

# Geography Curriculum Strands

## (Weather and climate)

EYFS: Observing seasonal changes: seasonal hunts for defining signs, e.g. melting ice; daffodil drawings.

Year 1: Observing and recording the weather locally; identifying weather patterns and differences in UK countries and capitals. **There is no longer a 'weather' topic – a diary will be kept during topics on a weekly basis.**

Year 4: Relationship of weather and the water cycle and rivers; the relationship of weather and climate with vegetation belts in the Mediterranean; land use along the bank of the River Alt.

<b>EYFS Reception</b> A book forms the main catalyst for the learning.	<b>Autumn 1</b> <b>All about me</b> <b>Star in a Jar</b> To know the name of the area the school is in. (Anfield) To know about features of the immediate environment. To know that there are many countries around the world. To ask questions about the natural environment. <b>Local (FW - welly walks)</b>	<b>Spring 1</b> <b>Emergency Services</b> <b>The Tiger Who Came to Tea</b> To know about people who help us within the local community <b>Local (FW – Ask questions of PCSO)</b>	<b>Summer 1</b> <b>Farming</b> <b>One Plastic Bag</b> <b>Mama Yama Pancakes – a Kenya Village story</b>
	<b>Autumn 2</b> <b>Christmas</b> <b>Dear Mother Goose</b> To know about features of the world and Earth.	<b>Spring 2</b> <b>Are we there yet?</b> <b>Jack and the Plumtree Tree</b>	<b>Summer 2</b> <b>Seaside</b> <b>A Snail and a Whale</b> To know that simple symbols are used to identify features on a map
<b>YEAR 1</b>	<b>Weather diary recurring across all three Geography topics</b>		
	<b>Autumn 2:</b> Our Locality - know how home/school is linked with other familiar local places: How safe is it to walk there? <b>Local (FW observations, traffic survey)</b>	<b>Summer 2:</b> <b>UK Locational Knowledge:</b> What is the United Kingdom?	<b>Summer 2:</b> <b>UK Locational Knowledge:</b> Are the UK capital cities similar or very different? (UK capital cities) *weather recap*
<b>YEAR 2</b>	<b>Autumn 1:</b> Study of contrasting UK locality: Liverpool/Grasmere How are other UK settlements different to Liverpool? <b>Local (FW photographs of local area - streetscapes)</b>	<b>Spring 1:</b> Equator North/South Poles Continents and Oceans: Why are some parts of Earth cold and some hot?	<b>Summer 1:</b> Kenya – focus on a small contrasting non-European area: What are the similarities and differences between Liverpool and Nairobi and Meru County in Kenya?
<b>YEAR 3</b>	<b>Autumn 2:</b> Local Area Study: Do we need more play facilities in our local area? <b>Local (FW questionnaires, land survey for suitability)</b>	<b>Summer 2:</b> Mountains, Volcanoes and Earthquakes: La Palma: Why build a settlement on a volcanic island? (Europe focus & climate zones)	<b>Spring 2:</b> <b>UK Counties/Cities:</b> Where would you choose for a Summer holiday?
<b>YEAR 4</b>	<b>Autumn 2:</b> Europe and the Mediterranean: How is the Amalfi coast a contrasting location to Liverpool? (Europe focus on vegetation belts)	<b>Spring 2:</b> Water: In what ways do we experience the water cycle?	<b>Summer 2:</b> Rivers: What is the journey of the River Alt? <b>Local (FW measuring and recording at each course.)</b>
<b>YEAR 5</b>	<b>Autumn 2:</b> South America (Peru): Can humans build settlements at high altitude? (biomes)	<b>Spring 2:</b> Altcar/Formby and Grenoble, Isere Valley: Is a floodplain a hazard or an opportunity? <b>Local (FW field sketches)</b>	<b>Summer 2:</b> North America case study: Is New York City the most densely populated area in the USA? (time zones)
<b>YEAR 6</b>	<b>Autumn 2:</b> Global Trade – characteristics of world countries: Could the UK thrive without imports?	<b>Spring 2:</b> Natural resources and exporting industries (Russia and Kenya): Can we continue to mine the Earth for natural resources?	<b>Summer 2:</b> Land use and change over time: How has industrial land use changed over time? <b>Local (FW field sketches)</b>

Year 2: identifying weather patterns and basic climates features of equatorial and polar regions (hot and cold places)

Year 3: climate zones (and their names) in concurrence with mapping areas of volcanic and tectonic activity; holiday choices through lens of UK weather.

Year 5: Cities and farming at high altitude; irrigation systems (drought); climate associated with location of biomes; floodplains in Formby/Altcar area.

Year 6: Locating the sources of imported good and resources globally – and their relationship with weather and climate.

# Geography Curriculum Strands

## (mountains and volcanoes)

Year 1: learn about mountains within a UK capital city, e.g. Arthur's Seat in Edinburgh.

Year 3: La Palma, a volcanic island (part of the Canary Islands). Farming and living with hazards of a volcanic island.

