







The Geography Curriculum

Year 2

Intent	<p>At Benjamin Adlard Primary School, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We follow the Rising Stars Geography framework, which provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.</p>
Implementation	<p>In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as discrete subject, focusing on knowledge stated in the Early Years and National Curriculum. Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. <ul style="list-style-type: none"> • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. <p>Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.</p>

Progression through the National Curriculum				
		EYFS	End of Key Stage One	Key Stage Two
Locational Knowledge		<ul style="list-style-type: none"> - Locate their house from a photograph of their street/Google maps. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 - 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 - 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		<ul style="list-style-type: none"> - Describe some geographical features of the immediate environment. - eg. house, street, road, garden, garage, trees 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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		<ul style="list-style-type: none"> - Describe types of weather seen in the local area. 	<ul style="list-style-type: none"> - 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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

Geographical Skills & Field work		<ul style="list-style-type: none"> - Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct. - Use computer mapping and Google Street View to locate their street and house. - Survey the traffic that goes past school. 	<ul style="list-style-type: none"> - 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 - 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. 	<ul style="list-style-type: none"> - 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 - 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
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Year 2 – Autumn 1		Unit 1 – Seasons
National Curriculum Objectives Covered		
<ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.• 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.• 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.• 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.• 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.		
Cross Curricular links		
<ul style="list-style-type: none">• English: learning poems about the weather and seasons• Maths: collecting data and representing it in tallies or pictograms; using words to arrange in a weather ‘Wordle’ online.• Science: learning about how the seasons have inspired scientists, writers and painters for millennia; learning about night and day; correcting basic misconceptions about the Earth in space• Art: learning about how artists use the seasons for contrasts in their pictures as well as to simulate a mood in a landscape• Music and drama: listening to sound effects and weather sounds		
Prior Learning		
Geography Programme of Study	Year 1	
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some major cities, oceans and continents on a UK and world map- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.	
Place Knowledge	<ul style="list-style-type: none">- Know and describe in some detail the local area and distant locations’ feature.- Know and compare the local area to distant locations in a non-European country and compare human and physical geography.- Know that people do jobs and that where they live (e.g. coastline) might affect this.	
Human and Physical Geography	<ul style="list-style-type: none">- Know and describe which continents have significant hot or cold areas and relate these to the poles and equator.- Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles- Know and use basic geographical vocabulary.	
Geographical skills and Fieldwork	<ul style="list-style-type: none">- Know how to use a world map, atlas or globe to recognise to name some continents and oceans.- Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- Know how to use a wall map or atlas to locate and identify countries taught in the unit.- Know about the local area and can name and locate key landmarks.- Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.	
By the end of this unit pupils will have the opportunity to:		
Year 2 - Locational Knowledge	<ul style="list-style-type: none">- Know the purpose of an atlas- Know, identify and name the relevant countries and oceans	
Year 2 - Place Knowledge	<ul style="list-style-type: none">- Know and name local area and that they live in the UK- Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.	
Year 2 - Human and Physical Geography	<ul style="list-style-type: none">- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.- Know that weather can be different in different parts of the UK.	

	<ul style="list-style-type: none">- Know and give reasons why the UK has the weather it does (e.g. wind).- Know and use basic geographical vocabulary.			
Year 2 - Geographical skills and fieldwork	<ul style="list-style-type: none">- Know directional language to describe a natural environment- Know and use basic weather symbols.- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.			
Next Steps – Progression through the geography curriculum				
Geography Programme of Study	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know and locate poles, equator and lines of latitude and longitude- Know the position of the Prime/Greenwich Meridian on a map/globe- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle- Know the names of continents and oceans.- Know why the IDL is located in the Pacific Ocean.- Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.- Know and locate some coastal places on a map of the UK. Know and can locate and name the main British seaside locations and know how they have changed over time.	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and volcanoes	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK. Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none">- Know and locate cities, countries and regions of South America- Know and describe key physical and human and environmental regions of South America- Know and name types of industry in the area and give reasons why it might change in the future- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know the characteristics of these zones- Know that these climate patterns are different in different regions of the world.	<ul style="list-style-type: none">- Know and identify a range of North and South America settlement- Know the characteristics of the settlements- Know the differences and similarities between some regions in North and South America	<ul style="list-style-type: none">- Know and locate UKs major urban and rural areas- Know and describe how a local region has changed and how it’s different from another region in the UK- Know that human activity is influenced by climate and weather and can give examples.	<ul style="list-style-type: none">- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.- Know and illustrate how human activity is influenced by climate and weather.

