristics of the countries of the UK, their surrounding seas, and name the capital cities</p> <p>To name and locate seven continents and five oceans</p> <p><u>Time Detectives</u> To locate Tranmere on a map of the UK</p>	<p><u>Unique UK</u> To locate major cities, counties, capitals, countries, seas and oceans of the UK</p> <p>To identify physical and human geographical features in their locality (Wirral) and in the UK</p> <p>To identify key landmarks in their locality and also those located around the UK</p> <p>To recognise flags, patron saints and symbols linked to each country of the UK</p> <p><u>Liverpool</u> To locate Liverpool on a map of Merseyside and a map of the UK</p> <p>To locate the River Mersey on a map of the UK</p> <p>To discuss the similarities and differences between Tranmere and Liverpool</p> <p><u>Food</u> To know where the UK imports food from and exports food to, using a globe, maps and digital mapping and the 8 points of the compass to locate the position of different countries</p> <p>To understand different world environmental regions and the impact this has on the food that can be grown</p>	<p><u>Travels around Italy</u> To locate Italy using a globe and maps concentrating on the environmental region, key physical and human characteristics and major cities</p> <p>To identify the position of Italy on a globe with reference to latitudinal lines</p> <p><u>Passport to Europe</u> To locate countries in Europe, seas and oceans</p> <p>To know about the environmental regions, key human and physical characteristics and major cities of selected European countries</p> <p>To locate the Equator (revision KS1) and the Northern and Southern Hemispheres</p>	<p><u>Travels around Greece</u> To locate Greece using a globe and maps concentrating on the environmental region, climate zone, key physical and human characteristics and major islands and cities</p> <p>To identify the position of Greece on a globe with reference to latitudinal and longitudinal lines</p> <p><u>Our Natural World</u> To revise the location of the 7 continents and 5 oceans and to know some of the countries in specific continents, concentrating on their environmental regions</p> <p>To identify the position and significance of lines of latitude; Equator (revise), Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, hemispheres</p> <p>To identify lines of longitude used to identify the time zones from the Prime/Greenwich Meridian</p> <p>To name and locate significant world mountains on a world map</p> <p><u>Travels around the Americas</u> To locate North and South America using a globe To revise knowledge of lines of latitude and introduce lines of longitude</p> <p>To study key physical and human characteristics, countries and major cities of North and South America</p>	<p><u>Travels around Egypt</u> To revise the names and locations of the world's seven continents and five oceans</p> <p>To revise 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)</p> <p>To locate Egypt using a globe and maps concentrating on the environmental region, key physical and human characteristics and major cities</p> <p><u>Water</u> To revise the names and locations of the seas around the coast of the United Kingdom.</p> <p>To name and locate the most significant rivers of the United Kingdom and the geographical regions, counties and cities that they flow through</p> <p>To name and locate the most significant rivers of the world and the continents and countries that they flow through.</p> <p>To identify how coastal regions and rivers impact on land-use and understand how this has changed over time</p>

Place Knowledge	<u>Sensational Seasons</u>	<u>Transport</u>	<u>Unique UK</u>	<u>Travels around Italy</u>	<u>Travels around Greece</u>	<u>Travels around Egypt</u>
	To describe similarities and difference between contrasting locations and look at weather patterns in these areas.	To compare human features (transport links) of Tranmere with London and the countryside	To understand geographical similarities and differences between the countries of the UK	To understand geographical similarities and differences between Italy and the UK	To understand geographical similarities and differences between Greece and the UK	To understand geographical similarities and differences between Egypt and the UK
	<u>Food</u>	<u>Fire Fire</u>	<u>Liverpool</u>	<u>Passport to Europe</u>	<u>Our Natural World</u>	<u>Water</u>
	To recognise and describe the similarities and differences between hot and cold areas of the world and relate this to foods that grow best in these temperatures	To compare the human geography of London in 1666 and present day (impact of The Great Fire of London)	To discuss the similarities and differences between Tranmere and Liverpool and their human and physical features	To understand geographical similarities and differences between a region of the UK (Wirral, England) and a region in a European country (Andalucia, Spain)	To identify similarities and differences in biomes located in different continents	To know the names and locations of local bodies of water on and around the Wirral
	<u>Buildings</u>	<u>Island Adventures</u>	<u>Food</u>		<u>Travels around the Americas</u>	To understand coastal erosion on Wirral due to tide and weather
	To recognise and describe similarities and difference between towns, cities and the countryside	To understand geographical similarities and difference through study of human and physical geography of the Isle of Coll and the Gili Islands (Bali)	To understand how different climates around the world affect the food grown and produced		To understand similarities and differences through the study of human and physical geography of the Wirral peninsula and the Yukatan peninsula	To understand the importance of the rivers as trade links in the local area and how this has changed over time
<u>Seaside</u>	<u>Time Detectives</u>					
To recognise and describe the similarities and differences between seaside towns in our local area and those in other European countries.	To recognise key features of Tranmere and the surrounding area					

