



ST AIDAN'S

CATHOLIC PRIMARY SCHOOL

Learning and growing together, inspired by the love of Jesus

Geography

Year 1

Topics

- Seasonal and daily weather patterns
- The countries and capitals of the UK
- A study of a small area of the UK (Huyton)

Seasonal and daily weather patterns

National curriculum drivers

- Identify seasonal and daily weather patterns in the United Kingdom
- Use simple fieldwork and observational skills to study the geography of their school grounds (daily/seasonal weather changes)

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Name the four seasons and the features of the weather in each season Record the weather (am, noon, pm) (Identify seasonal and daily weather patterns in the United Kingdom)
<u>2</u>	How each season changes our environment. Record the weather (am, noon, pm) (Identify seasonal and daily weather patterns in the United Kingdom)
<u>3</u>	How human activity changes with weather changes Record the weather (am, noon, pm) (Identify seasonal and daily weather patterns in the United Kingdom)
<u>4</u>	Ask questions about the weather and look at how weather is forecasted on the news Record the weather (am, noon, pm) (Identify seasonal and daily weather patterns in the United Kingdom)
<u>5</u>	Record the weather (am, noon, pm) (Identify seasonal and daily weather patterns in the United Kingdom) Discuss changes, patterns and activities.

Key vocabulary

Spring, Summer, Autumn, Winter, warm, cold, scarf, gloves, coat, sunglasses, sunhat, sun cream,

The countries and
capitals of the UK

National curriculum drivers

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Recall the shape of the UK and identify its countries (Play doh) (Use maps and atlases to identify the UK and its countries).
<u>2</u>	Use a blank map to label the countries of the UK and identify their borders. (Identify the capital and some features of England. (Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom))
<u>3</u>	Identify the capital and some features of Northern Ireland. Identify the UK's surrounding seas. (Identify the capital and some features of England. (Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.))
<u>4</u>	Identify the capital and some features of Scotland. (Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.))
<u>5</u>	Identify the capital and some features of Wales. Describe the features of the UK as an island. (Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.))

Key vocabulary

Capital city, country, sea, England, Scotland, Wales, Northern Ireland, Edinburgh, Cardiff, London, Belfast, Glasgow, Manchester, Liverpool, North Sea, English Channel, Irish Sea.

A study of a small area of
the UK: Around our school

National curriculum drivers

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Huyton's place in the world (Use world maps to identify the UK)
<u>2</u>	Fieldwork – Secret Street detectives (Use simple fieldwork and observational skills).
<u>3</u>	Children recognise, identify and begin to describe the key features of their local streets. (Human and physical geographical similarities and differences).
<u>4</u>	Expressing places I like and dislike in my local area. (Use basic geographical vocabulary).
<u>5</u>	Comparing how local streets are similar and different. (Devise a simple map)

Key vocabulary

Huyton, Knowsley, Liverpool, Merseyside, village, town, church, house, shops, park, The Wetlands, woodlands.

Year 2

Topics

- The study of a region of the UK local fieldwork and mapping: A comparison of a European region to Huyton
- Hot and cold places
- The study of a small Non-European area: Contrasting to Huyton

The study of a region of
the UK Local fieldwork and
mapping : Huyton

National curriculum drivers

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- 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.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Identify The UK, Liverpool and Huyton on maps. Teach the four compass points.
<u>2</u>	Fieldwork: The school grounds. Develop a map of the school grounds. Talk about places whilst referring to the 4 compass points. (Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map)
<u>3</u>	Mapping: Use a basic OS map to mark their journey to school. Identify human and physical features of the local environment on the map using compass points to help. (Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map)
<u>4</u>	Fieldwork: Huyton village (naming physical and human features)
<u>5</u>	Mapping: Use aerial photographs to identify features of Huyton they have explored in fieldwork, map their journey relating to the four compass points. (Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map)

Key vocabulary

Compass, north, south, east, west, near, far, left, right, key, aerial view, physical, human, location, amenities, detached, semi-detached, bungalow, terraced, shops, library, doctor surgery, dentist surgery, vets, motorway, main roads, railway, canal, river, Wetlands , River Alt, hill.

The study of a small Non- European region

National curriculum drivers

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Identify the UK in relation to the non-European study area using compass points and with reference to the equator and poles.
<u>2</u>	Identify some major cities and features of the non-European study area on a map.
<u>3</u>	Compare some of the human features of their locality and a non-European region using aerial photos. (e.g.: through a child's journey to school)
<u>4</u>	Compare some of the physical features of their locality and a non-European region using aerial photos. (e.g.: through a child's journey to school)
<u>5</u>	Know how humans have positively and negatively impacted upon the non-European study area.

