



Reception - Use *google Earth to introduce new places studied (and trip locations). Start from its position on Earth before zooming in.*

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Autumn term

Spring term

Summer term



Y1 Use **google Earth to introduce new places studied (and trip locations)**. Start from its position on Earth before zooming in. **UK and World map to be on display and added to throughout the year with significant places studied.**

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<p>London in the United Kingdom</p> <p>What is the United Kingdom?</p> <p>What can you find in the United Kingdom?</p> <p>What is the history of London?</p> <p>How do people move around in London?</p> <p>What are the landmarks in London?</p> <p>How does the weather change in the UK?</p>	<p>Seven Continents</p> <p>What is a continent?</p> <p>What is Europe like?</p> <p>What is Australia like?</p> <p>What is Africa like?</p> <p>What is Asia like?</p> <p>What is North America like?</p> <p>What is South America like?</p> <p>What is Antarctica like?</p> <p>How is Alaska different to Cornwall?</p> <p>How is Alaska similar to Cornwall?</p> <p><u>DIGIMAPS FOR SCHOOLS PROJECT</u></p> <p>Use grid reference markers to identify where they think the very middle of each continent is.</p>	<p>Oceans and Seas</p> <p>What is an ocean?</p> <p>Where are the world's oceans?</p> <p>How deep is the ocean?</p> <p>Why are our oceans important?</p> <p>What lives in the ocean?</p> <p>How is the ocean different at the North Pole and the Equator?</p> <p>Why are the oceans under threat?</p> <p>How are people protecting the oceans?</p>



Y2 Use **google Earth to introduce new places studied (and trip locations). Start from its position on Earth before zooming in. UK and World map to be on display and added to throughout the year with significant places studied.**

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<p>Villages, Towns and Cities part 1</p> <p>Where are the world's people?</p> <p>What is a settlement?</p> <p>What affects where people live?</p> <p>How are settlements shaped?</p> <p>What makes up a city?</p> <p>How are cities and villages different to live in?</p>	<p>Villages, Towns and Cities part 2</p> <p>What human and physical features can I find in my local area? - FIELDWORK</p> <p>Can I sketch a map of our school area?</p> <p>Can I use symbols and a key in my map?</p> <p>How do I describe where things are in my settlement using compass directions?</p> <p><u>DIGIMAPS FOR SCHOOLS PROJECT</u></p> <p>Use markers to the position of DEFENCES (gates, fences, doors) in our school grounds</p>	<p>Understanding Brazil</p> <p>Where is Brazil?</p> <p>Why do people visit Brazil?</p> <p>What are the features of cities in Brazil?</p> <p>How do experiences within Rio de Janeiro differ?</p> <p>How are populations within Brazil moving?</p> <p>What is the weather like in Brazil?</p> <p>How is the weather in Brazil different than the UK?</p> <p>Who lives in the Amazon Rainforest?</p> <p>Why is the Amazon rainforest declining in size?</p> <p>Why is Brazil difficult to describe?</p>

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<p>Building Locational Knowledge: United Kingdom</p> <p>What is the geography of Scotland?</p> <p>What is the geography of Wales?</p> <p>What is the geography of Northern Ireland?</p> <p>What is the geography of England?</p> <p>Coasts</p> <p>What is a coast?</p> <p>What are the different features that you may see around the UK's coastline?</p> <p>How are coastal features created?</p> <p>How are the Llandudno and Kiribati coastlines similar and different?</p>	<p>Water, weather and climate</p> <p>Where is Earth's water?</p> <p>What makes up the weather?</p> <p>Why does it rain?</p> <p>What are the reasons for seasons?</p> <p>Why does the UK have such wild weather?</p> <p>Why is the world's weather changing?</p>	<p>Building Locational Knowledge: Europe</p> <p>What are the countries of Europe?</p> <p>What are the physical features of Europe?</p> <p>What are some of Europe's most important human characteristics?</p> <p>What are the key differences between the physical features and human characteristics of England and Greece?</p> <p>MASTER THE COUNTRIES OF NORTHERN AND WESTERN EUROPE (see World Geography games)</p> <p><u>DIGIMAPS FOR SCHOOLS PROJECT</u></p> <p>Map the length of coastlines in some European countries. Compare them to the coastline of England.</p>