Sensational Seasons

To identify seasonal and daily weather patterns in the United Kingdom

To identify seasonal and daily weather patterns in hot and cold areas of the globe

To locate hot and cold places in the world in relation to the Equator

To locate the North and South Pole on a globe and a map

Food

To revise hot and cold areas at the world in relation to the Equator, the North Pole and the South Pole

Buildings

To identify different types of buildings in the local area

Seaside

To use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season and weather.

Transport

To identify the human features of a city, town and village

To identify the jobs that people do in our local area
To identify the physical features of Tranmere and the Wirral - coast, river

Fire Fire

To understand how the houses and buildings had an impact on the Great Fire of London
To recognise and name some of London's famous landmarks and identify their possible changes over time

Island Adventures

To recognise differences in weather patterns between Tranmere and Struay (Coll)
To identify the human features of a city, town, village, island, etc

To identify the physical features of a beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation etc

To identify weather types we would see at the Equator, North Pole and South Pole
To identify hot and cold areas of the world

Time Detectives

To identify human and physical features of the local area
To identify how the human features of the local area have changed over time

Unique UK

To name the longest rivers and highest mountains in the UK

Liverpool

To look at the course of the River Mersey from source to mouth.

To explore the development of the river and the effect it had on Liverpool including transport (ferry) and trade links (local and transatlantic)

To look at the development of the Mersey Tunnels and understand the importance of them to the accessibility of the city

To name and locate 'The Three Graces' in the Liverpool skyline and understand their significance and importance to the history and geography of the city

Food

To have an understanding of climate zones and vegetation belts

To understand land use in the UK for agriculture and manufacturing

To understand the concept of a supply chain – linking farm workers, with producers and traders

To consider their role as consumers and the impact their choices have on the food producers

To understand the term Fairtrade and how this helps farmers in developing countries

To learn about the water cycle and the importance of this in farming

Travels around Italy

To identify and locate the major physical features of Italy - climate, rivers, mountains, islands, volcanoes

To identify and locate the main human geographical features of Italy including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water)

Passport to Europe

To identify key topographical features of European countries (hills, mountains, coasts and rivers)

To identify European climate zones and weather patterns

To identify types of settlement and land use, trade links and the distribution of natural resources in selected European countries

Travels around Greece

To identify and locate the major physical features of Greece - mainland and islands, climate zone, rivers and mountains

To identify and locate the main human geographical features of Greece including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water)

Our Natural World

To describe and understand key aspects of physical geography including:

- climate zones, biomes and vegetation belts
- volcanoes
- earthquakes

To understand the importance of combating climate change and pollution

Travels around the Americas

To identify and locate the major physical features of North and South America - climate zone, biomes and vegetation belts, rivers, mountains, volcanoes and earthquake zones - with a focus on Mexico

To identify and locate the main human geographical features of Mexico including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water)

Travels around Egypt

To identify and locate the major physical features of Egypt - climate zone, biomes and vegetation belts, rivers (Nile), mountains

To identify and locate the main human geographical features of Egypt including types of settlement and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water) and understand the importance of the River Nile

Water

To describe and understand key aspects of the water cycle

To describe and understand the key aspects of the physical geography of bodies of water including oceans, seas, rivers, lakes, canals, streams, brooks
To understand the role that rivers, canals and coasts have in settlement patterns, land-use, economic activity and trade

To understand what a flood is, how it is caused and different types of flooding
To know what factors can affect flood risk and whether these are natural or manmade