Key vocabulary

beach, coast, forest, hill, mountain, ocean, valley, Europe, Australia, Asia, Africa, north, south, east, west (specific vocabulary relating to the location studied).

Hot and cold places

National curriculum drivers

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use world maps, atlases and globes to identify hot and cold places and oceans studied at this key stage.
- Name and locate the chosen contrasting non-European country (For Summer term) in relation to the world's 7 continents and 5 oceans.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Name and locate the seven continents and five oceans.
<u>2</u>	Identify the equator and poles on a world map. (Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles)
<u>3</u>	Compare and contrast hot and cold places in relation to flora and fauna in relation to the seven continents, equator and poles.
<u>4</u>	Compare and contrast hot and cold places in relation to humans and their activity in relation to the seven continents, equator and poles.
<u>5</u>	Ask and answer questions about the seven continents and hot and cold places with reference to compass points. (Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map)

Key vocabulary

Hot, cold, equator, North Pole, South Pole, Europe, Asia, Africa, North America, South America, Australia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean.

Year 3

Topics

- Climate zones, biomes and vegetation belts
- Fieldwork study (Chester)
- Volcanoes and Earthquakes

Climate zones, biomes and vegetation belts

National curriculum drivers

- Locate some of the world's countries, focusing on areas where their food comes from.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features of where their food comes from.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Locate the seven continents and countries that provide familiar food on a world map. (Locate the world's countries focussing on environmental regions and cities).
<u>2</u>	Map the world's climate zones: Arctic, temperate, Mediterranean, desert and tropical – which countries are in these zones? (Refer to the equator, poles, tropic of Cancer and tropic of Capricorn).
<u>3</u>	What are the key features of climate zones? (Describe the physical geography of climate zones, biomes and vegetation belts)
<u>4</u>	Map the world's biomes and vegetation belts: forest, grassland, freshwater, marine, desert, tundra and ice sheet. (Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, refer to the eight points of a compass)
<u>5</u>	What are the key features of biomes and vegetation belts? (Describe the physical geography of climate zones, biomes and vegetation belts. Describe and understand aspects of human geography including food and water)
<u>6</u>	Which foods grow in which biome? (Describe key aspects of human geography including and use and trade links)
<u>7</u>	Follow the journey of a familiar food from a biome; why does it grow there? How does it get to our plate? Food miles and Fair trade. (Describe key aspects of human geography including and use and trade links)

Key vocabulary

Fair trade, agriculture, climate zones, biomes, vegetation belts, soils, transport, transportation, consumption, consumer, north, south, east, west, north-west, north-east, south-west, south-east, Northern Hemisphere, Southern Hemisphere, tropics, Tropic of Cancer, Tropic of Capricorn, equator, temperate.

Fieldwork study: Chester

National curriculum driver

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Identify the UK, Liverpool and the Lake Chester on a map with referral to (and mapping of) some local counties: Cumbria, Greater Manchester, Merseyside and Lancashire.
<u>2</u>	Identify the key topographical features (hills, mountains, coasts, rivers, lakes) and land use patterns of Chester using the different maps and two figure grid references.
<u>3</u>	Investigate how these key topographical features (hills, mountains, coasts, rivers, lakes) have changed over time.
<u>4</u>	Investigate types of settlement, land use and economic activity in Chester using maps and aerial photos with relation to the eight compass points.
<u>5</u>	Understand how tourism has impacted Chester, both positively and negatively.
<u>6</u>	Compare the similarities and differences between a village in Chester to Huyton, How is human life different?

Key vocabulary

Chester, Cheshire, physical features, human features, similarities, differences, four-figure grid references, Ordnance Survey, key, tourism, farming, agriculture, land-use, settlement, mountain/hill, London, Liverpool, Manchester, Cumbria, Lancashire, Greater Manchester.

Volcanoes and earthquakes

National curriculum drivers

- Describe and understand key aspects of volcanoes and earthquakes.
- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	How volcanoes are formed (describe and understand key aspects of
<u>2</u>	The features of a volcano.
<u>3</u>	Map the world's most famous volcanoes (in their corresponding countries and nearest cities) in relation to the eight points of a compass, the poles, equator, tropic of Cancer tropic of Capricorn.
<u>4</u>	What is life like living near a volcano - study of a small area and it's change over time.
<u>5</u>	How earthquakes happen and how this impacts humans.
<u>6</u>	Map the world's most forceful/frequent/recent earthquakes (in their corresponding countries and nearest cities) in relation to the eight points of a compass, the poles, equator, tropic of Cancer tropic of Capricorn.

