

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme:</b> Christmas around the world.</p> <p><b>Communication &amp; Language</b> Showing interest in others</p> <p>Exploring Families</p> <p><b>Physical Development</b> Refining skills they need to manage the school day including navigating their way around the room/building/outdoors</p> <p><b>Understanding the World</b> Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear, smell, feel whilst outside</p>	<p><b>Kirkdale:</b> The children will learn about their local area. This will involve a 'local area walk' identifying things that they like and things that they would improve. They will use Google Earth to identify the school and local features.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Develop knowledge about the locality</li> <li>• Use simple fieldwork and observational skills in school, its grounds and surroundings</li> <li>• Know differences between a map, plan and aerial photograph</li> <li>• Recognise landmarks and basic human and physical features</li> <li>• Use locational and directional language to describe features and routes on a map</li> <li>• Use geographical language</li> </ul>	<p><b>Liverpool:</b> Children will learn about Liverpool and its famous landmarks.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary: port, harbour etc</li> <li>• Use a 4-point compass to embed their use of directional language</li> <li>• Recognise landmarks and human and physical features</li> </ul>	<p><b>Angry Earth:</b> The children will learn to recognise and name the layers of the earth. They will be able to explain how tsunami's, earthquakes and volcanoes are formed and know the advantages and disadvantages of living near a volcano. They will also take part in a case study of the Boxing Day Tsunami 2004.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Describe and understand the key aspects of volcanoes and earthquakes</li> <li>• Understand that the distribution of earthquakes and volcanoes follow a pattern</li> <li>• Learn about the Pacific Ring of Fire</li> <li>• Understand the significance of the equator</li> </ul>	<p><b>Rivers:</b> Link to Science – water cycle The children will develop a contextual knowledge of the North West of England and recognise the key defining physical and human geographical features of the North West. Focussing on rivers and mountains, pupils will be taught how these features are interdependent and bring about spatial variation</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Name and locate some of the UK's most significant rivers and mountains</li> <li>• Describe features of a river and a mountain environment in the UK</li> <li>• Learn how rivers and mountains are formed</li> <li>• Understand how they fit into the water cycle</li> <li>• Use a 6-figure grid reference to locate rivers and mountains in the UK</li> </ul>	<p><b>Natural Resources:</b> Describe and understand aspects of human geography including settlements and land use.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> <li>• Use maps, atlases and globes to locate countries and describe features studied</li> <li>• Use the 8-point compass, symbols and keys to build their knowledge of the wider world</li> </ul>	<p><b>The World:</b> Children will recap previous years.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>• Name, identify, locate countries and capital cities on a map</li> <li>• Use a 6-point grid reference and an 8-point compass</li> <li>• Understand the different time zones across the world</li> <li>• Understand the difference between Northern and Southern hemisphere, longitude and latitude, Cancer and Capricorn</li> </ul>

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<p><b>Theme:</b> Winter Chinese New Year Recycling &amp; the Environment</p> <p><b>PSED:</b> Caring for our world Keeping safe outdoors</p> <p><b>Literacy:</b> Reading non-fiction texts</p> <p><b>Understanding the world:</b> Recognise some environments that are different to the one in which they live.</p> <p>Understand that some places are special to members in the community</p> <p>Understand their own community.</p>	<p><b>Seasons:</b> Children will be learning about seasons and weather with a particular focus on the United Kingdom. The children will use maps to identify the four countries of the UK and look at weather patterns for these countries. They will learn about hot and cold places around the world and compare their location to the equator, North Pole and South Pole.</p> <p><b>NC Aims:</b> Pupils will be taught to</p> <ul style="list-style-type: none"> <li>• Develop basic knowledge about their locality and the UK as a whole</li> <li>• Identify the 4 countries within the UK</li> <li>• Understand subject specific vocabulary relating to physical geography (equator, North and South pole)</li> <li>• Use geographical skills such as first-hand observations</li> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Locate hot and cold areas around the world</li> <li>• Use and construct basic symbols in a key</li> <li>• Use a 4 point compass to explain positions of countries, places and weather patterns.</li> </ul>	<p><b>Kenya:</b> The children will be introduced to a distant locality (in Africa) through aspects of life that will be familiar to them such as housing, cooking and going to school. They will compare life in different localities in Africa to life here in the UK.</p> <p><b>NC Aims:</b> Pupil will be taught to:</p> <ul style="list-style-type: none"> <li>• Name, identify and locate the 7 continents and 5 oceans on a world map</li> <li>• Use a 4 point compass to describe the location of different countries</li> <li>• Read images, maps, atlases and globes</li> <li>• Learn about human and physical geography of a small Non-European country</li> </ul>	<p><b>Europe:</b> Children will study a specific country within Europe (Spain) looking at culture, food, entertainment, landmarks and comparing with Merseyside.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Name and locate countries in the UK and Europe and their capital cities.</li> <li>• Name and locate Russia on a map</li> <li>• Learn how topographical features (coasts and rivers) have changed over time</li> <li>• Understand similarities and differences through the study of human and physical geography of Merseyside and a region in a European country</li> <li>• Use 4 figure grid references and aerial view mapping.</li> </ul>	<p><b>North America:</b> The children will develop a contextual knowledge of North America and recognise the key defining physical and human geographical features. The children will also be taught how these features are interdependent and how they bring about spatial variation.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Enhance their locational and place knowledge</li> <li>• Focus on North America, its environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Understand geographical similarities and differences</li> <li>• Use maps, atlases, globes and digital/computer mapping</li> <li>• Learn to use the 8-points of a compass</li> </ul>	<p><b>South America: The Amazon</b> Children will learn the names and be able to locate the countries and capital cities of South America. They will learn about the key features of the physical and human geography of Brazil. They will also focus on the region of the rainforest.</p> <p><b>NC Aims:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Extend their knowledge and understanding beyond their local area to include South America</li> <li>• Develop their use of geographical skills, knowledge and understanding to build locational and place knowledge</li> <li>• Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Understand similarities and differences through the study of human and physical geography of a region in South America</li> <li>• Learn about time zones and how they differ between the UK and Brazil</li> <li>• Use an 8 point compass and a 6 figure grid reference to locate features</li> </ul>	<p><b>Trade:</b> Link to History – WW2</p> <p>Focusing on the Albert Dock in Liverpool Discovering about trade and how the country is affected economically –linked to WWII.</p> <p>How our local area and trade has changed over time.</p> <p><b>NC Aims</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Describe and understand aspects of human geography focussing on trade links, economic activity and the distribution of resources</li> <li>• Use maps, atlases, globes, sketch maps, plans, graphs and digital technologies to plot routes taken for trade links</li> </ul>

