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|  | Autumn  | Spring  | Summer  |
| **Nursery** | I am Unique | I can Explore  | I am Active  |
| **Reception** | We are Special  | We are Caring  | We are Inquisitive  |
| **Year 1** |  | Around the World |  | The Great Outdoors  |  |
| The Four Seasons |
| **Enrichment suggestions:** Full-year experiments for the four seasons, Virtual Reality exploring countries, OPAL, Forest School, Outdoor lessons. |
| **Year 2** | Where do I live? |  |  | Let’s go on Safari |  | Seas and Coasts |
| **Enrichment suggestions:** Exploration walk around local area, Virtual Reality safari, trip to the zoo, trip to the sea/coast |
| **Year 3** | No Place like Home |  |  | Volcanoes |  | Investigating Coasts  |
| **Enrichment suggestions**: Exploration walk around local area, outdoor lessons, volcano experiments, trip to the coast |
| **Year 4** | Plants of the World |  |  | Our European Neighbours | Investigating Rivers |  |
| **Enrichment suggestions:** Plant experiments for a term, growing their own plants (variety), Virtual Reality European landmarks, River Ribble walks. |
| **Year 5** |  | World Trade | Water World |  | Amazon Adventure  |  |
| **Enrichment suggestions:** Water experiments, Virtual Reality Amazon exploration, water-based school trip (Anderton Centre) |
| **Year 6** | Exploring Brazil |  | The United Kingdom |  | Our Local Area |  |
| **Enrichment suggestions:** Virtual Reality Brazilian carnival/exploration, Local Area study (walks and visits) |

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| **Nursery** | **EYFS Framework**  | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **I am Unique** |  | I know where I live and where my school is.  |  |
| **Spring Term** |
| Unit:**I can Explore** |  | I can understand that there are many countries around the world.  |  |
| **Summer Term** |
| Unit:**I am Active**  |  | I can show how to look after the World.  |  |

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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **We are Special** **‘Here I am’** | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.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. | Our Local area: Draw children’s attention to the immediate environment. Familiarise children with the name of the road/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice.**Suggested texts:**Rosie’s Walk by Pat HutchinsWe're Going on a Bear Hunt by Michael Rosen/ Helen Oxenbury. | Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route, changes, seasons, world, natural, holiday, country, life. |
| **Spring Term** |
| Unit:**We are Caring** | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons. | 4 Seasons: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.**Suggested texts:**Katie Morag Island Stories by Maira HadderwickStory of a Storm by Mick Manning & Brita Granstrom | Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route, changes, seasons, world, natural, holiday, country, life. |
| **Summer Term** |
| Unit:**We are Inquisitive**  | 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. | Places around the world: Where we have been on holiday. How are these places different? Teach children about places in the world that contrast with locations they know well.**Suggested texts:**Welcome by BarrouxThe Snail and the Whale by Julia Donaldson | Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route, changes, seasons, world, natural, holiday, country, life. |

**Key stage 1**

**Pupils should develop knowledge about the world, the United Kingdom and their locality.**

**They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.**

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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **Around the World.** (PlanBee) | Name and locate the world’s seven continents and five oceans.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 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. | 1. To be able to locate Europe on a world map and identify some of its countries and features.
2. To be able to locate Asia on a world map and explore the features and characteristics of China.
3. To be able to locate Australia on a world map and identify some of its features and characteristics.
4. To be able to locate Africa on a world map and explore the features and characteristics of Kenya.
5. To be able to identify North America on a world map and explore the characteristics and features of the USA.
6. To be able to locate South America on a world map and explore the features and characteristics of Brazil.
7. To be able to locate Antarctica on a world map and identify some of its features and characteristics

**Suggested texts:**Ben and Gran and the Whole, Wide, Wonderful World by Gillian ShieldsWhere the Bugaboo Lives by Sean Taylor, Neal Layton | Continents, Asia, Africa, North America, South America, Australia, Europe, China, Kenya, USA, Brazil, Antarctica, countries, features, maps, North Pole, South Pole, globe, Earth. |
| **Spring Term** |
| Unit:**The Four Seasons**(PlanBee) | 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 Polesuse 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 | 1. To find out how the seasons are linked with the months of the year.
2. To find out what the weather is like in spring.
3. To find out what the weather is like in summer
4. To find out what the weather is like in autumn.
5. To find out what the weather is like in winter.
6. To review knowledge and compare the four seasons.