To know how a coastline changes, the impact and how this can affect flood risk
To know how climate change can cause an increase in flooding and erosion
To understand that water pollution is caused by human activity and its impact on the physical geography of a location

Geography Progression of Knowledge and Skills

Disciplinary Knowledge – To ask geographical questions and learn how, through geographical skills and fieldwork, geographers reach answers and construct their understanding of it

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills	Analyse and Communicate collected data	<p><u>Sensational Seasons</u> To gather data about weather patterns and temperatures in the local area and compare with hot and cold areas of the world- complete table of collected data</p> <p><u>Food</u> To know the types of food typically grown in the four identified European countries</p> <p><u>Buildings</u> To collect data on the different types of homes we live in</p> <p><u>Seaside</u> To collect data about different places people in our class have visited on holiday and record</p>	<p><u>Transport</u> To answer questions based on traffic survey data and present conclusions</p> <p><u>Fire Fire</u> To compare and contrast weather data for different parts of the UK</p> <p><u>Island Adventures</u> To collect data about weather patterns as we move through the seasons</p> <p><u>Time Detectives</u> To compare the populations of the school, Tranmere and the Wirral</p>	<p><u>Unique UK</u> To create a database comparing heights of UK mountains and lengths of UK rivers</p> <p><u>Liverpool</u> To study aerial photographs and OS and digital maps when discussing the location of Liverpool and its physical and human geographical features</p> <p><u>Food</u> To collect and communicate data related to food waste, UK imports and UK exports</p>	<p><u>Travels around Italy</u> To analyse tourism data for Italy</p> <p><u>Passport to Europe</u> To compare population of European countries and relate to country size</p> <p>To compare climates of European countries focusing on temperature and rainfall</p>	<p><u>Travels around Greece</u> To analyse tourism data for Greece</p> <p><u>Our Natural World</u> To gather information about the location, frequency and magnitude of earthquakes in different continents</p> <p><u>Travels around the Americas</u> To research data for Mexico and the UK and draw comparisons about the two countries</p>	<p><u>Travels around Egypt</u> To analyse tourism data for Egypt</p> <p><u>Water</u> To use data to show how coastal and river erosion and flooding impacts on physical and human geography of the UK and the local area</p>

Geographical Skills	Interpret Sources	<p><u>Sensational Seasons</u> To use maps, globes and digital images to identify and locate the UK, the North Pole, the South Pole and the Equator</p> <p><u>Food</u> To use aerial photographs and maps to identify features of hot and cold areas of the world.</p> <p>To use world maps and globes to locate the 7 continents</p> <p><u>Buildings</u> To use Google Maps and aerial photographs to identify the school and local buildings as well as key features of our local area</p> <p>To use world maps and globes to locate the UK</p> <p><u>Seaside</u> To use world maps, atlases and globes to identify the UK as well as the seven continents and five oceans.</p>	<p><u>Transport</u> To use maps, atlases and globes to identify UK countries and landmarks To use digital mapping technology to explore the local area</p> <p><u>Fire Fire</u> To use maps, atlases and globes to locate countries and cities</p> <p>To use plan perspectives to devise a simple route map</p> <p><u>Island Adventures</u> To use maps, atlases and globes to identify countries, continents, oceans and landmarks To use technology to explore weather patterns</p> <p><u>Time Detectives</u> To study aerial maps of the local area, including recognising map symbols To use sources to find out about geographical features</p>	<p><u>Unique UK</u> To read maps, using 4 figure grid references, 8 compass points and map symbols To use and interpret maps, atlases, digital maps and images</p> <p>To analyse weather forecasts and understand their importance</p> <p><u>Liverpool</u> To study aerial photographs and plan perspectives of Liverpool to recognise landmarks and basic human and physical features To use 4 figure grid references to locate the main features of Liverpool on an OS map</p> <p><u>Food</u> To examine the links between climate, food production and consumption using a range of sources</p>	<p><u>Travels around Italy</u> To use a globe and maps, atlases, digital/computer mapping to locate Italy and describe its features</p> <p><u>Passport to Europe</u> To use atlases, globes and digital mapping to locate countries and describe features</p> <p>To use the 8 compass points and 4 figure grid references to locate features of Andalucia</p>	<p><u>Travels around Greece</u> To use a globe and maps, atlases, digital/computer mapping to locate Greece and describe its features</p> <p><u>Our Natural World</u> To use the eight points of the compass to locate volcanoes on a world map</p> <p><u>Travels around the Americas</u> To use a globe and maps, atlases, digital/computer mapping to locate North and South America and describe the features</p>	<p><u>Travels around Egypt</u> To use a globe and maps, atlases, digital/computer mapping to locate Egypt and describe its features</p> <p><u>Water</u> To use maps, atlases and digital/computer mapping to locate world and UK rivers and rivers, streams and brooks in the local area To interpret diagrams and photographs to gain an understanding of the impact of water erosion and flooding on the physical and human geography of the UK and the local area</p>

