

Christ Church CE Primary School



Humanities

Geography Progression of Skills

At Christ Church CE Primary we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, vocabulary, knowledge and skills; and for the children to develop a love for geography. Pupils are provided with a Geography Knowledge Organiser which is also shared with parents at the beginning of each term to specify the knowledge, skills and vocabulary to be acquired and an overview of content.

Intent

At Christ Church, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people; giving them a sense of belonging and knowing their place in the world. We want children to develop a good understanding about where they are in the world, their local area and amenities as well as a curiosity about the wider world that surrounds them. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. Our aim is for all children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also through the use of fieldwork and educational visits.

There are a number of key documents that support our planning and delivery of Geography:

- National Curriculum mapping document
- Teacher and Child-friendly Knowledge Organisers for each unit
- The journey of a Christ Church Child in Geography
- Vocabulary Progression document
- Intent, Implementation and Impact document
- Enrichment opportunities



Early Years	Nursery Children will:			
	Development Matters Statements	Progression of knowledge/skills	Linked Texts	Vocabulary
	Compare the properties of materials Development Matters Explore collections of materials with their similar and/or different properties	- Compare materials that they find outdoors and indoors- collecting items from outside and looking closely at them during adult led/ child led- say what is the same/ different through adult led and child led discussions. - Use of natural materials for artwork and/or within continuous provision e.g. leaves for leaf rubbing, sticks in play-doh, stones in math's area.	The Happy Hedgehog Band Stickman	what, how, feel, same, different
	Use their senses to explore natural materials Development Matters Use all their senses in hands-on exploration of natural materials.	- Begin to understand about their senses and how they can use these to explore the natural world around them- outdoor play/ enhanced continuous provision e.g. use of mud kitchen, sand, logs and various building materials, bug hunts. - Go on seasonal nature walks – Autumn, Winter, Spring and Summer walks with parents. - Circle times – use of time to talk through objects that are found in the natural environment and use of sense of touch/smell to discuss natural vocabulary using different vocabulary.	Stickman Commotion in the ocean	hear, feel, smell, see, what, how, where, Spring, Summer, Autumn, Winter
	Discuss what they can see in their immediate environment Development Matters Talk about what they see, using a wide vocabulary	- Sing songs about seasons / days of the week etc - Talk about what they see around them e.g. role play home corner, school etc - Go on seasonal nature walks – Autumn, Winter, Spring and Summer walks with parents. - Begin to understand about their senses and how they can use these to explore the natural world around them- outdoor play/ enhanced continuous provision e.g. use of mud kitchen, sand, logs and various building materials, bug hunts. - Use magnifying glasses to look at leaves, insects, soil, sand etc. - Use some geographical words to talk about the natural environment around them.	Starting school Going to the dentist The Tiger who came to tea	hear, feel, smell, see, what, how, where, Spring, Summer, Autumn, Winter, rain, wind, sun, soil, rocks, sand, sticks

	Beginning to understand the need to respect and care for their environments and all living things	• Begin to appreciate how to care for nature e.g. living things, not picking flowers etc. • Take part in discussion with adults during both child led/ adult led activities, observe lots of modeling from adults in nursery.	Recycling	clean up, put, sand, soil, insects, sticks
			Stuck	
			Please help planet earth	
Assessment Check point				
Can a child: • Explore the natural world around them • Investigate and discuss natural materials				

