





TEACHING SEQUENCE



GEOGRAPHY

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p><u>The Natural World</u> “All families are different” multi-cultural awareness Listening walk of awareness around school Observe and record seasonal change</p> <p>Geography; The Natural World ; Seasons- Autumn “Welly Walk” –autumn colours, finds, animals</p> <p>Weather; Collect, explore and describe Autumn objects. For Example” Autumn leaves , pine cones etc</p> <p><u>Vocabulary</u> Weather; cold, hot, rain, wind, cloud, sun, snow, ice People who help us; police officer, fireman, teacher, doctor, nurse, dentist, vet, hot, cold</p>	<p><u>The Natural World</u> Winter weather, clothes, seasonal change Care for the natural world around us. Everyone in the world is different</p> <p>Road safety (high vis jackets and reflective road signs</p> <p><u>Vocabulary</u> People who help us; Lollipop person, Police officer Weather; cold, hot, rain, wind, cloud, sun, snow, ice</p>	<p><u>The Natural World</u> Talk about where we would like to explore Learn about and describe local area Show awareness of different countries</p> <p>Use bee-bot to travel around routes Use and describe items in explorer's bag Explore photographs of local area</p> <p><u>Vocabulary</u> Weather; cold, hot, rain, wind, cloud, sun, snow, ice near, far, left, right, symbol, key land , water, map</p>	    <p>*Walk of awareness around local environment – autumn, spring, summer, and winter</p>

Reception

The natural world

Looking at maps and draw simple information from it- comparing our local environment with Africa

Talk about accommodation and homes; how do they differ from where we live?
Looking at seasonal changes and the environment around us.



The weather- Freezing, cold, temperature
Investigate materials; waterproof / non waterproof What clothes do we wear during different; Make a weather station

Where does our food come from?
Look at maps of Great Britain and look how much land we have to grow food and how we need to take care of our land.

Vocabulary:

Seasons; Autumn winter spring summer
Weather; cold, hot, rain, wind, cloud, sun,

The natural world

Where does our food come from?

Taste and look at a variety of foods from the UK and other countries (**Literacy Tree Text; I will not ever never eat a tomato**)



Look at maps of Great Britain and look how much land we have to grow food and how we need to take care of our land

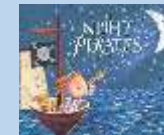
Look at how far food has to travel to get to the UK ; Carbon footprint

Vocabulary:

world, country, land, sea, ocean, United Kingdom, Europe, factory, farm, map

The natural world

Children to study and draw a pirate map –




Children can look and spot key locations on a local map of the area; Local shops, churches and schools etc.


Investigate different mini beasts and their habitats.

Look at life cycles of butterflies Use outdoor bug garden to explore and investigate

Vocabulary:



	map, atlas, ocean, sea, land, near, far, left, right, symbol, key		world, country, land, sea, ocean, continent, similarities, difference, river, soil,	
End of phase skills:	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them, making observations and drawings. • Look at seasonal change and the environment around us. 			
Year 1 Year 1	<p><u>Our Local Area and the United Kingdom</u> What does my school's local area look like? What is a feature? What does a map look like? How can I give directions using compass points? Where do I live? What countries form the United Kingdom? What are the characteristics of UK countries?</p> <p><i>Vocabulary:</i> symbol, feature, village, town, map, aerial view, key, United Kingdom, city, London, union</p>		<p><u>Coasts & Seas</u> What can you do at the seaside? Where are seaside locations near me? What coastal locations and seas surround the UK? What are the physical and human features of coastal locations? How do coasts change overtime?</p> <p><i>Vocabulary:</i> waves, cliff, coast, tide, beach, caves, sea, harbour, port, settlement, human features, physical features</p>	<p>*Trip: Local area study. *Trip: Southport Coastguard/ Beach Visit.</p> 
		<p><u>Our World</u> How is the world divided? How does temperature differ around the world? How are cold locations in the world similar and how do they differ?</p>		<p>*Assembly provided by Geography subject leader – sharing experience of visit to partner school in South Africa.</p>

		<p>Vocabulary: <i>country, continent, globe, land, atlas, north pole, south pole, Europe, cold, warm, ocean, equator</i></p> <p>South Africa Where is South Africa? What are the physical and human features of South Africa? How does the UK differ to South Africa? What is our partner school like?</p> <p>Vocabulary: <i>Africa, South Africa, atlas, diverse, culture, environment, poverty, compare, contrast, community, Tembisa, Cape Town</i></p>		
<p>End of phase skills:</p>	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom, continents and oceans. Use simple compass directions (N,E,S,W) and locational and directional language. Use aerial photographs and plan perspectives to recognise basic human and physical features. Devise a simple map, and use and construct basic symbols in a key. 			
<p>Year 3</p>	<p>The North West What is a region? How is England divided into regions? What are the counties of the North West? How are features represented on an OS map? How can compass points help with directions? What is a four-figure grid reference? What physical and human features can I find locally?</p> <p>Vocabulary: <i>region, legend, Ordnance Survey map, county, compass points, route,</i></p>	<p>Mountains & Rivers Where are the world's mountain ranges? What are the key features of a mountain range? How are different types of mountains formed? Where is the Earth's water? What are the features of a river? How do rivers shape the land?</p> <p>Vocabulary: <i>vegetation, basin, erosion, floodplain, meander, mouth, source,</i></p>	<p>Europe Where is the continent of Europe located? Where are European countries and what are their capital cities? How does European weather differ? What famous features and landmarks can be found in Europe? What is a four-figure grid reference? What can I research about a European country?</p>	<p>*Trip: Loggerheads Country Park – linked to 'Mountains and Rivers' topic.</p>

