



	Autumn	Spring	Summer
Year 1	<p>The great outdoors – fieldwork in the class and school grounds. In this theme children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. They will also investigate the key human and physical features of its surrounding environment, i.e. the housing estate, Sutton Park, St Helens Hospital and possibly the nearby retail park. They will consider similarities and differences between their own school's environment and local schools using Digimaps/Google maps. The key questions and activities start with the school and its grounds before moving out into the immediate neighbourhood.</p> <p>Literacy link – The Naughty Bus</p>	<p>Hot and cold places of the world. What animals live there? The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK. (Includes the 7 continents and 5 oceans).</p> <p>Literacy link – Poles Apart</p>	<p>Where in the world does our food come from? In this theme, children will have the opportunity to explore the origins of common foods they consume. They will identify some foods which are grown locally, including a trip to the local strawberry fields, nationally and others that are imported to our local ports of Runcorn and Liverpool. They will also explore the idea of 'food miles' and use maps, globes and atlases to see how far their food has travelled and which oceans it may have crossed. They may also explore which oceans and seas provide us with food.</p> <p>Literacy link – How did that get in my lunchbox? The World Came to My Place Today</p>
	<p>What do the UK's seasons and weather patterns look like and how do they change? In this theme, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity. Although this theme is placed in the autumn term (in science), children will consider seasonal changes over the course of the whole year. During the autumn term, children will be thinking about what happens during the season of autumn, what the weather is like in autumn including what happens to the length of the day, and what happens to plants and animals.</p>		
Year 2	<p>What is it like in the area where I live and play? In this theme, the children will begin by exploring and comparing our two local parks, Sutton Park and Sherdley Park. They will also use a range of maps to identify other nearby leisure facilities, such as the swimming pool and recreation centres. They will then expand this study to include the former Sutton Manor Colliery to visit The Dream monument. At this visit, they will begin to appreciate the former local land use and the area's heritage. In preparation for their history study in this term, they will again use maps to identify where the Stevenson Steam Train Trials took place.</p>	<p>Comparing 'where the forest meets the sea' in Formby with Cape Tribulation, North Queensland in Australia. In this theme, children will learn about a small area within a contrasting non-European country (Australia) as well as the nearby Formby coastline. They will visit the Formby Nature Reserve to identify the physical and human features of the landscape and land use. They will get to identify the red squirrel protection and the Antony Gormley art installation – Another Place. They will then use a range of maps, images and videos to compare and contrast this area with Cape Tribulation, North Queensland. Although exploring a small area in detail, the children will also be made aware of its broader geographical context, such as the country/continent in which it is located. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar. (This builds on the knowledge, skills and understanding from the previous Year Two theme – What is it like in the area where I live and play?)</p> <p>Literacy link – Where the Forest Meets the Sea</p>	<p>What are the UK countries and capital cities? In this theme, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel).</p> <p>Literacy link – The Queen's Handbag</p>

<p>Year 3</p>	<p><i>Large history-focused learning in Autumn</i></p>	<p>Visiting The Lake District National Park – a UK region. The purpose of this theme is for the children to study a region of the United Kingdom. As part of a visit, the children will identify the key topographical features of The Lake District National Park (namely, hills, mountains, lakes and forests) and explore the numerous land uses, including leisure, tourism and farming. Children will begin to explore different types of vegetation. Upon their return, they will compare The Lake District with their own locality and other previously studied areas.</p>	<p>Alaska. In this theme, children will explore a region in North America – Alaska. They will be exposed to a range of different maps (including Arctic map, Northern Hemisphere and Asia/Australia-centric maps). They will identify Russia's location relative to Alaska. Children will also be introduced the concept of a biome.</p>
<p>Year 4</p>	<p>Mapping out our local area In this theme, children will develop their local understanding from Year 2 by looking beyond the immediate area. Through a range of local maps and aerial photographs, they will develop a sense of place and direction. They will also develop their knowledge on how to use, and create, maps. They will explore key places and buildings in the area to develop their knowledge of what people do in St Helens.</p>	<p>Volcanoes and Earthquakes. Mount Vesuvius and other volcanoes around the world. In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They will learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They will begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters and fracking, etc) and what they have learned in school. They will use the Volcanoes Map app to research the activity status of volcanoes. They will also use Quakefeed to identify recent earthquake recordings.</p>	<p>Rivers and mountains In this theme, children learn about rivers and the water cycle. A fieldwork trip will take place to Quarry Bank Mill, Styal to investigate features of the River Bollin. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects, and is influenced by, rivers (including the building of the water-powered mill itself). They will identify other key rivers in the UK and the world. They will also link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p>
<p>Year 5</p>	<p><i>Large history-focused learning in Autumn</i></p>	<p>The Americas with a focus on the Amazon basin. In this theme, children locate and study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. The children will learn about the types of food, minerals, energy and trade/industry generated from this part of the world. They will also explore settlement sizes and transport links. They will then learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p>	<p>Paris – a region in a European country In this theme, children learn about a region in a European country – Paris basin, France. Children will explore the human and physical features of Paris, including key landmarks. They would then look beyond the city itself to explore the features of the basin. Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar/have previously studied.</p>
<p>Year 6</p>	<p>Geography of the UK with a focus on Liverpool City Centre. Children research what, exactly, is meant by the UK and GB. They will deepen their knowledge of key topographical and human features in each of the UK's countries. They will then focus in on their nearest city – Liverpool. They will develop their map and fieldwork skills to identify recent changes to the city. They will also identify changes created as a result of The Blitz, linked to the local schools' network project on Remembrance Day.</p>	<p>Geography of London to apply and revise our map skills In preparation for a visit to the capital city next term, the children will focus on the geography of London. Using their map skills, they will investigate ways to get to the city. They will enhance their knowledge of physical and human features, including key landmarks, by looking at the city of London and the Greater London region. They will use OS maps of the area and compare them to other map types, including Google Maps. This unit will also provide children with revision opportunities looking at capital cities and rivers in the UK and Europe. They will also revise the difference between the European Union (EU) and Europe.</p>	<p>What do we know about the world, in statistics and in the news? In this theme, children will revisit and research aspects of world geography e.g. revision of the seven continents and five oceans, identifying the number of countries in the world and key countries in each continent (the BRIC – Brazil, Russia, India and China). This study will comprise of a world-wide topical issue such as climate change or the geography of plastics, palm oil etc. which will be researched and debated. The children will also research some specific countries (these may differ each year in response to countries/issues in the news at that time), countries relevant to other geographical features and regions being studied, countries of special relevance to individual children e.g. where their relatives live, where they were born, where they've been on holiday etc. A key component of this study will be the opportunity to use wider statistical information when researching above countries.</p>