

Year Group	St Elizabeth's Catholic Primary School Geography Autumn 2023		Geography Spring 2024		Geography Summer 2024	
Nursery	My house and Where I live My School setting – comparing the city / countryside Animals that live in cold places		Our country		Safari park visit – map reading, signposts etc. Where do these animals come from?	
Reception	People and communities Worldwide cultures		Habitats The World Around Us The Environment		Minibeasts  (As with Nursery the curriculum is child led so this map may change)	
Year 1	<b>Linked skills:</b> I can identify the seasons. I can name the features in a location.	Weather	<b>Linked skills:</b> I can name the features in a location. I can make drawings of an area I am finding out about. I use books, stories and other information to find out about places.	<b>Locational knowledge</b> What makes a good explorer? UK – Focussing on Litherland Hamilton Trust – Key Stage 1 Local Studies: Our school and local area. Block E	<b>Linked skills:</b> I can identify the seasons. I can name the features in a location. I can make observations. about the weather in my own locality. I can identify patterns in weather. I can identify the seasons.	<b>Physical Geography</b>  Hot/ Cold Places  Climate Change
Year 2	<b>Linked Skills:</b> Locate London on a map Identify key features of a city from images/ video Make observations about physical and human geography of London	<b>Linked Skills:</b> Locate and name on a world map the oceans and continents Describe the physical and human features of a distant place	<b>Location Knowledge</b> 7 Continents Oceans of the world Capitals of the UK  Simple Mapping using compass and direction.	<b>Human and Physical Geography/Location knowledge</b> The Seaside  Climate Change	<b>Linked Skills:</b> Locate London on a map Identify key features of a city from images/ video Make observations about physical and	<b>Place Knowledge</b> Comparing England and Japan.  Time zones and webcams included.

	Use aerial photographs Identify land use and how it has changed				human geography of Liverpool Use aerial photographs Identify land use and how it has changed	
Year 3	UK  Fieldwork - Surveys Local environment – Liverpool	History link: Locate surviving Stone Age monuments	Physical  What makes the Earth so angry?  Climate Change	Physical / human Geography  The Lake District  Mountainous region  Hamilton Trust LKS2 Mountains, Rivers and Coasts – Block D	History link: human geography, including: types of settlement and land use	History link: Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Year 4	Rivers including the water cycle  <ul style="list-style-type: none"> <li>Concentrating on the River Mersey</li> <li>Speed of a river</li> <li>Sketch mapping</li> </ul>	Geography Link: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geography Link: describe and understand key aspects of 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	Geography Link use the 8 points of a compass, 4 and 6-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	Weather - concentrating on microclimates  <ul style="list-style-type: none"> <li>Data logging</li> <li>Temp, light, wind, solar.</li> <li>Met website</li> </ul>	Comparing Cities – Tuscany and Liverpool  <ul style="list-style-type: none"> <li>Time zones</li> <li>Industries</li> <li>Physical and human geogrphahy</li> </ul>

Year 5	<p><b>A Study of North America</b> What is so special about the USA?</p> <p>Time zones</p>	<p><b>London 1605</b> -describe somewhere in relation to population, employment, ethnicity, weather and trade.</p>	<p><b>Locational Geography of Greece</b> -Use the contents and index pages of an Atlas - Compare and contrast this region with one in the UK in terms of features, climate, economy and land use.</p>	<p><b>Fieldwork</b> Focus on the UK – major features.</p>	<p><b>Locational Geography of Egypt.</b> -Use the contents and index pages of an Atlas -Compare and contrast this region with one in the UK in terms of features, climate, economy and land use</p>	<p><b>Physical Geography</b> Why should the Rainforest be important to us all?</p>
Year 6	<p><u><b>Embedded skills</b></u> The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>The child can understand how a <b>region</b> has changed. The child can explain how the types of industry in the area have changed over time.</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p>	<p><u><b>Locational Knowledge and Human Geography</b></u> What are the impacts of climate change?</p>	<p>Continue to use atlas symbols and locate countries and continents on maps The child can locate places studied in relation to the Equator climate, seasons and vegetation. The child can locate cities, countries and regions of Europe and North and South America, Africa on physical and political maps. The child can describe key physical and human</p>	<p><u><b>Geography Skills and Fieldwork</b></u> I'm a Y6 pupil, can you get me out of here?</p> <p>Focussing on the coast</p> <p>Land use patterns</p>	<p><u><b>Enrichment/Embedded skills</b></u>  Year 6 Trip/OAA Week Gather information Sketching Evaluate their sketch against set criteria and improve it Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Using maps Follow a short route on a OS map Describe the features shown on an OS map Making maps</p>	<p><u><b>Asia</b></u>  Use the contents and index pages of an Atlas - Compare and contrast this region with one in the UK in terms of features, climate, economy and land use.</p>

			<p>characteristics and environmental <b>regions</b> of Europe and North and South America and Africa</p> <p>The child can understand how climate and vegetation are connected in <b>biomes</b>, e.g. the tropical rainforest and the desert.</p> <p>The child can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>The child can understand how food production is influenced by climate.</p> <p>The child can understand that products we use are imported as well as locally produced</p>		<p>Draw plans of increasing complexity</p>	
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