



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b>The great outdoors – fieldwork in the class and school grounds.</b> In this theme children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds.</p>	<p><b>Hot and cold places of the world. What animals live there?</b> The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK. (Includes the 7 continents and 5 oceans).</p>	<p><b>Where in the world does our food come from?</b> In this theme, children will have the opportunity to explore the origins of common foods they consume. They will identify some foods which are grown locally, nationally and others that are imported to our local ports of Runcorn and Liverpool. They will also explore the idea of ‘food miles’ and use maps, globes and atlases to see how far their food has travelled and which oceans it may have crossed. They may also explore which oceans and seas provide us with food.</p>
	<p><b>What do the UK’s seasons and weather patterns look like and how do they change?</b> In this theme, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity. <b>Although this theme is placed in the autumn term (in science), children will consider seasonal changes over the course of the whole year.</b> During the autumn term, children will be thinking about what happens during the season of autumn, what the weather is like in autumn including what happens to the length of the day, and what happens to plants and animals.</p>		
<b>Year 2</b>	<p><b>What is it like in the area where I live and play?</b> In this theme, children will look at where they play and have fun and what these places are like. Children might explore the surrounding areas of Hale and Speke. The children will also focus on Speke Hall and the play trail.</p>	<p><b>Large History focus on Significant figures and transportation (flight).</b></p>	<p><b>What are the UK countries and capital cities?</b> In this theme, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George’s Channel.)</p> <p><b>Comparing ‘where the forest meets the sea’ in Formby with Cape Tribulation, North Queensland in Australia.</b> In this theme, children will learn about a small area within a contrasting non-European country (Australia) as well as the nearby Formby coastline. They will visit the Formby Nature Reserve to identify the physical and human features of the landscape and land use. They will get to identify the red squirrel protection and the Antony Gormley art installation – Another Place. They will then use a range of maps, images and videos to compare and contrast this area with Cape Tribulation, North Queensland. Although exploring a small area in detail, the children will also be made aware of its broader geographical context, such as the country/continent in which it is located. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar. (This builds on the knowledge, skills and understanding</p>

			from the previous Year Two theme – What is it like in the area where I live and play?)
<b>Year 3</b>	<i>Large history-focused learning in Autumn</i>	<b>The Lake District– a UK region.</b> The purpose of this theme is for the children to study National Parks with a focus on a region of the United Kingdom. As part of a study, the children will identify the key topographical features of The Lake District and explore the numerous land uses, including leisure, tourism and farming. Children will begin to explore different types of vegetation. Upon their return, they will compare The Lake District with their own locality and other previously studied areas.	<b>Alaska.</b> In this theme, children will explore a region in North America – Alaska. They will be exposed to a range of different maps (including Arctic map, Northern Hemisphere and Asia/Australia-centric maps). They will identify Russia's location relative to Alaska. Children will also be introduced the concept of a biome.
<b>Year 4</b>	<b>Mapping out our local area</b> In this theme, children will develop their local understanding from Year 2 by looking beyond the immediate area. Through a range of local maps and aerial photographs, they will develop a sense of place and direction. They will also develop their knowledge on how to use, and create, maps. They will explore key places and buildings in the area to develop their knowledge of what people do in Hale.	<b>Large History focus on Roman Britain.</b>	<b>Volcanoes and Earthquakes. Mount Vesuvius and other volcanoes around the world.</b> In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They will learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. <b>Rivers and mountains</b> In this theme, children learn about rivers and the water cycle. A fieldwork trip will take place to River Mersey Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects, and is influenced by, rivers (including the building of the water-powered mill itself). They will identify other key rivers in the UK and the world. They will also link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.
<b>Year 5</b>	<i>Large history-focused learning in Autumn</i>	<b>The Americas with a focus on the Amazon basin.</b> In this theme, children locate and study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. The children will learn about the types of food, minerals, energy and trade/industry generated from this part of the world. They will also explore settlement sizes and transport links. They will then learn about the wider country of Brazil in which most of the Amazon rainforest is located.	<b>Tatra Mountains – a region in a European country</b>  In this theme, children learn about a region in a European country. The children will explore the region in depth, learning about the Tatra Mountains of Poland and the human and physical features. The children will learn about the broader geographical context of Poland and the comparisons between Poland and the UK. Children will explore similarities and differences between the region being studied and regions of the UK they might be more familiar with.
<b>Year 6</b>	<b>Geography of the UK with a focus on Liverpool City Centre.</b> Children research what, exactly, is meant by the UK and GB. They will deepen their knowledge of key topographical and human features in each of the UK's countries. They will then focus in on their nearest city – Liverpool. They will develop their map and fieldwork skills to identify recent	<b>Climate Zones, Biomes and vegetation belts.</b> In this theme, children will research climate zones and biomes across the world.	<b>What do we know about the world, in statistics and in the news?</b> In this theme, children will revisit and research aspects of world geography e.g. revision of the seven continents and five oceans. This study will comprise of a world-wide topical issue on climate change, which will be researched and debated. The children will also research some specific countries (these may differ each year in response to countries/issues in the news at that time), countries relevant to other geographical features and regions being studied, countries of special relevance to individual children e.g. where their relatives live, where they were born, where

	changes to the city. They will also identify changes created as a result of The Blitz.		they've been on holiday etc. A key component of this study will be the opportunity to use wider statistical information when researching above countries.
--	--	--	---