Early Years	Reception Children will:			
	Development Matters Statements	Progression of knowledge/skills	Linked Texts	Vocabulary
	Sorting by various attributes	As the children explore their natural environment around them during their time in Reception, the children are encouraged to look closely at what they see and make comparisons, either independently within their peers during child led opportunities or with their teachers/ adults in the room to scaffold conversations and make links. Children are often encouraged to make links and begin to piece together some information of the natural world and how this relates to other areas of the natural world. - Nocturnal animals in Winter - Name and describe some plants, animals and insects that they may see whilst outside.		group, plants, flower, insects, animals
	Development Matters			
	Describe what they see, hear and feel while outside			
	Explore and compare the natural world	Children within the Early Years have ample amount of opportunities to explore their outside environment and enjoy their time spent outside being inquisitive and fostering a natural curiosity about their natural environment. Children use hands- on experiences to explore the world around them and are encouraged regularly to use their senses of touch, smell, sight, hear to make connections and answer questions. Stories and songs are used to develop the children's understand of the natural world. - use a magnifying glass to go on object hunts around the outdoor area. - Collect items from the natural world and use these to prompt discussions e.g. tuff trays - Have opportunities to explore various natural environments in outdoor and indoor play e.g. mud kitchens, sand trays, chalk writing on paving stones and/walls, use of water and paint brushes to make markings on pavements. - Use of curiosity cubes/ feely boxes/ tuff trays/ tables to spark children's interest of the natural world. - Explore wind tunnels, kites and streamers to begin to understand forces and weather patterns. - Explore some natural processes e.g. ice melting, sound	Who sank the boat?	explore, compare, nature, what, when, where, how
	Development Matters			

		vibrations, objects floating etc.		
	Name the four seasons in a year	Throughout the year, the children have daily opportunities to be submersed in their natural environment, to observe the changes which occur across the four seasons, how the weather changes, how the trees change and how the animals behaviours changes. The children will create Autumn and Winter trays to encourage a natural curiosity about the seasons and allow the children to use their own experiences to talk about what they have found or observed. • Sing songs about seasons • Name the four seasons and being to describe some observations which may occur in each season. • Go on seasonal walks- Autumn, Winter, Spring, Summer walks and seasonal bags to go home to encourage discussions at home. • Discuss weather changes across days/ seasons with use of weather charts.	What can I see in Winter?	Spring, Summer, Autumn, Winter, rain, snow, wind, sunny, hot, cold, hail, weather, nature, compare
	Development Matters		Polar bear, Polar Bear, what can you hear?	
			Pumpkin Soup Can you sleep little bear?	
	Compare environments to the one that they live in	During various child led and adult led activities, children will have the opportunity to explore a range of different environments including the one that we live in. The children will be exposed to environments such as farms, zoos, towns and beaches and will take part in guided work/ discussions with adults in order to talk about what they can see where and why. They will ask and answer a range of simple geographical questions in order to build on their own curiosity, knowledge and understanding of different environments. Children will then have the recourse provided for them to further apply and build on this knowledge through child led discussions and play during continuous provision. • Comparing farms home life/ school life through continuous provision e.g. small world area • Use stories to explore differing environments- what can you see? where are they? • Explore non-fiction texts which highlight the differences between evnironments. • School environment walk – area in the classroom / around school	The Gruffalo	farm, school, home, house, trees, road, shop
	Development Matters		Over in the Grasslands	
			Dipal's Divali	
	Draw on information from a simple map and draw their own maps	Children are given the tools within continuous provision to create their own story maps from various stories that they read. Teachers provide the children with visuals from the story books as well as resources such as pens, pencils, paper, and other creative materials so that the children can recreate stories in a visual way. • See a range of visuals around the classroom in order to show various simple maps e.g. story maps, visual timetables etc.	The Three Little Pigs	picture, arrow, way, next, then, follow, end
	Development Matters		Jack and the Beanstalk	
			Hansel and Gretal	

		• Use resources provided by the teacher to create their own story maps e.g. role play costumes from characters, pictures from story in the creative area, pens, paper etc. • Children will be exposed to a range of good quality texts and discussions will take place about the sequencing of the story, what happened at the beginning, what happened next etc. Teachers will use visuals to demonstrate the sequence of the story from start to end. • Create pirate maps • Exposure to UK map and globe during class discussions around significant people/ places- in particular during holidays topic.		
	Compare life in this country and in other countries Development Matters	During the summer term, Reception will focus on the topic holidays, during this topic, they will talk about the different places that people may visit during for their holidays, talking about various holiday destinations around the world as well as locating this on the globe with the support of an adult. Children will begin to look at the globe and begin to understand the difference between land and sea. They will talk about their own experiences of holidays, how they have travelled there as well as what they saw/ did during this time. • Celebrate Chinese New Year – looking at location, food, celebrations etc • Use images, videos and stories to bring the wider world into the classroom and use S & L to talk about what they can see where. • Talk about how people travel around in different countries, what they eat, what they may do etc. • Arctic during Winter- compare the animals that live in colder climates and weather patterns.	Handa's Surprise Handa's Hen	world, globe, what, where, how, who, food, plane,
Assessment Check point Can a child: • Explore the natural world around them • Create their own story maps which can be explained by the child through adult prompts. • Be able to name the four seasons using visual prompts and understand that they all differ from season to season. • Explore different countries on their own and begin to compare them to where they live. •				