Geographical Skills	Communicate Geographical Information	<u>Sensational Seasons</u>	<u>Transport</u>	<u>Unique UK</u>	<u>Travels around Italy</u>	<u>Travels around Greece</u>	<u>Travels around Egypt</u>
		<p>To use geographical vocabulary to explain features of hot and cold countries</p> <p style="background-color: #fff9c4;"><u>Food</u></p> <p>To describe positions of areas of the world using simple compass directions.</p> <p style="background-color: #fff9c4;"><u>Buildings</u></p> <p>To describe the features of the local area</p> <p>To use simple compass directions to describe the area of the country they live in</p> <p>To create simple maps of our local area</p> <p style="background-color: #fff9c4;"><u>Seaside</u></p> <p>To share information gathered about their local area and contrasting European seaside towns</p> <p>To use simple compass directions (North, South, East and West) and locational language (eg near and far, left and right) to describe the location of features and routes on a map</p>	<p>To use the four main compass points - North, South, East, West</p> <p>To share information gathered, express their own views and explain reasons for thinking</p> <p>To create a simple key for a map using basic symbols</p> <p>To compare routes that can be taken using geographical language</p> <p>To use locational and directional language to describe the location of features and routes on a map</p> <p style="background-color: #fff9c4;"><u>Fire Fire</u></p> <p>To use maps to locate key London landmarks</p> <p>To create a simple key using basic symbols</p> <p style="background-color: #fff9c4;"><u>Island Adventures</u></p> <p>To share information gathered an explain reasons for thinking</p> <p style="background-color: #fff9c4;"><u>Time Detectives</u></p> <p>To discuss similarities and differences in the human and physical geography of local area maps present and past</p>	<p>To use geographical vocabulary to describe a place</p> <p>To use geographical knowledge to explain reasons why people may visit certain locations in their locality (Wirral) and around the UK</p> <p>To present a weather report explaining the UK forecast</p> <p style="background-color: #fff9c4;"><u>Liverpool</u></p> <p>To ask geographical questions about Liverpool, its landmarks and key locations</p> <p>To use geographical terms and vocabulary when describing Liverpool</p> <p style="background-color: #fff9c4;"><u>Food</u></p> <p>To communicate information about Fairtrade and its importance for farmers in developing countries to highlight the importance of buying Fairtrade and sustainable palm oil products to their parents / carers</p>	<p>To use the 8 points of the compass, 4 figure grid references, symbols and keys to build knowledge of Rome</p> <p style="background-color: #fff9c4;"><u>Passport to Europe</u></p> <p>To take part in class debate comparing Wirral and Andalucia as holiday destinations focusing on key geographical features of the two locations</p>	<p>To use the 8 points of the compass, four-figure grid references, symbols and keys to build knowledge of Greece</p> <p style="background-color: #fff9c4;"><u>Our Natural World</u></p> <p>To analyse maps showing the location of biomes, vegetation belts and climate zones</p> <p>To study maps showing the location of earthquake and volcano zones</p> <p>To explain how earthquakes impact on both the physical and human geography of selected locations and how adaptations have been made to allow continued settlement in the area</p> <p>To explain how volcanoes impact on both the physical and human geography of selected locations and how adaptations have been made to allow continued settlement in the area</p> <p style="background-color: #fff9c4;"><u>Travels around the Americas</u></p> <p>To use the 8 points of the compass, six-figure grid references, symbols and keys to describe the location of human and physical features</p>	<p>To use the 8 points of the compass, six-figure grid references, symbols and keys to build knowledge of Egypt</p> <p style="background-color: #fff9c4;"><u>Water</u></p> <p>To describe the effects of water erosion and flooding due to climate change on the landscape of the UK and the local area</p> <p>To explain how rivers and oceans become polluted and the impact on the environment</p>