Key vocabulary

Volcano, earthquake, tectonic plates, magma, lava, magma chamber, vent, ash cloud, crater, Ring of Fire, Europe, Asia, Africa, North America, South America, Australia, Antarctica, Pacific Ocean, Mount Etna, Mount Vesuvius, natural disaster.

Year 4

Topics

- The study of a region of a European country (Spain)
- The study of a region in North America
- Rivers (The Alt and Mersey)

The study of a region in a
European country:
Spain

National curriculum drivers

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	To compare and contrast Spain and the United Kingdom
<u>2</u>	To know where Spain is in the world
<u>3</u>	To know about the physical geography of Spain
<u>4</u>	To know about the human geography of Spain
<u>5</u>	To know about the region of Catalonia
<u>6</u>	To find out about the climate of Spain
<u>7</u>	To understand the importance of tourism to Spain

Key vocabulary

Europe, Paris basin, Catalonia, Barcelona, similarities, differences, currency, population, language, physical features, human features, tourists, tourism, rivers, mountains, European Union, time zone, region, prime meridian.

The study of a region in North America

National curriculum drivers

- Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	To locate the USA and its states on a map
<u>2</u>	To identify and compare the American states
<u>3</u>	To identify and describe the different landscapes of the USA
<u>4</u>	To identify and find out about a National Park in the USA and explore it's function
<u>5</u>	To identify, explore and compare two American cities
<u>6</u>	To find out about natural phenomena in the USA and how they affect the small areas studied.

Key vocabulary

Biomes, tropical rainforest, grassland, temperate and deciduous forest, grasslands, desert, and boreal forest, equator, longitude, latitude, glacier, Artic and Antarctic Circle, diverse, tundra, Grand Canyon, Niagara Falls, Rocky Mountains, coastal, vegetation, prairie,

Rivers: The Alt and Mersey

National curriculum drivers

- Describe and understand key aspects of: physical geography, including: rivers, and the water cycle.
- Name and locate some rivers of the United Kingdom and the world.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Fieldtrip to the Alt drawing on previous knowledge of the local area, label a local map with physical and human features.
<u>2</u>	View footage of the Alt from source to mouth, sketch 'stills' from the footage labelling physical and human features as key vocabulary.
<u>3</u>	Playground rivers- practical activity (link back to water cycle and key vocabulary)
<u>4</u>	The Mersey: Looking closely and mapping features such as source, mouth, meander, floodplain, waterfall, estuary, tributaries
<u>5</u>	Name and locate rivers in the UK – How do these compare to our local rivers the Alt and Mersey?
<u>6</u>	Name and locate rivers across the world labelling and discussing features such as valleys, floodplains, source, mouth.

Key vocabulary

Water cycle, hydrological cycle, evaporation, condensation, precipitation, run off, tributaries, estuary, meander, mouth, source, valley, floodplain, waterfall, River Thames, River Mersey, River Douglas, River Trent, River Avon, River Nile, River Amazon, River Ganges, River Yangtze, River Mississippi.

Year 5

Topics

- The geography of the UK (mapping counties)
- Longitude and latitude
- The study of a region of South America (Amazon)

Longitude and Latitude

National curriculum drivers

Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Identify lines of latitude, including those already known such as the equator on maps.
<u>2</u>	Identify and understand what lines of longitude are and identify them on maps or globes
<u>3</u>	Use lines of latitude and longitude to begin to use four figure references and locate places on maps, globes or in atlases
<u>4</u>	Understand how lines of latitude and longitude are used to identify time zones
<u>5</u>	Assess and Review

Key vocabulary

Equator, longitude latitude Prime Meridian Greenwich median Tropic of Cancer Tropic of Capricorn, time zone, coordinates, location, degrees