Early Years	Early Learning Goal (ELG) Reception Children at the expected level of development will be learning:			
	Development Matters Statements		Vocabulary	Linked Texts Ambitious
	Compare and discuss features of their immediate environment to those of others		sand, farm, town, beach, world, house, road	
	Development Matters			
	To talk about the features of their own immediate environment and how environments might vary from one another.			
	Compare objects, materials, places and living things		group, plants, flower, insects, animals	
	To know about similarities and differences in relation to places, objects, materials and living things.			
	<u>Assessment Checkpoint</u>			
Can a child: - Compare features in their environment to those of other environments - Compare and contrast materials, materials, living things and places				

Early Years	Objectives to support the progression and sequence of teaching into Year 1:		
	Skill	Vocabulary	Linked Texts
	Knows that the environment and living things are influenced by human activity.	litter, recycle, humans, environment, plastic, people	One Plastic Bag Odd Fish Out
	Y1 link - Suggest ideas for improving the school environment. (Place Knowledge) Can describe some actions which people in their own community do that help to maintain the area they live in.		
	Y1 link - Ask simple geographical questions e.g. What is it like to live in this place? Use simple maps of the local area e.g. large scale, pictorial etc. (Geographical Skills and Fieldwork)	who, what, where, when, how, why	Handa's Surprise Handa's Hen
	<u>Assessment Checkpoint</u> Can a child: - Suggest ideas for improving the school environment e.g., eco friendly - Use a simple map - Maintain their immediate environment and explain why it is important we do so		

	Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
	National Curriculum	Y1 Learning Outcomes	Y2 Learning Outcomes	National Curriculum	Y3 Learning Outcomes	Y4 Learning Outcomes	National Curriculum	Y5 Learning Outcomes	Y6 Learning Outcomes
	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	➤ Begin to name the four countries that make up the United Kingdom. ➤ Understand how some places are linked together e.g. roads, trains, transport.	➤ Name and locate the world's seven continents and five oceans. ➤ Name, locate and identify characteristics of the four countries that make up the United Kingdom. ➤ Name and locate the seas which surround the United Kingdom. ➤ Locate hot and cold places around the world in relation to the equator.	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 countries 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)	➤ Locate some countries in the United Kingdom e.g. Cumbria and their topographical features. ➤ Name and locate the cities in the United Kingdom. ➤ Locate countries within the Mediterranean region and identify their key physical and human features including climate. ➤ Locate countries which are home to some volcanoes around the world e.g. Iceland.	➤ Locate and compare the key human and physical features of Merseyside and the Lake District including land-use patterns. ➤ Locate the world's rivers in various Europe countries, including Russia. ➤ Locate countries around the world which supply our food.	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 countries 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)	➤ Identify the physical characteristics and key topographical features of the Rocky Mountain region in North America. ➤ Locate rainforests in relation to the Equator, Tropics of Cancer, Capricorn and their longitude and latitude with a focus on South America. ➤ Know how their locality is set within a wider geographical context e.g. county, region and country. ➤ Locate biomes ➤ Explore land use patterns of our locality and how these have changed over time.	➤ Locate where some natural resources come from and begin to explore global trade links. ➤ Locate countries around the world, focusing on key physical and human characteristics and why people may migrate to different places. ➤ 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)