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<p><b>Themes:</b> Liverpool – local area Local landmarks Summer holidays Where shall we go?</p> <p><b>Communication &amp; Language</b> Describe events in detail</p> <p>Listen to and talk about non-fiction texts to develop familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p><b>Understanding the world</b></p> <p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p>	<p><b>Geographical Skills &amp; Fieldwork.</b> Children will plan a route to walk around the school and discuss what they like and dislike about our area. They will sketch the things they can see along the way and add compass points and symbols to create their own key.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> <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>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 (man-made) and physical (natural) features of its surrounding environment.</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork.</b> Children will plan a walk around our school. Whilst on the walk they will create a sketch map using OS symbols for specific things they pass such as school, bus stop, pub etc. Children will also list human and physical features they see along the way and rate their area out of 10 depending on what they like and dislike.</p> <p>Children will complete the same activity virtually with a school in Kenya and make comparisons to begin their Kenya topic.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage</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><b>Geographical Skills &amp; Fieldwork</b> Children will plan their walk to the Leeds-Liverpool Canal using a plan perspective map. Whilst there, they will create a sketch map including the 4-figure grid reference, 8-point compass directions and OS symbols they can see.</p> <p>Children will virtually visit a volcano and walk through the streets of Rome to compare buildings and land use.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass and four 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</li> <li>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.</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork</b> Children will plan their walk to the Leeds-Liverpool Canal using a plan perspective map and plotting their route using 8-figure compass directions. Whilst there, they will create a sketch map using a view finder and include the 4 or 6 figure grid reference, 8-point compass directions and OS symbols they can see. Children will also create a survey to ask the public.</p> <p>Children will use 'what three words' to pick an area around our school. They will then visit the area, sketch what they see, look for human and physical features and note the 4 or 6 figure grid reference as well as the compass direction they are facing. This will then be repeated virtually choosing a place in North America.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass and four 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</li> <li>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.</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork</b> Children will use their prior knowledge &amp; google maps to explore County/Walton Road. They will mark specific buildings on a map using OS symbols. They will identify the different reasons one may want to or not want to go there. They will then visit the area. Whilst there they will question the public about their trip and collect data about land use to then collate into pie charts.</p> <p>Year 5 will also visit Chester Zoo. Whilst there they will explore the Amazonian animals and their man-made habitat. They will take the what 3 words location and draw a sketch map. When returning to school, children will virtually visit the amazon rainforest using what 3 words and compare habitats.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>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</li> <li>describe and understand human geography, including: types of settlement and land use and economic activity</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork</b></p> <p>Children will visit Dalamere Forest where they will take part in a full day Navigation Programme. They will learn the theory-based ideas of map work, OS maps and Symbols and reading the ground. They will then put their skills into practise by navigating their way around the forest.</p> <p>Y6 will also Virtually visit docks and ports in different countries.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>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</li> <li>human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</li> </ul>