The geography of the UK: Mapping counties

National curriculum drivers

- Name and locate counties and cities of the UK, 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 aspects of these have changed over time.
- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied
- Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Know the difference between the UK and Great Britain
<u>2</u>	Know and locate some of the counties and key cities of England: Cheshire, Merseyside, Yorkshire, Cornwall, Devon, Norfolk, Suffolk, Bath, Oxford, Sheffield, Newcastle etc
<u>3</u>	Know and locate some of the regions, cities and counties of Wales: Pembrokeshire, Snowdonia National Park, Brecon Beacons, Swansea, Gower Peninsula, Anglesey, Portmeirion
<u>4</u>	Know and locate some of the counties of Scotland and its regions eg: Dumfries and Galloway, The Scottish Borders, Cairngorms National park, Loch Lomond, Shetland, and the Orkney Island, Aberdeenshire, East Lothian, Aviemore
<u>5</u>	Know and Locate some of the counties of Northern Ireland eg: Giants Causeway, Derry, Antrim, Down,
<u>6</u>	Children consolidate learning on UK and counties

Key vocabulary

6-figure grid reference, names of counties, region, and cities discussed in class.

The study of a region in
South America: Amazon

National curriculum drivers

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. Understand geographical similarities differences through the study of human and physical geography of a region of South America
- 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.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Identify countries of the world in particular South America on world map
<u>2</u>	Identify key features of physical geography in South America relate to biomes and climate
<u>3</u>	Identify key features of human geography in regions of South America – Amazon eg land use , economic activity
<u>4</u>	Identify distribution of resources and economic activity
<u>5</u>	Compare changes in Amazon over period of time eg deforestation
<u>6</u>	Identify consequences of economic activity, trade etc on the physical aspects of Amazon

Key vocabulary

tropical rainforest, temperate forests, desert, tundra, boreal forest, grassland, savannah, biome, Brazil, Argentina, Chile, Peru, Ecuador, Columbia, Brazil; Brasilia, Manaus, Sao Paulo, Rio de Janerio, climate, emergent layer, canopy, understorey, shrub layer, forest floor, sustainable, logging, mining, dam building, indigenous, deforestation, biodiversity, biome.

Year 6

Topics

- Europe and Russia: Locating cities, regions and countries
- The human and physical geography of Liverpool
- The study of a coastal region in the UK (Sefton Coast)

Europe and Russia

(Locating cities, regions
and countries)

National curriculum drivers

Locational knowledge: 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

- 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 (including day and night)

Place knowledge: 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

Human and physical geography : Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Locate the world's countries, using maps, atlases, globes and digital/computer mapping to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – Europe and Russia
<u>2</u>	Locate the world's countries, using maps, atlases, globes and digital/computer mapping to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – North and South America.
<u>3</u>	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 (including day and night)
<u>4</u>	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 - London, (UK), Moscow, (Russia) and
<u>5</u>	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle – Europe including Russia, North America and South America
<u>6</u>	To use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including OS Maps) to build their knowledge of the UK and wider world.

Key vocabulary

Maps, atlases, globes, digital/computer/mapping, Europe, Russia, environmental regions, physical/human geography, latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zones, region, North/South America, the Americas, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, compass points, grid references, OS maps.

The human and physical geography of Liverpool

National curriculum drivers

- Describe and understand key aspects of human geography including: types of settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.
- 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, graphs and digital technology.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Describe and understand key aspects of human geography including: types of settlements and land use.
<u>2</u>	Describe and understand key aspects of human geography including: types of economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.
<u>3</u>	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.
<u>4</u>	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation rivers, mountains, volcanoes and earthquakes, and the water cycle
<u>5</u>	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
<u>6</u>	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, graphs and digital technology.

Key vocabulary

beach, coastal area, wetlands, West Lancashire Coastal Plain, esplanade, pier, Pleasure Beach, boating lake, retail parks, shopping centres, Lord Street, erosion, tide, Irish Sea, Blackpool, Liverpool, Formby.

The study of a coastal
region in the UK:

The Sefton Coast

National curriculum drivers

- Compare and contrast areas within our locality including the Sefton coast and Liverpool. Similarities and differences to be discussed between the physical, human and economic features of both Liverpool and Crosby.
- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.
- 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.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Compare and contrast how the Industrial Revolution affected Liverpool and Crosby.
<u>2</u>	Compare and contrast areas within our locality including the Sefton coast and Liverpool. Similarities and differences to be discussed between the physical and human features.
<u>3</u>	Compare and contrast areas within our locality including the Sefton coast and Liverpool. Similarities and differences to be discussed between economic features of both Liverpool and Crosby - tourism
<u>4</u>	Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.
<u>5</u>	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Liverpool and the Sefton Coast.
<u>6</u>	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.

Key vocabulary

Docks, Albert Dock, tourism, industry, industrial revolution, slavery, railway, canal, transportation, interactions (alongside the expected vocabulary from KS1)