									➤ Name, locate and compare the contrasting coastal towns of Blackpool and Bootle.
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Place Knowledge	Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
	National Curriculum	Y1 Learning Outcomes	Y2 Learning Outcomes	National Curriculum	Y3 Learning Outcomes	Y4 Learning Outcomes	National Curriculum	Y5 Learning Outcomes	Y6 Learning Outcomes
	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	➤ Understand their place in the world.	➤ Explore similarities and differences of human and physical features of the four countries which make up the United Kingdom.	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	➤ Recognise that there are similarities and differences about different places.	➤ Compare similarities and differences of human and physical features in Merseyside and the Lake District.	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	➤ Describe the human and physical features of the Rocky Mountains and compare this to our locality e.g. climate, biomes, land-use, settlements etc.	➤ Know factors which affect trade and the distribution of natural resources on a global scale.
		➤ Describe and compare their school environment and local area.			➤ Compare similarities and differences of human physical features of a region of the UK (North West) and a region of a non-European country (Mediterranean).	➤ Know the wider context of places- regions, countries.			➤ Compare the similarities and differences between two coastal towns (Bootle and Blackpool)- tourism, trade links, population etc.
		➤ Share opinions about their surrounding and suggest ways to improve this.	➤ Compare similarities and differences of human physical features of a small area of the UK (Liverpool) and a small area of a non-European country (Melbourne)			➤ Understand why different places differ- land use, settlements, impact of water system and physical processes, biomes etc.		➤ Describe the human and physical features of the rainforests in South America and compare this to our locality e.g. climate, biomes, land-use, settlements etc.	➤ Understand why population is changing in different countries and the reasons for this – migration, asylum seeking, birth and death rates, climate change.
		➤ Locate their homes in relation to their school and local area.						➤ Understand hazards of different places and the effect of this on population.	

Human and Physical Geography

Human and Physical Geography	Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
	National Curriculum	Y1 Learning Outcomes	Y2 Learning Outcomes	National Curriculum	Y3 Learning Outcomes	Y4 Learning Outcomes	National Curriculum	Y5 Learning Outcomes	Y6 Learning Outcomes
	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	➤ Describe and observe seasonal weather changes across local area and the UK.	➤ Identify seasonal and daily weather patterns in the UK and compare these to more extreme climates.	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	➤ Explore the human and physical features of our locality.	➤ Describe and understand key aspects of the water cycle, rivers and mountains.	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	➤ Understand how the world’s weather patterns change in relation to climate zones.	➤ Describe and understand key aspects of human geography including types of settlement and land-use, tourism – Blackpool
		➤ Name some human and physical features of our local area- canal, coast, town, factory, shop, house, office, road.	➤ Explore the human and physical features of the UK.		➤ Explain about the weather patterns of the UK and other European countries.	➤ Describe the impact that physical geography; rivers, water cycles etc has on human geography; land-use, settlement etc.		➤ Know how canals and rivers can be used to transport various products.	➤ Describe and understand economic activity including trade links and the distribution of natural resources including food, energy, minerals and water,
			➤ Comparing human and physical features of Liverpool and Melbourne.		➤ Describe and understand the features of volcanoes and the impact that they have on their surrounding s including land use.	➤ Explain where natural resources (food) comes from and why.		➤ Understand how humans affect the environment over time-biomes.	➤ Describe and understand key features of physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
			➤ Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.			➤ Describe how people have been affected by the changes in their environment.		➤ Understand how the world’s weather patterns change in relation to climate zones.	➤ Describe and understand key aspects of human geography including types of settlement and land-use, tourism – Blackpool
			➤ Use basic geographic al vocabulary to refer to key physical features, including: beach, cliff, coast,					➤ Know of natural hazards of rainforests and environment al issues which accompany these.	➤ Describe and understand

			forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ➤ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.					the physical features of the Rocky Mountain region including biomes and climate.	➤ Understand how both human and physical geography can impact population. the impact that humans have on the environment – climate change
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	Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
	National Curriculum	Y1 Learning Outcomes	Y2 Learning Outcomes	National Curriculum	Y3 Learning Outcomes	Y4 Learning Outcomes	National Curriculum	Y5 Learning Outcomes	Y6 Learning Outcomes
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	➤ Locate land and sea on maps ➤ Use directional language to describe location e.g. near and far.	➤ Use simple compass directions – N, S, E, W to talk about a route/ direction. Use directional language such as near, far, left and right to talk about maps.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	➤ Use 4 figure grid references when locating places on a map.	➤ Recognise some OS symbols using 4 figure grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	➤ Understand and use a wide range of geographical vocabulary e.g. biomes, climate zones, vegetation belts.	➤ Understand and use a wide range of geographical vocabulary e.g. urban, rural, trade links etc.
	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	➤ Ask simple geographical questions e.g. what is it like in this place? ➤ Use simple geographical observations to study the geography of their school and local area.	➤ Use world maps to locate the four countries that make up the UK, continents, oceans and seas.	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 8 figure compass points to talk about direction. ➤ Use a range of maps/ globes/ atlases, including digital maps to locate countries and describe features.	➤ Plan methods of collecting data e.g. fieldwork. ➤ Use fieldwork instruments to gather data e.g. camera	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 maps, globes, atlases, digital maps and maps of different scales to locate places around the world.	➤ Use maps, globes, atlases, digital maps and maps of different scales to locate places around the world.
	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 maps of the local area; large scale, picture maps. ➤ Create their own simple maps.	➤ Create simple maps of the local environment, adding some simple symbols and construct basic keys.	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 (orient- eering in P.E link)	➤ Link photographs to aerial pictures. ➤ Use simple symbols and understand the importance of a key.	➤ Analyse evidence collected from fieldwork and draw conclusions in an appropriate way. ➤ Use fieldwork to draw sketches.	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 (orient- eering in P.E link)	➤ Compare aerial photographs with maps of different scales.	➤ Use 8 figure compass points and 4 and 6 figure grid references, symbols (including OS symbols) and keys to interpret maps.
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and then key human and physical features of its surrounding environments	➤ Use simple fieldwork to make observations ➤ Understand that symbols mean something on a map.	➤ Use aerial photographs and plan perspective to recognise human and physical features.		➤ Ask and answer to geographical questions such as 'who?' 'what?' 'why?' 'how?'	➤ Create more accurate maps with more complex keys.		➤ Understand how images can be used to support learning about a new place or landscape. ➤ Create sketches to show different landscapes. ➤ Interpret thematic maps to	➤ Use fieldwork to observe measure and present human and physical features in the local area using methods such as sketch maps, plans, graphs, likert scales.

								explore statistics. ➤ Use longitude and latitude to locate places in an atlases or on a globe.	➤ Communicate geographical information in various ways including through maps, diagrams, numerical and quantitative skills. ➤ Develop their views and attitudes to critically evaluate response to local geographical issues or events.
	Subject Specific Vocabulary Working geographically	Aerial photo Fieldwork Human features Landmark Map Physical features Plan view symbol	Atlas Globe Human features Key Landmark Map Physical features Symbol	Subject Specific Vocabulary Working geographically	Atlas Grid reference Human features Landmark Ordnance survey Physical features Scale Key	Compass Grid reference Ordnance survey Local Rural Scale Urban	Subject Specific Vocabulary Working geographically	Compass Equator Latitude Longitude Northern hemisphere Prime meridian Southern hemisphere	Local Global Latitude Longitude Northern hemisphere Prime meridian Southern hemisphere

