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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Location |  |  |  |  |  |  |  |
|  | Begin to understand their immediate surrounding. Simple vocabulary can be used: near, far, close, over there, here | Introduction of compass points; North, South, East, West, and directional language; right, left, up, down.  Locate countries of United Kingdom, and their capitals.  Locate 4 seas around UK. | Understand what and where the 7 continents of the world are (pre Y5), and what and where the 5 oceans are in the world. Look at the location of Australia and regions within Australia, compared to where we live.  Revisit the 4 countries and capitals of the UK, with additional understanding of directional language to describe each. | Revisit what and where the 4 countries (and their capitals) of the UK are. Recap human and physical features – touching in upon landmarks.  Explore what and where the counties are in the UK.  Understand the location of Hoylake in comparison to West Kirby.  Understand the location of the River Dee. | Following Y3, locate West Kirby more independently (locally and nationally).  Locate the most well-known trade places (eg, Liverpool port).  Locate the two major rivers that surround Wirral (peninsula). | Locate Europe on a map in relation to other continents and oceans – directional language of 8-point compass could be used. Understand Europe’s position in a global context.  Locate some well-known countries within Europe.  Developing the understanding of weather, locate different climates and biomes within Europe.  Building on Y4, explore how mountains are formed, and locate main mountains within Europe.  Locate Rome within Europe. | Building on Y2, Y5, understand how the world is divided – hemispheres and tropics ect.  Locate North and South America globally – linking longitude and latitude.  Locate some countries within North and South America  Focus understanding on locating New York.  Independently, locate West Kirby from a global perspective. |
| Physical Features |  |  |  |  |  |  |  |
|  | Start to understand the idea of things just being there in the world. Simple vocabulary can be used: hill, forest ect | Begin to understand things can ‘naturally occur’. Start to notice some things that are natural. Simple vocabulary can be used: hill, forest, river, sea ect.  Physical features of the school and West Kirby. | Clearly distinguish between the things that naturally occur and are made by humans.  Explore the physical features of Australia.  Find physical features of the UK, for each country.  Focus in on physical features of the local area - with highlight on the local park. | Learn what makes a county a county and explore a few counties physical features.  Learn what makes a city a city and explore a few counties physical features.  Explore the physical differences between two local cities.  Understand the physical features of a coast – focus on Hoylake.  Learn what a river is and how it works – focus on River Dee changes.  Physical features (and changes) of Thurstaston. | Start to explore how land can be used naturally (and how this can change over time) – earthquakes / mountains (features) / coastlines.  Compare the River Mersey and the River Dee – features of river and surroundings. | Explore some of the main physical features in Europe, can these be linked to the differing climates and biomes.  Understand Europe’s position in a global context.  Building on Y4, explore how mountains are formed, and locate main mountains within Europe. Building on Y5 Spring, explore how volcanoes are formed, and the impact of volcanoes on Rome.  Identify Rome’s key physical features.  Building on Y3,4, link Rome to the River Dee (Chester).  Understand the physical features of the River Dee – link to local environment (human and physical). | Understand some of the physical features of North and South America, and how the tropics are linked to these.  Understand how time zones influence different countries within North America.  Identify the physical features of New York.  Do biomes affect New York.  Recapping Y3,4 &5, link climate change to erosion and deposition. |
| Human Features |  |  |  |  |  |  |  |
|  | Start to understand the idea of things being made. Simple vocabulary can be used: table, toy | Begin to understand things can be made by people. Start to notice some things that are natural. Simple vocabulary can be used: playground, pond, bench, sea ect  Human features of the school and West Kirby. | Clearly distinguish between the things that naturally occur and are made by humans.  Explore the human features of Australia.  Find human features of the UK, for each country.  Focus in on human features of the local area – with highlight on the local park. | Learn what makes a county a county and explore a few counties human features.  Learn what makes a city a city and explore a few counties physical features.  Explore the human differences between two local cities.  Understand the human features of a coast – focus on Hoylake.  Human features (and changes) of Thurstaston. | Start to explore how land can be used (and how this can change over time) by humans – why are things built where they are. Explore population.  Understand man-made modes of transport and their importance (and how this has changed over time). | Locate some well-known countries within Europe and learn their capital cities.  Explore some of the key human features in Europe, can these be linked to climate and biomes?  Understand Europe’s position in a global context.  Identify Rome’s key human features.  Understand the physical features of the River Dee – link to local environment (human and physical). | Start to identify key human features of North and South America and how they differ in each continent. Can the children link any of this to their understanding of how the world in divided?  Understand how time zones influence different countries within North America.  Identify the human features of New York.  Understanding the impacts of erosion on West Kirby – have humans done anything to sustain the coastline. |
| Diversity |  |  |  |  |  |  |  |
|  |  | Diversity of the features in West Kirby and why it looks different in different areas. | Explore how diverse Australia’s landscapes and cultures are.  Understand the diverse differences between each of the countries in the UK. | Explore the diverse uses of the UK’s coastline – abstractly explored through maps and through visits to Hoylake and Thurstaston. | Compare an urban coastal town and a more rural village, and their diverse differences.  Explore and compare the differences between the coast of the River Mersey / Dee. | Understand that differing climates encourage diverse landscapes and cultures.  Understand Europe’s position in a global context.  Understand the physical features of the River Dee – link to local environment (human and physical). | Understand how time zones influence different countries within North America. |
| Physical Processes |  |  |  |  |  |  |  |
|  | Recognise that their immediate surroundings can look different at different times of the year. | Introduce the idea of seasonal change and its impact on the surroundings. | Understand that there are hot and cold countries and why they are like that. Introduce words like flood, drought, blizzard ect. | (Y3 Sp & Y3 Sum) Understand that erosion and deposition have impacts upon the UK’s coastline – focus on Hoylake.  Learn what a river is and how it works. Link erosion and deposition to Thurstaston (our local coast) and understand how it has changed. | Impact of earthquakes on land use.  Understand the impact of the River Dee on Hilbre Island.  Link erosion and deposition to Hilbre. | Understand the physical features of the River Dee – link to local environment (human and physical).  Compare the River Dee to rivers in Rome? | Recapping Y3,4 &5, link climate change to erosion and deposition.  Understanding the impacts of erosion on West Kirby.  Understanding the impacts of erosion on West Kirby – have humans done anything to sustain the coastline. |
| Human Processes |  |  |  |  |  |  |  |
|  | A slight understanding of the link between people and places, eg shops in WK. | Understand the link between how humans act depending on the season – does it differ? | Look at indigenous communities in Australia. Explore cities in Australia.  Explore how the local area thrives, and how humans are involved in sustaining the environment. | Explore how transport works around the coastline of the UK. Understand that erosion and deposition have impacts upon the UK’s coastline – focus on Hoylake. | Explore population increase and affects on land use.  Explore transport with regard to goods. Firstly, with regard to public, then to things they may use (daily ect).  Link transport to trade. | Understand the physical features of the River Dee – link to local environment (human and physical). | Understand how time zones influence different countries within North America.  Understanding the impacts of erosion on West Kirby – have humans done anything to sustain the coastline. |