



KEY STAGE 1 CYCLE A - Geography

‘Identifying seasonal and daily weather patterns in the UK’ will be ongoing throughout the year through the use of the outdoor area and the weather station. Children will observe the daily weather and temperatures and keep a record each day in class on a class weather chart, a weather chart can also be kept in their curriculum books and they can continue to add to it throughout the year. They will learn the 4 seasons and discuss the changes to seasons at the start of each term’s geography and also links to the Science topic ‘Seasonal Changes’ – see Science LTP for detail.

AUTUMN	SPRING	SUMMER
<p style="text-align: center;">NC requirements</p> <p>1.4d Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>1.4c use aerial photographs and plan perspectives to recognise landmarks & basic human and physical features; devise a simple map; use & construct basic symbols in a key</p>	<p style="text-align: center;">NC requirements</p> <p>1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p style="text-align: center;">NC requirements</p> <p>1.1a Name, locate the world’s seven continents and five oceans</p> <p>1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>
What can we find at GSP?	Where do I live?	Where in the world can I go?
<p style="text-align: center;">Focus:</p> <p>Getting familiar with the school layout and its surrounding area and recognising what each area is used for. Looking at the layout of our school and following maps around the school. Devising simple maps of different areas in school and using basic symbols on a key. Walk in the local area to see the old school and walk around the perimeter of the present school.</p>	<p style="text-align: center;">Focus:</p> <p>Where does Warrington sit in the UK? What are the landmarks in Warrington and can we recognise them from aerial photographs? Where is Warrington situated on a map of the UK? Knowing their address. Understanding Warrington is a town. Understanding the 4 countries within the UK, their capital cities and the surrounding seas. Map work, atlases</p>	<p style="text-align: center;">Focus:</p> <p>Where is the UK in our world? Use maps, atlases and globes to locate the 7 continents and five oceans. Learn them by heart. Learn basic information about each continent such as some countries, famous landmarks, significant foods, weather / climate etc.</p>

KEY STAGE 1 CYCLE B – Geography

AUTUMN	SPRING	SUMMER
NC requirements 1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	NC requirements 1.2a Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (a coastal beach resort) and a small area in a contrasting non-European country (Australia's gold Coast) 1.3b use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	NC requirements 1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (a greater focus on England and the capital city of London)
Can a meerkat live in the North Pole?	Where would you prefer to live – the UK or Australia?	Where can I find the Queen?
Focus: Use the text Meerkat Mail. Use maps, atlases and globes to locate the equator, north and south poles and discuss knowledge around these including weather in each of these regions and what animals have their habitat there we would expect to find there etc	Focus: Focus on a UK coastal beach resort and compare with the Gold Coast area of Australia. Look at the human and physical geography of both areas, note similarities and make comparisons. Visit to Formby Beach?	Focus: Understanding that we live in England which is one of the 4 countries in UK. Each country has a capital city. Ours is London. Where is London in relation to Warrington? Map work. How can we get there? Knowledge about London – basic human and physical features such as famous landmarks.

LKS2 CYCLE A – Geography



AUTUMN	SPRING	SUMMER
<p style="text-align: center;">NC requirements</p> <p>1.4a Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <p>1.4b Use the eight points of a compass, four and six figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and wider world.</p> <p>1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p style="text-align: center;">NC requirements</p> <p>1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>1.2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p style="text-align: center;">NC requirements</p> <p>1.1c Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (incl day and night)</p> <p>1.3a Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>
What makes a good Geographer?	How does the UK compare to countries in the Mediterranean?	What is it like on the other side of the world?
<p style="text-align: center;">Focus:</p> <p>A topic focusing on the geographical skills to become a good 'geographer'. Children will explore a range of maps at a local, national and global level, how to navigate an atlas to find key countries, continents, oceans and seas. They will use aerial photographs to spot human and physical features, understand map symbols, compass directions and develop key geographical vocabulary throughout the unit</p>	<p style="text-align: center;">Focus:</p> <p>A topic focusing on comparing the UK with another country in Europe. They will then look in more detail at some of the contrasting areas of Europe, finding out about the landscape, climate and locations in each area</p>	<p style="text-align: center;">Focus:</p> <p>A topic focusing on what life is like at the other side of the world – are our climates the same? How does the landscape look different? Children can identify locations on a map / globe (including lines of latitude, longitude etc.) and explore what geographical landscapes are like in our planet's colder regions. A real focus on climates, polar regions, the equator countries and biomes of the world.</p>

LKS2 CYCLE B – Geography



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What makes the Earth angry?	How has Warrington changed over time?	What would we find at the end of a river?
<p style="text-align: center;">Focus:</p> <p>A topic that focuses on the natural disasters of our planet - earthquakes and volcanoes. What happens? Where do they happen and why do they occur? A focus on why earthquakes occur in European countries and how other countries have put in measures to protect themselves?</p>	<p style="text-align: center;">Focus:</p> <p>A topic focusing on a local area geography study. Children can look at how the local area has changed over time from the Burtonwood airbase to the current Chapelford Village housing estate. Children can bring in their knowledge of our school building and how the land it is built on has also changed. Possible comparison to other air bases?</p>	<p style="text-align: center;">Focus:</p> <p>A focus on exploring rivers and their features – including the river source and mouth and how they travel. Children can explore the water cycle and identify oceans and seas. Lesson study comparing different rivers. (Water cycle, rivers, coasts, distribution of natural resources using the rivers and seas).</p>



UKS2 CYCLE A – Geography

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Where on Earth does it come from?	Water: Friend or Foe?	Would you rather live in North or South America?
<p style="text-align: center;">Focus:</p> <p>A topic focusing on land use (including farming), trade links and the distribution of natural resources, including food. Children will learn about where food comes from, how it travels and how land around the world is used differently to grow / produce food depending on location.</p>	<p style="text-align: center;">Focus:</p> <p>This unit focuses on the effects that water has on humans and the impact of human life on water. The children will identify the position of the Arctic and Antarctic circle and the effect of global warming on the polar ice caps. They will also study the of water such as flooding in Bangladesh and Tsunamis in Japan. They will investigate the decisions made around conservation of water e.g. building a dam, flooding villages to create reservoirs.</p>	<p style="text-align: center;">Focus:</p> <p>Children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area.</p>

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<p>NC requirements</p> <p>1.3a 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.</p> <p>1.4a Use maps, atlases and digital/computer mapping to locate countries and describe features studied.</p>	<p>NC requirements</p> <p>1.2a Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>1.1c Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)</p>	<p>NC requirements</p> <p>1.1a Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>1.1b Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
Is Warrington a good place to settle?	Why is the Amazon so important?	How are our coasts changing?
<p>Focus:</p> <p>A topic focusing on why Warrington might be a good place to settle based upon its location and proximity to Liverpool and Manchester, alongside its unique transport links and the OMEGA development. Children can explore the different types of settlement in the UK compared to others around the world and how land / location can determine what land might be used for e.g. shanty towns of Brazil in South America/high rise accommodations of the UK.</p>	<p>Focus:</p> <p>A topic focusing on the Amazon rainforest and Amazon river – looking at the physical features and natural resources and use of the river. Opportunity to compare river with others in Europe and the UK – similarities and differences. Children can look at the significance of the Amazon river to our planet's water supplies, including diverse wildlife and biomes present under the one rainforest.</p>	<p>Focus:</p> <p>A topic focusing on physical features and how our world is changing over time – looking at effects of coastal erosion and plastic pollution on coastlines in the UK / around the world. Children will learn about the structure of the coasts of the UK and other coasts around the world and how their shape and geography have changed over thousands of years.</p>