

Long Term Geography Planning 2021-22

YEAR 6			
	AUTUMN	SPRING	SUMMER
Key Texts	The Origin of the Species Dreams of Freedom	Story Like the Wind Rose Blanche	Ways of the Wolf Hansel and Gretel
Topic	Civil Rights	WWII	
Unit	Where in the world would you want to live? Undoing stereotypes.	Mountains (Himalayas, Mount Fuji) Locality study - Pensam	Japan
Prior Learning	Egypt (Y4) Slavery (Y5)	Holidays (Y1) Volcanoes (Y4) India	China (Y5)
Curriculum Links	History – Nelson Mandela		History - WWII
NC objectives	<p>KS2 - 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</p> <p>KS2 - 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)</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>KS2 - 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</p>	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - 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)</p> <p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Skills	<p>Locate places on a world map, USA map, S. Africa map, UK map.</p> <p>Identify significant places.</p> <p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links</p>	<p>Describe and understand key features of mountains.</p> <p>Use secondary sources of evidence.</p> <p>Collect, record and analyse evidence and draw conclusions.</p> <p>Use OS map symbols.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places.</p> <p>Identify significant places and environments.</p> <p>Use OS maps and atlases.</p> <p>FIELDWORK: analyse evidence and draw conclusions.</p> <p>Use 8 compass points.</p> <p>Use 4 figure co-ordinates.</p> <p>Draw maps and plans.</p> <p>Use OS symbols.</p> <p>Follow an OS map.</p> <p>Use map scale to measure distances.</p> <p>Draw plan view.</p> <p>Identify places and environments.</p>	<p>Use OS maps and atlases.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links</p> <p>Locate all the man made features</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Study photographs, aerial photographs and maps of Morden pre war, post war and present day.</p> <p>Study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes.</p> <p>Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.</p>

YEAR 5			
	AUTUMN	SPRING	SUMMER
Key Texts	The Errand Henry's Freedom Box	Where We Once Stood/Hidden Figures Hound of the Baskervilles	Lost Book of Adventure King Kong
Topic	Slavery	Space Exploration	Adventure
Unit	North America Continents and oceans Locality Study - Liverpool	China	India
Prior Learning	Chester (Y3), York (Y4), Manchester (Y2) Life in the City	Economic development (Y4) Famous sites (Y1/2)	Rivers (Y3 and 4) Life in the city
National Curriculum Objectives	History - slavery	English – space exploration	English – adventure stories
NC Links	<p>KS2 - 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</p> <p>KS2 - 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)</p> <p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p>
Skills	<p>Confidently use maps, globes and Google Earth.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>FIELDWORK: visit to Liverpool-Maritime Museum, Old Dock, Slavery Museum.</p> <p>Use primary and secondary sources.</p> <p>Investigate distant places.</p> <p>Draw thematic maps.</p> <p>Draw sketch maps using symbols and keys.</p> <p>Compare maps with aerial photos.</p> <p>Use atlas to find out about features of places.</p> <p>Identify places from maps.</p> <p>Look for evidence by visiting the location.</p> <p>Make field notes/observational notes about land features.</p> <p>Take photographs to support findings</p> <p>Study pictures and compare and contrast.</p> <p>Select a method to present the differences in the area today.</p>	<p>Use secondary sources.</p> <p>Analyse evidence and draw conclusions.</p> <p>Identify significant places.</p> <p>Use index and contents of atlas.</p> <p>Study maps and pictures of China in the past and now. Compare and contrast photos and maps from today.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>Explain and present the differences between China in the past and present day.</p> <p>Reflect on the impact trade has on an area and generate ideas for cause and effect.</p>	<p>Suggest questions for investigating.</p> <p>Use secondary sources.</p> <p>Collect and record evidence. Analyse evidence and draw conclusions.</p> <p>Compare maps with aerial photographs. Use atlases to find other features of places.</p> <p>Find places on maps of different scales. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</p> <p>Discover where food comes from.</p> <p>Discuss and debate fair trade.</p> <p>Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p>

YEAR 4			
	AUTUMN	SPRING	SUMMER
Key Texts	Manfish Lost Happy Endings Egyptians	The Journey Leaf Refugees	Arthur & the Golden Rope Boys who Dare be Different/Rebel Girls Invaders
Topic			
Unit	River Nile	Earning a Living	Volcanoes (Beerenberg – Norway, Pompeii)
Prior Learning	Rivers (Y3) Farming (Y2)	Seaside resorts – what jobs people did? (Y1) Life in the city (Y2)	Roman city of Chester (Y3)
Curriculum Links	History – how do we know about the Egyptians?	History – Windrush	History - Vikings
National Curriculum Objectives	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - name and locate counties and cities of the United Kingdom, 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 of these aspects have changed over time</p> <p>KS2 - 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)</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p>	<p>KS2 - 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)</p> <p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Skills	<p>Locate places on large scale maps and globe.</p> <p>Identify significant places.</p> <p>Use atlases and internet maps.</p> <p>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones.</p> <p>Ask questions and find out what affects the climate.</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Understand the term 'biome'.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences</p>	<p>Consider how the location of these geographical features has shaped life.</p> <p>Refer to UK e.g. London and the Thames/Lake District.</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.</p> <p>Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p> <p>Identify main economies in the immediate area. Compare with trade in the past.</p> <p>Why has this changed.</p>	<p>Identify the different hemispheres on a map. Locate and label different countries/continents in the Northern and Southern hemisphere. use photographic evidence to raise questions about the climate and living conditions there.</p> <p>Make assumptions based on images/videos/Google Earth searches.</p> <p>Consider how the location of these geographical features has shaped life.</p> <p>Understand how geographical features are marked on a map.</p> <p>Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p> <p>Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Fieldwork: Design questions and studies to conduct in the local area.</p> <p>Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Undertake surveys.</p> <p>Conduct investigations. Classify buildings.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear.</p> <p>Draw conclusions from the data.</p>