**Suggested texts:**Winnie at the Seaside by Valerie Thomas and Korgi PaulWindow (2002) Walker Books -Jeannie Baker | Four seasons: spring, summer, autumn and winter. Observations, thermometer, measure, temperature, waterproof, weather forecast, symbols, extreme, drought, flooding, lizard, heatwave, hurricane, strong winds, climate. |
| **Summer Term** |
| Unit:**The Great Outdoors** My World and Me (PlanBee) | 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 weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shopuse 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 mapuse 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. | 1. To find out where the UK, the equator and the poles are on a world map.
2. To compare the land features and climate of the UK and Ecuador
3. To compare the capital cities of the UK and Ecuador.
4. To find out where different animals live in the world.
5. To identify physical and human features in aerial photos.
6. To be able to create a map with a key.

**Suggested texts:**A Balloon for Grandad by Nigel GraySomebody Swallowed Stanley by Sarah Roberts | Physical, Human, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **Where Do I live?**(PlanBee) | 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 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 keyuse 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. | 1. To be able to name the seven continents of the world and locate the UK on a world map.
2. To be able to identify the countries and capital cities of the UK
3. To be able to identify features and characteristics of the countries of the UK.
4. To explore the town we live in.
5. To be able to describe where you live.

**Suggested texts:**Dear Earth by Isabel OtterThe Lonely Beast by Chris Judge | Continents, oceans, countries, cities, United Kingdom, seas, landmarks, human, physical, map, symbols, fieldwork, observational, environment, world, map, town, Earth. |
| **Spring Term** |
| Unit:**Let’s Go on Safari**(PlanBee) | name and locate the world’s seven continents and five oceansuse 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 stageunderstand 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 countryuse 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 shopuse 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 | 1. To locate Africa on a world map and identify the country of Kenya.
2. To explore the climate and weather of Kenya.
3. To explore the animals of Kenya.
4. To be able to use compass points to navigate around a map.
5. To explore the landscapes of Kenya.
6. To find out about the people and culture of Kenya.
7. To identify similarities and differences between Kenya and the UK.

**Suggested texts:**My Map Book by Sarah FanelliThe Journey - Neil Griffiths and Dr. Scott Mann | Continents, oceans, countries, cities, United Kingdom, seas, landmarks, human, physical, map, symbols, fieldwork, observational, environment, world, map, town, Earth, Africa, Kenya, culture, landscapes, maps, similarities, differences, European, non-European, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop, North, South, East, West, locational and directional language, routes, near, far, left, right. |
| **Summer Term** |
| Unit:**Seas and Coasts**(PlanBee) | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasuse 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 | 1. To locate and identify oceans and continents.
2. To find out about British beaches, identifying human and physical features.
3. To find out about British seas.
4. To use fieldwork skills to find out about a place.
5. To compare a British beach with one from another country.
6. To use compass points to move around a map.

**Suggested texts:**The Rhythm of the Rain By Grahame Baker-SmithYour Local Area Shops by Ruth Thomson | Human, physical, oceans, continents, beaches, seas, fieldwork, country, compass, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. |

**Key stage 2**

**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.**

**They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.**

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **No Place Like Home**(PlanBee our local area)  | 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 timeKS2 - 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 waterKS2 - 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 worldKS2 - 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 | 1. To be able to locate the local area on a map and to give directions.
2. To learn about physical and human features of our local area.
3. To identify different types of services in the local area.
4. To be able to collect and record evidence of a local area study.
5. To be able to evaluate what the local area is like.

