



Faithful. Ambitious. Empowered.

Year / Theme	Key	Theme 1	Theme 2	Theme 3
Year 1	Gateway			
	Mastery	<p><b>The Monarchy:</b>  <b>Home: Where is it? Why is it there? Who cares?</b></p> <p>To know they live in England and can locate New Brighton on a map</p> <p>To explain a few similarities and differences between England and Peru, including human and physical features</p> <p>To use simple compass directions (N, S, E W) to describe the location of features and routes on a map of the school and its grounds.</p>	<p><b>Toys: A local Study</b>  <b>Can a place create memories?</b></p> <p>Begin to have simple locational knowledge about the local environment of New Brighton</p> <p>To use maps and photographs to identify human and physical features of New Brighton, i.e. Train Station, St George's Park, local shops and roads</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of New Brighton</p>	<p><b>Oceans: The snail and the whale</b>  <b>Where do plastics go?</b></p> <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To describe some differences between places near the equator and at the poles. (Snail &amp; the Whale)</p> <p>To present or write a UK weather forecast on a simple weather map or chart and use key geographical vocabulary</p>
Year 2	Gateway			
	Mastery	<p><b>The Great Fire of London:</b>  <b>Can disasters bring out the best in people?</b></p> <p>To name, locate and identify the 4 countries (England, Scotland, Wales, Northern Ireland) and capital cities (London, Edinburgh, Cardiff and Belfast).</p> <p>To compare human and physical features of New Brighton and Mallacoota</p> <p>To use world maps, atlases and globes to identify human and physical features of the UK and its countries, e.g. countryside, forests, castles, mountains, coastlines, cities, towns etc...</p>	<p><b>Explorers:</b>  <b>Why do humans need to explore?</b></p> <p>To name and locate the 5 oceans (Atlantic, Arctic, Indian, Pacific and Southern.)</p> <p>To identify hot and cold areas of the world ( using globes and atlases) in relation to the Equator and North and South Poles, eg The Americas, Pakistan (K2) and the Antarctic.</p> <p>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>	<p><b>From Cape Verde to New Brighton:</b>  <b>How can we make tourism more environmentally friendly</b></p> <p>To name, locate and identify the world's seven continents; Europe (built upon theme 1), Asia (Rouse), North and South America (Columbus), Oceania (built upon theme 1), Antarctica (Aston) and Africa.</p> <p>To identify human and physical features of Cape Verde, e.g. roads, houses, hotels, hills, beach, seas, coast, mountain.</p> <p>To use a range of secondary sources (maps, photographs, stories, websites, films, personal accounts) to further explore Cape Verde.</p>

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Year 3	Gateway			
	Mastery	<p><b>Stone Age to Iron Age: How did humans move from surviving to thriving?</b></p> <p>To name and locate some of the major hills and mountains, i.e, the Cairngorms, Pennines, Lake district and Snowdonia</p> <p>To know how mountains are formed and compare different types of mountains</p> <p>To identify landmarks and physical and human features on aerial photographs and corresponding maps, e.g. Identify Iron Age hill forts and explain why they would choose this location.</p>		<p><b>Local History: Has innovation been people's downfall?</b></p> <p>To locate the river Mersey on a map.</p> <p>To understand the importance of rivers, e.g. trade, jobs, survival, transportation, leisure.</p> <p>To observe/ record physical and human features in port Sunlight, using observations, tallies, photographs and drawings.</p>
Year 4	Gateway			
	Mastery	<p><b>Ancient Greece: Minoan, Mycenaean, Athenian: How did humans move it from story to history?</b></p> <p>To locate some European countries and capital cities on a map.</p> <p>To describe some similarities and differences in the position of Greece to the UK and discuss climate differences.</p> <p>To describe and understand how Greece's physical geography influences its type of economic activity and trade links</p>	<p><b>Romans (43, 60, 79, 209, 41AD) Did the Romans make Britain more civilised?</b></p> <p>To be able to understand similarities and differences through the study of human and physical geography between the NW of the England and Naples Bay area (Campania).</p> <p>To label parts of a volcano; ash cloud, crater, vent, throat, conduit, magma reservoir</p> <p>To investigate and understand why people settled in Chester.</p>	<p><b>The Ganges: Rivers - Friend or Foe?</b></p> <p>To locate and identify the River Ganges.</p> <p>To explain the key features of the water cycle.</p> <p>To describe aspects of physical geography and use 4 figure grid references to record the path of a river.</p>

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Year 5/6	Gateway			
	Mastery			<p><b>The Amazon - Lungs of the land</b>  <b>Why do we need the Amazon?</b></p> <p>To locate and understand the significance of the lines of longitude, latitude and the equator.</p> <p>Beginning to understand in some detail what Brazil is like, how and why it is changing. They are beginning to show some understanding of the links between places, people and environments.</p> <p>To use atlases/maps to name, label and locate some countries and capital cities of South America.</p>
Year B	Gateway			
	Mastery	<p><b>WW2: Is war ever justified and is there an alternative to war?</b>          To locate key countries and cities involved in WW2 across Europe inc Russia.</p> <p>To locate and identify significant human features across Europe in reference to WW2 (Liverpool docks, London, Berlin, Paris, The Kremlin).</p> <p>To identify areas on a map which people evacuated from and to. To present reasons using geographical language</p>	<p><b>Early Islamic Civilisation: What impact did Islam have on the modern world?</b>          To identify key Islamic countries and their capital cities.</p> <p>To understand how trade of goods helped expand The Silk Road, connecting people, religious beliefs, cultures and helped expand empires.</p> <p>To understand, analyse and question data on migration across Europe.</p>	<p><b>From Mississippi to the Mersey</b>  <b>To locate states across North America during The Great Migration.</b></p> <p>To know key features of a river - source, mouth, delta, oxbow, meanders, tributaries, flood plains, upper, middle and lower course.</p> <p>To compare and contrast the Mississippi to previous rivers studied (Mersey, Nile, Ganges, Amazon).</p>

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