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<p>Rivers</p> <p>Where are the world's rivers?</p> <p>How do rivers shape the land?</p> <p>What landforms do rivers create?</p> <p>Why are rivers important to people?</p> <p>What happens when a river floods?</p> <p>How are the rivers Ribble and Nile similar and different?</p> <p><u>DIGIMAPS FOR SCHOOLS PROJECT</u></p> <p>Attempt to identify and grid reference (with a marker) the source and mouth of the UK's largest rivers, as well as the River Douglas.</p> <p>Migration</p> <p>What is migration?</p> <p>How do migrants vary?</p> <p>How does migration affect people and places?</p> <p>What is economic migration and what is a refugee</p> <p>How will climate change affect migration?</p>	<p>Natural Resources</p> <p>What are the world's natural resources?</p> <p>How has the use of natural resources changed?</p> <p>What resources does Italy have?</p> <p>What resources does the UK have?</p> <p>Introduce key geographical regions of the UK.</p> <p>How does resource exploitation cause problems?</p> <p>What is the circular economy?</p> <p><i>RECALL THE COUNTRIES OF NORTHERN EUROPE AND WESTERN EUROPE. MASTER THE COUNTRIES OF CENTRAL AND SOUTHERN EUROPE (see World Geography games)</i></p>	<p>Building Locational Knowledge: Hemispheres and Tropics</p> <p>What are the hemispheres?</p> <p>What time is it in different countries?</p> <p>What is the geography of the Arctic and Antarctic?</p> <p>Mountains, Volcanoes and Earthquakes</p> <p>What is the Earth made of?</p> <p>What are fold mountains?</p> <p>In what other ways are mountains formed?</p> <p>How are volcanoes made?</p> <p>How does an earthquake occur?</p> <p>What happens when a volcano erupts?</p> <p>What happens when an earthquake occurs?</p> <p>How can we protect against earthquakes?</p> <p><u>FIELDWORK PROJECT</u></p> <p>Follow a map of a route up Billingie Lump. Identify some of the features that you can see on maps at two different scales. Create sketch maps of what you can see from the top.</p>



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<p>Building Locational Knowledge: South America</p>	<p>Know the key geographical regions of the UK.</p>	<p>Local Fieldwork</p>
<p>Which countries are in South America? What physical features can we find in South America?</p>	<p>Know the counties of North West England, and identify Northern cities</p>	<p>Why do geographers do fieldwork? Tools of fieldwork: maps</p>
<p>What are some of South America's most important human features?</p>	<p><i>RECALL THE COUNTRIES OF NORTHERN EUROPE AND WESTERN EUROPE. MASTER THE COUNTRIES OF CENTRAL, SOUTHERN AND EASTERN EUROPE (see World Geography games)</i></p>	<p>Tools of fieldwork: surveys and questionnaires</p>
<p>What is life like for the Maya today?</p>	<p><i>IDENTIFY SOME MAJOR EUROPEAN CITIES</i></p>	<p>Fieldwork: can I create a field sketch of my community?</p>
<p>How is the Yucatan Peninsula and the UK similar and different?</p>		<p>How do geographers develop an enquiry question?</p>
<p>Biomes</p>		<p>Fieldwork: Can I collect data about road use in my community?</p>
<p>What are the Earth's biomes?</p>		<p>How do geographers present their data?</p>
<p>Where are the Earth's biomes?</p>		
<p>What affects an ecosystem?</p>		
<p>What is the tundra?</p>		<p><u>DIGIMAPS FOR SCHOOLS PROJECT/FIELDWORK PROJECT</u></p>
<p>What is the taiga?</p>		<p>Survey people at Shevington shops. Gather where they have travelled from (street name, not house number). Map how far people have travelled to visit Shevington.</p>
<p>What are the grasslands?</p>		
<p>How are biomes being damaged, protected and preserved?</p>		

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<p>Energy and Sustainability</p> <p>What is sustainability?</p> <p>How do we produce energy?</p> <p>How did Freiburg become more sustainable?</p> <p>How will we produce and use energy differently in the future?</p> <p>How could we make our school more sustainable?</p> <p><u>DIGIMAPS FOR SCHOOLS PROJECT/FIELDWORK PROJECT</u></p> <p>Visit the green spaces available for recreation in Shevington. Calculate the area of green space available for recreation in Shevington, using area tool.</p> <p>Trip – Heysham power station or Southport Eco Centre</p>	<p>Population</p> <p>Where are all the people?</p> <p>Why does population change?</p> <p>What is a population pyramid?</p> <p>What challenges can a growing population present?</p> <p>What challenges do people face living in slums?</p> <p>What challenges can an ageing population present?</p> <p>How can we make sure there is enough food for everyone on Earth?</p> <p>How is the population distributed in the UK?</p> <ul style="list-style-type: none"> - Recall the counties and key cities of Northern England - Name and locate some key cities of the UK. - Recall the geographical regions of the UK <p><u>DIGIMAPS FOR SCHOOLS PROJECT</u></p> <p>Calculate the spread of urbanisation of local settlements by mapping the area change over three maps (1890s, 1950s and present).</p> <p><i>RECALL THE COUNTRIES OF NORTHERN EUROPE AND WESTERN EUROPE. MASTER THE COUNTRIES OF CENTRAL, SOUTHERN AND EASTERN EUROPE (see World Geography games)</i></p> <p><i>IDENTIFY SOME MAJOR EUROPEAN CITIES</i></p>	<p>Globalisation</p> <p>What is globalisation?</p> <p>How has globalisation changed the way we communicate?</p> <p>How does globalisation affect trade?</p> <p>What does globalisation have to do with fashion?</p> <p>Where were your clothes made?</p> <p>What does globalisation have to do with food?</p> <p>Where does our food come from?</p> <p>Where will globalisation lead us?</p>