**Suggested texts:**We are Britain! by Benjamin ZaphaniahSpylark by Daniel Rurlander | Town, city, county, country, human features, physical features, maps, compass |
| **Spring Term** |
| Unit: **Volcanoes**(PlanBee) | 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)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 AmericaKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 waterKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To be able to recognise what a volcano is.
2. To explore what happens when a volcano erupts.
3. To explore the features of volcanoes.
4. To understand what tectonic plates are and what the ‘ring of fire’ is.
5. To explore life in volcanic areas.
6. To compare a volcanic area to a non-volcanic area.
7. To be able to show what you have learnt about volcanoes.

**Suggested texts:**Non-fiction National Geographic Kids – VolcanoesNon-fiction - DKFindout! Series – VolcanoesDK Eyewitness series - Volcano and Earthquake | Rocks, volcanoes, earthquakes, tectonic plates, region, identity, population, employment, landscape, extract, industry, growth, development, sustainable |
| **Summer Term** |
| Unit:**Investigating Coasts**  | 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 timeKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To find out what coasts are and how they are formed.
2. To find out about the physical features of coasts and the processes of erosion that affect them.
3. To explore different strategies of coastal management.
4. To be able to identify different types of beaches.
5. To be able to use maps and secondary sources to research and describe coastal areas.
6. To learn how changes in land use will affect people and the environment in different ways.

**Suggested texts:**At the Beach by Roland HarveyRivers and Coasts by Izzi HowellA walk on the shoreline by Rebecca Hainnu | coasts, physical, human, features, geography, erosion, affect, process, strategies, coastal, management, beach, beaches, secondary, source, research, coastal, area, change, land use, environment. |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit:**Plants of The World**(PlanBee) | 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 citiesKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 waterKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To be able to identify the location of plants around the world.
2. To explore what biomes are and identify major biomes around the world.
3. To explore how plants survive in extreme environments.
4. To explore the role of plants in agriculture.
5. To explore ways in which humans use plants.
6. To investigate the plants found in mega-diverse countries.

**Suggested texts:**Plants make the world green and cleanA home for every plan by Matthew BiggsThe incredible world of plants by Baby Professor | Plants, world, biomes, major, survive, environments, extreme, agriculture, humans, diverse, countries, climate, location. |
| **Spring Term** |
| Unit:**Our European Neighbours**(PlanBee)  | 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 citiesKS2 - 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 AmericaKS2 - 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 waterKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To be able to locate Europe on a world map and find out about its features.
2. To be able to identify and locate countries in Europe.
3. To be able to identify European countries according to their features.
4. To be able to identify the major capital cities of Europe.
5. To be able to compare two European capital cities.
6. To find out about the human and physical features of a European country

**Suggested texts:**Europe: Where on Earth?Europe: Children's Europe Book With Interesting And Informative FactsEurope Picture Travel book for Kids | The European Union, political, economic, Continent, Capital, Country, Major city, Territory, human, physical. |
| **Summer Term** |
| Unit:**Investigating Rivers** (PlanBee)  | 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 timeKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To understand and explain the water cycle.
2. To find out about rivers and how they erode, transport and deposit materials.
3. To find out why rivers are important.
4. To find out about the causes of river pollution and the effect it has on the environment.
5. To investigate a river in detail including the effects on the environment and landscape.
6. To be able to conduct a geographical enquiry.

**Suggested texts:**River Stories by Timothy Knapman, Ashling Lindsay & Irene MontanoAll the Water in the World by George Ella LyonThe River by Patricia Hegarty | Estuary, freshwater river. Stream, ocean, mouth, river mouth, a lake, a reservoir, a sea, meander, waterfall, upland, erosion, deposition, rocks, sediments, eroded, tributary, ox bow lake, delta, stream.  |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit:**World Trade** (Where does our Food Come From? PlanBee) | 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 citiesKS2 - 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)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 AmericaKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 waterKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To understand how and why trade became global.
2. To recognise that food bought in our local supermarket comes from different locations all over the world.
3. To discover the multi-stop, journey different products travel before reaching our shops.
4. To know what the UK exports.
5. To understand the positive impact that buying Fairtrade products has on communities in other countries.
6. To understand human and physical geography of a country determines its highest value export.