Language of a Geographer	Topic vocabulary	<u>My School Environment</u> Aerial photo Compass Fieldwork Human features Map Physical features Plan view Symbol <u>Local Area- Bootle</u> Bootle Environment Factory Liverpool Park Route Shopping centre Town <u>Seasons</u> Coast Land Mountains Rainfall Sea Season United Kingdom weather	<u>The United Kingdom</u> Capital city Coast Island Mountains Sea United Kingdom_ <u>Hot and cold places</u> Country Environment Equator Northern Southern Temperature Weather <u>Liverpool/ Melbourne</u> City Country Equator Northern Ocean Popuation Southern Tourist	Topic vocabulary	<u>The United Kingdom</u> City County Land-use Region Rural Topography United Kingdom Urban <u>Volcanoes</u> Active Ash cloud Crater Crust Dormant Earthquake Eruption Extinct Lava Magma chamber <u>The Mediterranean</u> Border Coastline Climate Equator Europe Mediterranean Mountain Tourism	<u>Rivers</u> Catchment Area Course Estuary Mouth Reservoir Source Tributary Water Cycle_ <u>Lake District / Merseyside</u> Lake Landscape Mountain National park Region Settlement Tourism <u>Where does our food come from?</u>	Topic vocabulary	<u>The Rocky Mountains</u> Alpine Biome Climate zone Continent State Vegetation belt <u>Rainforests</u> Canopy Climate De-forestation Emergent Humid Rainforest Tropical Understory <u>Our Local Area: Bootle</u> Canal Developed Docklands Industrial Liverpool Migration Suburb Tourism Urban	<u>Global Trade</u> Economy Economic activity Export Import Global supply chain trade <u>Why is our population changing?</u> birth rate climate change death rate migrants population density population distribution qualitative quantitative refugee <u>A seaside town: Blackpool</u> land-use pier seaside town tourism tourist attraction
	Enrichment Opportunities	➤ Autumn 2 (Our School environment) - Fieldwork around school. ➤ Spring 2 (Our local area)- Fieldwork around the local area (Bootle).		Enrichment Opportunities	➤ Spring 2 (Volcanoes) - The Eco Centre in Southport	➤ Spring 2 (A compariso n study: Merseysid e/ Lake Distrcit) – Trip to the Lake District- Brockhole ➤ Summer 2 (where does our food come from?) – fieldwork around school	Enrichment Opportunities	➤ Summer 2 (our local area) – fieldwork Bootle docks	➤ Spring 2 (Why is our population changing?)- fieldwork around our local area. ➤ Summer 2 (seaside town Blackpool) – Fieldwork to Blackpool

	Curriculum Opportunities	Science: Seasonal Changes English: phonics and S & L History: What is the history of Derby Park	English: phonics and S & L History: What is the history of Liverpool Art: Our Local environment	Curriculum Opportunities	History: Who first lived in Britain Science: rocks and plants	History: What is the history of our local transport links	Curriculum Opportunities	Science: Materials, Earth and space PSHE: Rights and responsibilities	History: What impact did WW2 have on Liverpool PSHE: Rights and responsibilities
	Linked texts	• A Squirrels Busy Year – Seasons • Meet the weather-Seasons • Coming to England-Seasons • Who swallowed Stanley?- Local area	• The Big book of the UK – UK	Linked texts	• Pop-up Volcano – Volcanoes • The Magic and mystery of trees-Mediterranean	• A River-Rivers • The rough guide to the lake district – Lake district • Flotsam – Rivers	Linked texts	• Ground control to major Tim – Rocky Mountains • Where the forest meets the seas-Rainforests • Tom Slemen Short stories - Bootle	• The Rabbits – Blackpool • If the world were a village-Population

Local	Regional	National	Global
• Year 1 – Autumn 2 – Our School Environment • Year 1 – Spring 2 – Our Local Area • Year 2 – Autumn 2 – UK • Year 2 – Summer 2 - Liverpool/ Melbourne • Year 3 – Summer 2 – The Mediterranean • Year 4 – Autumn 2 – Rivers • Year 5 – Summer 2 – Our Local Area (Bootle) • Year 6 – Spring 2 – Why is our population changing? • Year 6 – Summer 2 – A seaside town: Blackpool	• Year 1 – Summer 2 – Seasons • Year 3 – Summer 2 – The Mediterranean • Year 4 – Spring 2 – A comparison study: The Lake District/ Merseyside • Year 5 – Autumn 1 – The Rocky Mountains • Year 5 – Spring 2 – Rainforests • Year 6 – Spring 2 – Why is our population changing?	• Year 1 – Summer 2 – Seasons • Year 2 – Autumn 2 – UK • Year 3 – Autumn 2 – The UK: A further Study • Year 3 – Spring 2 – Volcanoes • Year 4 – Autumn 2 – Rivers • Year 4 – Summer 2 – Where does our food come from? • Year 6 – Spring 2 – Why is our population changing?	• Year 2 – Spring 2 – Hot and Cold Places • Year 2 – Summer 2 - Liverpool/ Melbourne • Year 3 – Spring 2 – Volcanoes • Year 4 – Autumn 2 – Rivers • Year 4 – Summer 2 – Where does our food come from? • Year 5 – Spring 2 – Rainforests • Year 6 – Autumn 2 – Global Trade • Year 6 – Spring 2 – Why is our population changing?