



F2	AUTUMN	
	<p>We will look at our homes and where we live and visit the local park. We will also look at how our world changes during Autumn. We will explore how we can create a simple map of our classroom.</p>	<p>Vocab: house, town, city, flat, road, street, avenue, park, snowy, cold, winter, autumn, darker, frost</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • New learning 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To be able to talk about what they see and to be able to talk about where they live • To be able to talk about changes in the seasons
	SPRING	
	<p>We will visit Eastham woods, as a link to our story The Bog Baby, and will look at features of a wood. We will also go on a local walk and identify and compare features of a town and woods.</p>	<p>Vocab: river, hill, forest, town, city, hedge, woods</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • That they live in Birkenhead and it is a town • To know that the seasons change 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Children can compare a town to the countryside and compare weather • Children can identify familiar features on a simple map • Children can talk about features of a wooded area
SUMMER		
	<p>We will read the book One World and talking about how we need to look after our world. We will also be talking about the features of a beach. We will also be discussing how where</p>	<p>Vocab: map, recycle, beach, cliff, rock pool, spoil, pollution, rainforest, hot, wet, tropical</p>

	we live is different from a rainforest.	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • That there are different environments and weather. • They can talk about their own environment 	<u>End point</u> <ul style="list-style-type: none"> • Children can talk about an environment and know how to make an environment better • Children can draw a simple map of the classroom including an aerial view
Y1	AUTUMN	
	My School	Vocab: map, aerial view, route, house, address
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Children can talk about an environment and know how to make an environment better (F2) • Children can draw a simple map of the classroom including an aerial view (F2) 	<u>End point</u> <ul style="list-style-type: none"> • Know that a map is picture of a place usually drawn from above (aerial view) • Know that a map can be used to find the route from one point to another
	SPRING	
	My Town	Vocab: human features, physical features, town, landmark, factory, office, river
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Know that a map is picture of a place usually drawn from above (aerial view) • Know that a map can be used to find the route from one point to another 	<u>End point</u> <ul style="list-style-type: none"> • Identify human and physical features • Know that human features are man-made and physical features are naturally occurring
SUMMER		
Farm to Fork	Vocab: vegetation, season, weather patterns, farm, soil, forest, shop	
<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • Know where food comes from and how it is transported 	

	<ul style="list-style-type: none"> New learning 	<p>to shops</p> <ul style="list-style-type: none"> Know how seasons and weather patterns affect vegetation throughout the year
Y2	AUTUMN	
	My Country	Vocab: union, country, sea, town, village, landmark, capital city
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Identify human and physical features Know that human features are man-made and physical features are naturally occurring 	<u>End point</u> <ul style="list-style-type: none"> Know that England is the country they live in Know that the UK is a union of four countries Know that the UK is bordered by four seas Know that countries have a capital city - other settlements: town and village
	SPRING	
	Continents and Oceans	Vocab: Earth, sphere, continent, country, ocean, pollution, Equator, North Pole, South Pole
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Children can talk about an environment and know how to make an environment better (F2) Know that a continent is a large solid area of land: the world is made up of seven continents (Y1) Atlases show us the physical features of a place Aerial photographs show the main human and physical features of places 	<u>End point</u> <ul style="list-style-type: none"> Know that the Earth is a sphere made up of pieces of land and sea and be able to name the 7 continents and 5 oceans it is split into Know where the hot and cold places of the Earth are Know some cause and effect of ocean pollution and how we can reduce it
	SUMMER	
	The Seaside	Vocab: beach, cliff, coast, hill, mountain, valley, sea, port, harbour, compass
	<u>Required prior knowledge</u>	<u>End point</u>

	<p>Children should know:</p> <ul style="list-style-type: none"> • Human features are natural, physical features have been built by people (Y1) • Name and locate the four countries of the UK and its surrounding seas • Atlases show us the physical features of a place • Aerial photographs show the main human and physical features of places 	<ul style="list-style-type: none"> • Know the human and physical features of a seaside • Visit a seaside to observe and name a beach, cliff, coast, hill, mountain, sea first hand • Use observational skills to record data (using a tally) and answer questions about the geography of their school in comparison to a seaside town
Y3 AUTUMN		
A coastal study: West Kirby		Vocab: tide, wave, erosion, deposition, stack, cave
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • Draw a map of their classroom, including a key (Y2) • Use compass directions to move around a map (Y2) • Identify the physical features of the UK in an atlas (Y2) • Use aerial photographs to identify the main human and physical features of the UK (Y2) • Know the human and physical features of a seaside (Y2) 		<p><u>End point</u></p> <ul style="list-style-type: none"> • Use OS symbols to identify features • Know how waves are formed • Know how beaches are formed • To observe, measure, record and present the human and physical features of a local area including a tally chart, field sketch and field report
SPRING		
Exploring the UK		Vocab: city, village, county, town, country, settlement
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • Use compass directions to move around a map (Y2) • Identify the physical features of the UK in an atlas (Y2) • Use aerial photographs to identify the main human and 		<p><u>End point</u></p> <ul style="list-style-type: none"> • Identify the key physical features of the UK (hills, mountains, coasts and rivers) • Know that a county is a smaller area of the UK containing lots of towns and villages • Identify similarities and differences between UK