Year 5: Andes mountains, Cusco region, city of Cusco at high altitude (3399m). Can humans build settlements at high altitude?

	natural environment. <b>Local (FW - welly walks)</b>	Spring 2 <b>Are we there yet?</b> Jack and the <del>Flumflum</del> Tree	Summer 2 <b>Seaside</b> A Snail and a Whale
YEAR 1	Autumn 2 <b>Christmas</b> Dear Mother Goose To know about features of the world and Earth		
	Weather diary recurring across all three Geography topics		
YEAR 2	Autumn 2: <b>Our Locality</b> - know how home/school is linked with other familiar local places: How safe is it to walk there? <b>Local (FW observations, traffic survey)</b>	Summer 2: <b>UK Locational Knowledge</b> : What is the United Kingdom?	Summer 2: <b>UK Locational Knowledge</b> : Are the UK capital cities similar or very different? (UK capital cities) *weather - recap*
YEAR 3	Autumn 1: <b>Study of contrasting UK locality</b> : Liverpool/Grasmere How are our UK settlements different to Liverpool? <b>Local (FW photographs of local area - streetscapes)</b>	Spring 1: <b>Equator</b> North/South Poles Continents and Oceans: Why are some parts of Earth cold and some hot?	Summer 1: <b>Kenya</b> - focus on a small contrasting non-European area: What are the similarities and differences between Liverpool and Nairobi and Meru County in Kenya?
YEAR 4	Autumn 2: <b>Local Area Study</b> : Do we need more play facilities in our local area? <b>Local (FW questionnaires, land survey for suitability)</b>	Summer 2: <b>Mountains, Volcanoes and Earthquakes</b> : Palma: Why build a settlement on a volcanic island? (Europe focus & climate zones)	Spring 2: <b>UK Counties/Cities</b> : Where would you choose for a Summer holiday?
YEAR 5	Autumn 2: <b>Europe and the Mediterranean</b> : How is the Amalfi coast a contrasting location to Liverpool? (Europe focus & vegetation zones)	Spring 2: <b>Water</b> : In what ways do we experience the water cycle?	Summer 2: <b>Rivers</b> : What is the journey of the River Alt? <b>Local (FW measuring and recording at each course)</b>
YEAR 6	Autumn 2: <b>South America (Peru)</b> : Can humans build settlements at high altitude? (biomes)	Spring 2: <b>Altay/Formby and Grenoble, Isere Valley</b> : Is a floodplain a hazard or an opportunity? <b>Local (FW field sketches)</b>	Summer 2: <b>North America case study</b> : Is New York City the most densely populated area in the USA? (time zones)
	Autumn 2: <b>Global Trade</b> – characteristics of world countries: Could the UK thrive without imports?	Spring 2: <b>Natural resources and exporting industries</b> (Russia and Kenya): Can we continue to mine the Earth for natural resources?	Summer 2: <b>Land use and change over time</b> : How has industrial land use changed over time? <b>Local (FW field sketches)</b>

Year 2: mountains and contours on OS maps studying Grasmere in UK, and rural Kenya (Meru county)

Year 4: Mt Vesuvius neighbouring the region of the Amalfi coast.

Year 6: Returning to Kenya and their export industries, including coffee farming in the foothills of Mt Kenya.

# Geography Curriculum Strands

## (Sustainability)

EYFS: 'Snail and the whale' story exposes children to environmental care, human-caused pollution; and street art using buildings in the local area of Art-Geography project.

Year 1: Observing pollution (traffic related) in the locality, including a traffic survey for safest walking routes to Stanley Park.

Year 3: How we use and sustain our local environment, particularly play areas/ parks; and how volcanic activity affects the relationship with farming on La Palma.

Year 5: Floodplains – flooding and drought; urban air pollution and waste water management.

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YEAR 1	Autumn 2: <b>Our Locality</b> - know how home/school is linked with other familiar local places: How safe is it to walk there? <b>Local (FW observations, traffic survey)</b>	Summer 2: <b>UK Locational Knowledge</b> : What is the United Kingdom?	Summer 2: <b>UK Locational Knowledge</b> : Are the UK capital cities similar or very different? (UK capital cities) *weather recap*
YEAR 2	Autumn 1: <b>Study of contrasting UK locality</b> : Liverpool/Grasmere How are other UK settlements different to Liverpool? <b>Local (FW photographs of local area - streetscapes)</b>	Spring 1: <b>Equator</b> <b>North/South Poles</b> <b>Continents and Oceans</b> : Why are some parts of Earth cold and some hot?	Summer 1: <b>Kenya</b> – focus on a small contrasting non-European area: What are the similarities and differences between Liverpool and Nairobi and Meru County in Kenya?
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YEAR 6	Autumn 2: <b>Global Trade</b> : characteristics of world countries: Could the UK thrive without imports?	Spring 2: <b>Natural resources and exporting industries (Russia and Kenya)</b> : Can we continue to mine the Earth for natural resources?	Summer 2: <b>Land use and change over time</b> : How has industrial land use changed over time? <b>Local (FW field sketches)</b>

Year 2: Awareness, through hot and place on Earth, of how the plant is delicately balanced; and the UKs reliance on foreign food production (e.g. Kenya).

Year 4: Natural resources and renewable energy sources – positives/negatives of their use; and pollution in the course of the River Alt.

Year 6: Environmental cost of mining natural resources, exporting industries: deforestation, landslides; and lack of food in poorer countries.

# Geography Curriculum Strands

## (Interdependence)

EYFS: 'Emergency Services' topic – children knowing about people and their jobs that help us, particularly in their locality.

Year 1: The importance of having adequate local facilities and services for a thriving settlement.

Year 3: Deepening understanding of what a local settlement needs, particularly for young people: play facilities. La Palma's dependency on volcanic activity/ land fertility.

Year 5: Countries cooperation to address climate change; Peru farming reliance on predictable weather; the Amazon Rainforest and climate; how settlements are connected across USA and the impact of climate on biomes.



Year 2: The reliance on overseas food production; food growing domestically and overseas; and tourism on the Watamu coast (Kenya)

Year 4: The reliance on climate for features of vegetation belts, (e.g. The Amalfi coast – lemon groves and vineyards; tourism.)

Year 6: National reliance for a range of products grown, manufactured, sourced overseas. The impact of human activity and the sourcing of natural resources. The global trade supply chain: primary, secondary, tertiary.