Fieldwork	Local area - observational skills, data collection, analysis and presentation of data	<u>Sensational Seasons</u>	<u>Transport</u>	<u>Unique UK</u>	<u>The Roman Empire</u>	<u>Ancient Greece (Maths link)</u>	<u>Water</u>
		<p><u>Royden Park</u> To keep tally of deciduous trees and evergreen trees in the park <u>Outdoor classroom</u> To track the weather over a week and compare to local forecast</p> <p style="background-color: #fff2cc;"><u>Buildings</u></p> <p><u>Tranmere</u> To gather data on types of houses in the local area To take photographs of local buildings and present with annotations</p> <p style="background-color: #fff2cc;"><u>Seaside</u></p> <p><u>New Brighton beach</u> To identify and describe the main human and physical features of the beach area. To present this information via annotated photographs</p>	<p><u>Church Road, Tranmere</u> To collect data on the traffic passing school during a traffic survey</p> <p style="background-color: #fff2cc;"><u>Island Adventures</u></p> <p><u>Local area</u> To collect information about what you do for fun in the local area? Ask learning buddies and Island of Coll school – Arinagour Primary pupils and gather data. Present a comparison of findings.</p> <p style="background-color: #fff2cc;"><u>Plants (Science link)</u></p> <p><u>Eastham Woods</u> To investigate types of plants and how they are different based on area within the woods To present findings via annotated photographs</p>	<p><u>Birkenhead Park</u> To use orienteering skills to locate human and physical features</p> <p style="background-color: #fff2cc;"><u>Liverpool</u></p> <p><u>Liverpool</u> To devise questions about how and why people visit Liverpool and complete survey. To plan how to collect, analyse, present and communicate this data To create detailed fieldwork sketches and diagrams when visiting Liverpool</p> <p style="background-color: #fff2cc;"><u>Victorians (History link)</u></p> <p><u>Port Sunlight</u> To look at a map of Port Sunlight and identify key landmarks To gather photographs of landmarks in Port Sunlight during their trip To annotate a historic map of Port Sunlight, matching the key landmarks to photographs taken with reference to compass directions and changes</p> <p style="background-color: #fff2cc;"><u>Rocks (Science link)</u></p> <p><u>Outdoor classroom</u> To investigate how the soil composition in our local area affects biodiversity</p>	<p style="background-color: #fff2cc;"><u>Chester</u></p> <p><u>Chester</u> To devise questions about how and why people visit Chester that can be investigated through fieldwork To plan how to collect, analyse, present and communicate this data in various ways <u>Passport to Europe</u></p> <p><u>Wirral</u> To compare jobs people do on the Wirral (parents and wider family) and complete a survey. To find information about jobs in Andalucia and compare findings.</p> <p style="background-color: #fff2cc;"><u>Barnstondale</u></p> <p><u>Barnstondale</u> To use a map of the Barnstondale centre to locate different human and physical features.</p>	<p><u>Liverpool</u> To survey public to find out what key landmarks in Liverpool they have visited? Analyse and present data in various ways. To create observational sketches of landmarks seen on visit</p> <p style="background-color: #fff2cc;"><u>Our Natural World</u></p> <p><u>Outdoor classroom</u> To identify the biome of our outdoor area. Find evidence to support decisions.</p> <p style="background-color: #fff2cc;"><u>Travels Around America</u></p> <p><u>School</u> To survey teachers and adults about if they have visited any parts of America and what landmarks they saw while there To analyse and present this data</p>	<p><u>Hilbre Island – The new sea defense</u> To gather public opinion via survey and present this to local council by writing a letter</p> <p style="background-color: #fff2cc;"><u>Water- Rainfall</u></p> <p><u>School grounds</u> To collect data on rainfall in school over the Spring term To analyse, present and communicate the data with a comparison to national rainfall in the same period</p> <p style="background-color: #fff2cc;"><u>Living Things and Their Habitats (Science link)</u></p> <p><u>Outdoor classroom</u> To collect data on all minibeasts in the outdoor classroom area and types of habitats To analyse and present data in various ways</p>