

Key Stage One – Geography Year 1

Autumn	Spring	Summer
<p>Where will Traction Man go? (Mapping, fieldwork, locality)</p> <ul style="list-style-type: none"> <li>Objectives: 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</li> <li>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</li> <li>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</li> </ul>	<p>Where do the leaves go in winter? (seasons/weather)</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Where in the World is The Nest? (Kenya)</p> <p>Build on weather from last topic</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>name and locate the world's 7 continents and 5 oceans</li> </ul>

## Key Stage One- Geography Year 2

Autumn	Spring	Summer
<p>(Local)</p> <p>Why would Bog Baby want to stay in Everton? (Field work, map work, local area study)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Liverpool being our city, what is the capital City)</li> </ul>	<p>What's the same and what's different between Kenya and OLI? (Building on previous work in Y1)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>What's the difference between Southport and Liverpool?</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>

By the end of Key Stage One

- 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
- letter/ number, grid reference

Geography LKS2 Cycle A

Autumn	Spring	Summer
<p>What Makes the Earth Angry?</p> <p>Volcanoes and Earthquakes-</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Why do so Many people go to the Mediterranean for their holidays? (locate the worlds countries, using maps to focus on Europe, concentrate on its environmental region, key physical and human characteristics, countries, and major cities.</p> <p>(Region focus)</p> <p>Introduction to mountains.</p> <p>Describe and understand the key aspects of: Climate Zones</p>	<p>Local (Field work)</p> <p>Would you prefer to visit Liverpool Or little Crosby?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>

Geography LKS2 Cycle B

Autumn	Spring	Summer
<p>Born in the USA!</p> <p>Human And physical characteristics of a region</p> <p>The child can describe North American cities using and atlas: (E.g. Using the words of the song 'Route 66')</p> <p>Locate the places mention on a map of the USA to show a route across the USA)</p> <p>Describe North American Cities</p> <p>Use a globe and map to identify the position of the poles, the Equator, North and Southern Hemisphere</p>	<p>Why is London such a cool place to live?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>	<p>Why are Rivers known as the arteries of our planet? (River Mersey link)</p> <p>Describe and understand key aspects of: Rivers.</p> <p>Label the main British Rivers</p> <p>Label name of settlements at mouth of Rivers.</p>

By the end of LKS2 they need to be able to read 4 figure grid references, use 4 compass points (begin to use 8)

Use and understand OS symbols and maps.

Autumn	Spring	Summer
<p>Where are the Rainforests of the world located and what can be done to maintain them?</p> <p><b>Y5-</b> Rainforests- describe and understand key aspects of climate zones, biomes and vegetation belts</p> <p><b>Y6-</b>describe and understand key aspects of: the water cycle and Mountains.</p>	<p><b>Y5</b> Mapping and fieldwork, comparison on a local locality e.g LUNT)</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Y6-</b> Brazil-Locate the world's countries North and South America</p> <p>key physical and human characteristics</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Why are Liverpool Docks so important? (Distribution focus)</p> <p><b>Y5-</b> The distribution of natural resources including energy, food, minerals and water.</p> <p>Enrichment Maritime Museum</p> <p><b>Y6-</b> Local fieldwork- Changes in Liverpool overtime. (compare and contrast old maps to local area) (Historic Liverpool a good site) (TRADE focus)</p> <p>Land use in the future</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

By end of UKS2

- Use the 8 points of a compass, 4- and 6-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