YEAR 3			
	AUTUMN	SPRING	SUMMER
Key Texts	Rhythm of Rain Jemmy Button	Into the Forest Starbird	Iron Man The Return
Topic	Waterways	Tudors	Romans
Unit	Rivers	London and Rome	European cities Locality study – Chester
Prior Learning	Identified water sources in Brereton (Y1/2)	Manchester (Y2) Great fire of London	Countries in the UK (Y2)
Curriculum Links	History - canals	History – Tudor London	History – Roman cities
National Curriculum Objectives	<p>KS2 - Name and locate counties and cities of the United Kingdom, 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 of these aspects have changed over time</p> <p>KS2 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>KS2 - 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</p> <p>KS2 - 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</p>	<p>KS2 - 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</p> <p>KS2 - 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</p> <p>KS2 - 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</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Skills	<p>Use storybooks, atlases, pictures, photos, internet as sources of information.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions.</p> <p>Locate places on larger scale maps.</p> <p>Begin to use atlases.</p>	<p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and European cities.</p> <p>Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in Europe and compare to region of the UK.</p>	<p>Analyse evidence and draw conclusions.</p> <p>Locate places on larger scale maps.</p> <p>Begin to match boundaries - of a country on different maps.</p> <p>Build on prior knowledge of UK regions by using maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Fieldwork: Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Compare with current maps and make suggestions about change.</p>

YEAR 2			
	AUTUMN	SPRING	SUMMER
Key Texts	Bog Baby Send for a Superhero	Jack and the Baked Beanstalk Dragon Machine	The King who Banned the Dark Rose Revere the Engineer
Topic			
Unit	Map Makers	Food around the world	Life in the City Manchester (compare with contrasting non-European country (choose depending upon the pupils backgrounds) Kenya
Prior Learning	Map of school (forest school sessions)	Life on the farm – locally sourced food (Y1)	Where we live (Y1 and Rec)
Curriculum Links	Forest school sessions	D&T – making pizzas	Art - Lowry
National Curriculum Objectives	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Name and locate the world's seven continents and five oceans.	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. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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
Skills	Children ask questions. Use maps, photos as sources of information. Investigate their surroundings. Make comparisons. Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.	Fieldwork: Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.	Ask geographical questions. Use stories, maps and photos as sources of information. Investigate their surroundings. Make appropriate observations. Make simple comparisons between different places. Draw a map of a real place. Understand the need for a key. Use class agreed symbols to make a key. Be able to verbalise and write about similarities and differences between the features of the two localities. Study pictures of the localities in the past and in the present and ask 'How has it changed?' Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

YEAR 1			
	AUTUMN	SPRING	SUMMER
Key Texts	Major Glad and Major Dizzy Beegu	Hermelin Tiger in the Garden	Secret of Black Rock Night Pirates
Topic			
Unit	Brereton – Our school and village	At the Farm – Brereton’s farming community	Seas and Coasts Seaside Resorts
Prior Learning			
Curriculum Links	SDG – litter picking	D&T – locally sourced food Science - plants	D&T – building fairground rides
National Curriculum Objectives	Identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop KS1 - 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 KS1 - 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	KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS1 - 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. KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage KS1 - 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 KS1 - 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
Skills	Fieldwork: Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and identify the things they know and have seen. Make a simple map. Create an aerial map of the school/local area as a class by using different sized blocks.	Teacher-led geographical enquiry. Use information books and pictures.	Respond to simple closed questions. Use information books and pictures. Follow directions. Use relative vocabulary. Learn names of places around the UK. Use picture maps and globes. Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.

Reception			
	AUTUMN	SPRING	SUMMER
Key Texts	Something Else Juniper Jupiter	The Naughty Bus The Something	Star in the Jar The Extraordinary Gardener
Topic			
Unit	All About Me/Space	Transport/Minibeasts	Our world/Our Community
Curriculum Objectives	<p>UtW – People, culture and communities - Describe their immediate environment using knowledge of observation, discussion, stories, non-fiction texts and maps.</p> <p>UtW – People, culture and communities - Know some similarities and difference between different religions and cultural communities in this country, drawing on their experiences and what has been read to them in class.</p> <p>UtW – People, culture and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>UtW – Past and Present – Talk about the lives of the people around them and their roles in society.</p> <p>UtW – Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>UtW – Past and Present – Talk about the lives of the people around them and their roles in society.</p> <p>UtW – Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>UtW – Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>UtW – People, culture and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>UtW – The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.</p>	<p>UtW – The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>UtW – The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.</p> <p>UtW – The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>UtW – People, culture and communities - Describe their immediate environment using knowledge of observation, discussion, stories, non-fiction texts and maps.</p> <p>UtW – People, culture and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
Curriculum Links	<p>SDG 1 – No Poverty</p> <p>C+L – Speaking – Express their ideas.</p> <p>L – Comprehension – use and understand non-fiction texts</p>	<p>SDG 12 – Reasonable consumption</p> <p>C+L – Speaking – Express their ideas.</p> <p>L – Comprehension – use and understand non-fiction texts</p>	<p>SDG 13 – Climate Action</p> <p>C+L – Speaking – Express their ideas.</p> <p>L – Comprehension – use and understand non-fiction texts</p>