	<p><i>Merseyside, north east, south east, south west, north west, capital city</i></p> <p><u>Essay Question: Understanding where I live is important. Do you agree?</u></p>	<p><i>alpine, altitude, elevation, plateau, mountain range</i></p> <p><u>Essay Question: How do mountains and rivers shape the landscape?</u></p>	<p><i>Vocabulary:</i> Europe, country, capital city, Northern hemisphere, Southern hemisphere, grid reference, coordinates, time zone, Greenwich meantime (GMT), climate, temperate zone, polar zone, United Nations (UN)</p> <p><u>Essay Question: How do countries within Europe differ?</u></p>	
<p>Year 4</p>	<p><u>Around the World</u></p> <p>What counties are located within the northern and southern hemisphere? What influences world climate zones and where are they found? How can longitude and latitude be used to find locations? Why is the time different around the world?</p> <p><i>Vocabulary:</i> time zone, Prime Meridian, hemisphere, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, longitude, latitude, climate, tropic zone, temperate zone, polar zone.</p> <p><u>Essay Question: How is our world influenced by its formation?</u></p>	<p><u>Amazon Rainforest</u></p> <p>What countries does the Amazon Rainforest inhabit? What are the characteristics of a rainforest? Why is the Amazon Rainforest special? How do humans impact the rainforest? How does life in the Amazon Rainforest differ to life in the United Kingdom?</p> <p><i>Vocabulary:</i> tropics, tropical forest, rainforest, ecosystem, deforestation, emergent, canopy, understory, forest floor, South America, biome</p> <p><u>Essay Question: Why is the Amazon Rainforest so important?</u></p>	<p><u>Maps & Fieldwork</u></p> <p>What are the eight points of a compass? How are compass points used for directions? What Ordnance Survey symbols can represent our local area? What is a grid reference? How can I prepare for a fieldwork study?</p> <p><i>Vocabulary:</i> axis, legend, grid reference, scale, compass, route, orienteering, field study, waypoint, Ordnance Survey</p> <p><u>Essay Question: How is Loggerheads a good location for a geography fieldtrip?</u></p>	<p>*Study: Map & Fieldwork – children to use school orienteering route.</p>

End of phase skills:

- Use maps and globes to locate the equator, tropic of cancer, tropic of capricorn and the greenwich meantime (GMT) are on a world map.
- Use maps to locate European countries and capital cities.
- Know and name the eight points of a compass.
- Use fieldwork to observe, measure and record human and physical features in an area.
- Know how to use a four-figure grid reference.

Year 5/6

Cycle A
Polar Regions

Where are our Polar Regions and what is happening to them?
How can I locate places on a world map more easily?
What are the World climate zones?
How does the Arctic tundra differ to other ecosystems?
How do icebergs and glaciers change overtime?
What are the similarities and differences between the two Polar Regions?
What physical change is effecting our Polar Regions and how?

Vocabulary: tundra, latitude, ice caps, ecosystems, government, environment, emissions, glacier, frigid, pollutant, warming, atmosphere

Essay Question: Humans are having a negative effect on the world's Polar Regions, do you agree?

Volcanoes & Earthquakes

How does the earth cause natural disasters?

Cycle B
United States

Where is the United States of America?
What is a biome?
What are the human and physical features of the USA?
How does the USA's population compare to the UK?
How do time zones differ around the world?
How does urban and rural life differ?

Vocabulary: urban, rural, tundra, deciduous forest, ethnic group, diverse, population distribution, culture, densely populated, sparsely populated, state

Essay Question: What makes the USA an interesting country?

Cycle A
Trade & Economics

What is trade and how does it affect the economy?
What does UK trade look like?
What is globalisation and how does it impact the world?
What is the 'Global Chain'?
How has trading changed overtime?

Vocabulary: trade, economy, export, import, manufacture, insurance, land-use, revolutionary, distribution, employment, urbanisation, globalisation

Essay Question: Globalisation has a positive impact on the World. Do you agree?

*Visitor: Polar Regions – external virtual presentation by visitor to Polar Regions.
*Trip: Trade & Economics – children to visit Liverpool Trade Museum.
*Visitor: Polar Regions – visitor from local business discussing trade and economics.



	<p>How does the Earth's structure impact the formation of plate tectonics? What are the different plate boundaries? What causes an earthquake? How and why do volcanoes erupt?</p> <p>Vocabulary: <i>active, seismic wave, focus, dormant, epicentre, extinct, hot spot, mantle, magnitude, tectonic plate, Richter Scale, Ring of Fire</i></p> <p>Essay Question: <u>Why do volcanic eruptions and earthquakes occur?</u></p>			
<p>End of phase skills:</p>	<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature and rainfall across the world. • Use digital/ computer mapping to locate a country or place of interest. • Know how to use six-figure grid references. 			