	physical features of the UK (Y2)	settlements <ul style="list-style-type: none"> Know some causes for places changing over time
SUMMER		
	Europe with a focus on Greece	Vocab: tourism, climate, settlement, regeneration, region, economic
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Know that the Earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) Identify the physical features of the UK in an atlas (Y2) Use aerial photographs to identify the main human and physical features of the UK (Y2) Compare different patterns of weather between England and Kenya (Y1) 	<u>End point</u> <ul style="list-style-type: none"> Know that tourism and trade are economic activities Compare the climate between the UK and Greece Compare settlement, land use and economic activity between a region of Greece (Athens) with a region in the UK (Liverpool)
Y4	AUTUMN	
	Mountains	Vocab: range, altitude, location, grid reference, contour lines, landform, summit, face, base, ridge, slope, valley
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) 	<u>End point</u> <ul style="list-style-type: none"> Explain how different mountains are formed Know that mountain ranges can be found on every continent, use maps to identify high and low areas of land

SPRING

Angry Earth

Vocab: volcano, earthquake, Earth's crust, tectonic plates, molten, seismic waves, dormant, magma, lava, eruption

Required prior knowledge

Children should know:

- Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2)
- Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2)
- Know that tourism and trade are economic activities (Y3)
- Locate France, Italy, Germany, Spain and Greece on different maps (Y3)
- Know the capital cities of France, Italy, Germany, Spain and Greece (Y3)

End point

- Know how earthquakes are caused
- Know how volcanoes are formed
- Know that volcanoes and earthquakes impact settlement, land use and economic activity

SUMMER

North America (USA)

Vocab: colony, homestead, transcontinental, climate, biome, precipitation, drought, hemisphere

Required prior knowledge

Children should know:

- Know that countries located close to the equator are hot (Y1)
- Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2)
- Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2)

End point

- Know different places have different biomes
- Discuss ways climate impacts vegetation belts, settlement and land use
- Compare human/physical features and climate of a region of North America (Santa Monica, US) with a region in the UK (West Kirby)

	<ul style="list-style-type: none"> • Compare the climate between the UK and Greece (Y3) • Compare settlement, land use and economic activity between a region of Greece (Athens) with a region in the UK (Liverpool) (Y4) 	
Y5	AUTUMN	
	Rainforests	Vocab: climate, biome, biodiversity, vegetation, ecosystem, deforestation, indigenous, preserve
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Know that countries located close to the equator are hot (Y1) • Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) • Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) • Compare the climate and biome between the UK and North America (Y4) • Discuss ways climate impacts vegetation belts, settlement and land use (Y4) 	<u>End point</u> <ul style="list-style-type: none"> • Compare a rainforest biome to the UK • Explain how vegetation in a rainforest is structured and how this impacts biodiversity • Discuss why it is important to preserve the rainforest
	SPRING	
The World's Resources	Vocab: natural resources, sustainable resources, finite resources, climate change, conserve, efficiency	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) 	<u>End point</u> <ul style="list-style-type: none"> • Identify advantages and disadvantages of non/renewable energy sources • Know ways natural resources can be used more sustainably 	

	<ul style="list-style-type: none"> Discuss ways climate impacts vegetation belts, settlement and land use (Y4) 	
SUMMER		
Going Global		Vocab: trade, import, export, global trade, globalisation, economy, fair trade
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) Know that tourism and trade are economic activities (Y3) Consolidate locational knowledge of Europe and capital cities of France, Italy, Germany, Spain and Greece (Y4) Know there can be a range of climate zones in one country (Y4) Discuss ways climate impacts vegetation belts, settlement and land use (Y4) 		<u>End point</u> <ul style="list-style-type: none"> Explain how climate impacts trade Recognise the importance of fair trade Discuss ways the world is interconnected
Y6	AUTUMN	
Port Sunlight		Vocab: business, model village, commute, settlement, land use, economic, social change
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Know how to use four-figure grid references to find a location (Y3) Begin to use the eight points of a compass to build their knowledge of the UK (Y3) Begin to use OS symbols to identify features (Y3) Know some ways to observe, measure, record and present the human and physical features of a local area 		<u>End point</u> <ul style="list-style-type: none"> Know how to use six-figure grid references to find a precise location Confidently use OS symbols to identify features Know how geographical features have impacted settlement, land use and economic activity in a local area Use a range of methods to observe, measure, record and

(Y3)	present the human and physical features in the local area
SUMMER 1	
Welcome to Bangladesh	Vocab: tributaries, confluence, floodplain, monsoon, agriculture, dam
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Know how beaches are formed (erosion & deposition Y3) • Know that climate impacts vegetation belts, settlement and land use (Y4) • Know the key aspects of the water cycle (Y5) • Know some issues linked to distribution and access to water in different parts of the world (Y5) 	<u>End point</u> <ul style="list-style-type: none"> • Discuss how rivers and landscape change over time • Know some causes of flooding • Describe how flooding impacts settlement, land use, economic activity and vegetation belts
SUMMER 2	
Around the World	Vocab: latitude, longitude, Equator, hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Use maps to identify different climate zones in one country (Y4) • Know different places have different biomes (Y4) • Know that the world's tropical rainforests are found between the tropics, using maps and atlases to locate them (Y5) 	<u>End point</u> <ul style="list-style-type: none"> • Know how to use longitude and latitude to find places • Know why we have time zones • Know features of the world's major biomes • Know how the world's main climate zones differ