**Suggested texts:**Fair Trade First by Sarah RidleyA Good Trade by Alma FullertonJuliana’s Bananas – Where do your bananas come from? by Ruth Walton | Trade, global, food, supermarket, locations, world, multi-stop, products, journey, shops, exports, imports, Fairtrade products, communities, countries, human, physical. |
| **Spring Term** |
| Unit:**Water World** (PlanBee) | KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 waterKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedKS2 - 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 | 1. To explore water on our planet.
2. To understand and explain the water cycle.
3. To explore why we need water and how we use it.
4. To compare the difference in water availability and usage in the UK and Kenya.
5. To explore how water can be used for power to contribute to a sustainable future.
6. To investigate and explore a local body of water.

**Suggested texts:**All the Water in the World By George Ella LyonUnder the Weather: Stories of Climate Change by Tony Bradman | Planet, water, cycle, UK, usage, availability, Kenya, sustainable, power, body, investigate, explore. |
| **Summer Term** |
| Unit:**Amazon Adventure**(South America PlanBee)  | 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 citiesKS2 - 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)KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 | 1. To find out about the location and countries of South America.
2. To find out about the climate in South America.
3. To find out about the major mountain ranges of South America
4. To find out about the human geography of South America.
5. To find out about trade and industry in South America
6. To be able to carry out an in-depth study of a South American country.
7. To compare an area of South America with the UK

**Suggested texts:**Journey to the River Sea by Eva Ibbotson and Kate HickeyThe Explorer by Katherine Rundell and Hannah Horn | Amazon, adventure, South America, climate, location, mountain, ranges, human, trade, industry, study, UK. |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit: **Exploring Brazil** (PlanBee) | 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 citiesKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 | 1. To know the location of Brazil.
2. To explore the physical geography of Brazil.
3. To understand the importance of the Amazon rainforest.
4. To find out about the urbanisation of Brazil.
5. To explore life in a Brazilian city.
6. To explore Rio de Janeiro as a tourist destination.
7. To explore the culture of Brazil.

**Suggested texts:**Jabuti the tortoise by Gerald McDermottSteve goes to carnival by Joshua Button and Robyn WellsUnpacked: Brazil by Susie Brooks | South America, Brazil, Brasilia, Rio De Janerio, Amazon River, Amazon Rainforest, Urban / rural, Favela, Agriculture, Poverty / inequality, Deforestation, Arable farming / pastoral farming, Natural resources, tourist, destination. |
| **Spring Term** |
| Unit:**The United Kingdom** | 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 timeKS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. To be able to identify and describe key geographical features of the United Kingdom.
2. To be able to identify and locate the counties of the United Kingdom.
3. To be able to locate and identify towns and cities in the UK.
4. To find out about the hills and mountains of the UK.
5. To find out about the seas and coasts of the UK.
6. To be able to identify and explore the major rivers of the UK.

**Suggested texts:**We are Britain! by Benjamin ZaphaniahThe Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom | United Kingdom, geographical, countries, towns, cities, UK, hills, mountains, seas, coast, rivers, explore, identify, rivers. |
| **Summer Term** |
| Unit:**Our Local Area** (PlanBee) | KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleKS2 - 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 waterKS2 - 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 worldKS2 - 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 technologiesKS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | 1. To explore economic activity as part of a local area study.
2. To explore land use as part of a local area study.
3. To explore settlements as part of a local area study.
4. To explore climate zones as part of a local area study.
5. To explore rivers as part of a local area study.
6. To explore mountains and hills as part of a local area study.

**Suggested texts:**Children’s History of LancashireGuide to Lancashire pub walks | Local area, Penwortham, study, land, settlements, climate zones, rivers, mountains, hills, economic. |