	<ul style="list-style-type: none"> - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them. 	<ul style="list-style-type: none"> - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it - Know and describe the Pacific Ring of Fire 	<ul style="list-style-type: none"> - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions. 	<ul style="list-style-type: none"> - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Human and Physical Geography	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the 'tropical desert climate' and 'tropical desert biome' are. - Know and describe how physical processes can cause hazards to people. - Know some advantages and disadvantages of living in hazard-prone areas - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of (UK) settlements with different functions - know and can name and describe activities that families and others enjoy at the coast. 	<ul style="list-style-type: none"> - Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people - Know and give reasons why people use and change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people 	<ul style="list-style-type: none"> - Know a range of key physical processes and the resulting landscape features. - Know how a mountain region was formed. - Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. - Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps) - Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are advantage and disadvantages to both imported and locally produced products. - Know that there are many routes that 	<ul style="list-style-type: none"> - Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences. - Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe

			<p>products can take before arriving in my home.</p> <ul style="list-style-type: none"> - Know how regions in the UK (e.g. West Midlands) changed following the Second World War. - Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games. 	<p>features of an area.</p> <ul style="list-style-type: none"> - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from. 	<ul style="list-style-type: none"> - Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future. -

Unit Overview

In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary.

Map Work

If examples of extreme weather are in the news over the course of this unit, try to use them to develop the children's locational and place knowledge. World maps can also be used to allow children to link what is happening locally (our weather) to the wider perspective of global climate patterns. Local maps featuring the school should be used with the cardinal points of the compass (N, S, E, W) labelled. Perhaps where the wind is coming from today could be a feature of your conversations. Encourage children to think about the maps they see on the TV, or forecasts they hear on the radio – the regular weather report is useful too. Ask simple questions such as: When we come to school, where is the sun? Where is it at lunchtime/home time? Is it the same all over the world?

Fieldwork

Walking children around the school grounds allows them to see evidence of the current weather and seasons. Look for changing tree colours, old leaves on the ground, puddles, shadows, where the sun is, etc. With contrasting images of these places to show, you will be able to discuss change and possible reasons for this. Try Google™ Street View for local views in very different seasons. You can also use the 'time machine' feature, as in many areas you can see views from as far back as 2007, possibly before the children were born! Ask questions such as: Why can we see last autumn's leaves but not any snow? Do we see any young ducks in the autumn? Such conversations will link to learning about life cycles in science.

Key knowledge acquired throughout this unit

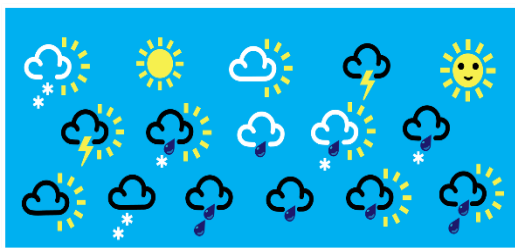
- I know that the weather changes.
- I know that people predict the weather.
- I know wind blows from different directions, and this causes changes in weather.
- I know the points of the compass.
- I know there are four seasons.
- I know the wettest, coldest, warmest and driest places in the UK.
- I know weather can be recorded using symbols, pictures and words.
- I know weather changes because of the tilt.

Key skills acquired throughout this unit

- I can observe different kinds of weather.
- I can choose the word or symbol to represent a type of weather.
- I can describe the change in weather over a week.
- I can interpret data in a chart or graph.
- I can describe the different seasons.
- I can use role play and geographical vocabulary to explain the differences.
- I can describe the weather in another part of the country.
- I can write geographical questions about the weather.
- I can use weather vocabulary.

Subject knowledge and teaching guidance

- Weather can be recorded using symbols, pictures and words.



- Wind is any *horizontal movement* of air. If the sun is shining through the window, get children to look for the dust particles being disturbed by moving air as we move ourselves round the room. We are creating the wind.
- We are on the edge of the Atlantic Ocean, as well as close to the continent of Europe, we get different weather from different directions. Winds from different directions have different properties. Even if you do not have a compass, you can work out the direction of the wind by looking at where the sun is in the sky. It rises in the East and sinks in the West.



- The weather changes because of the tilt because at different times of the year, our part of the Earth is closer and then further away from the sun. This also means that the wind gradually (or suddenly) changes direction.

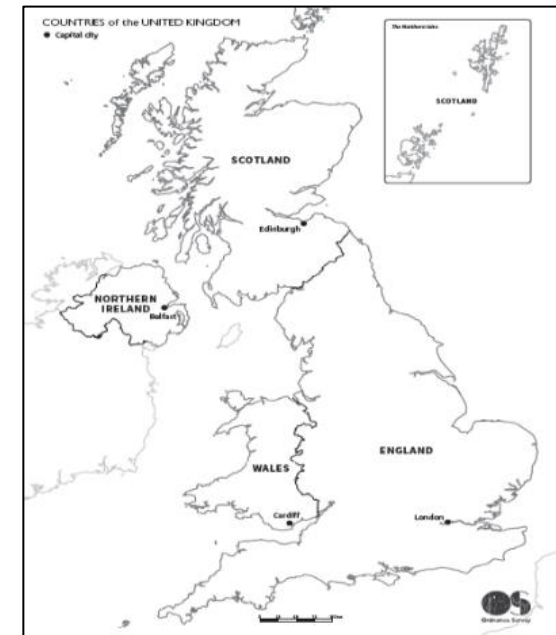
The Earth on its axis



- Winter in the UK – Coldest and wettest season of the year
- Summer – Hottest and driest season of the year
- Spring - the season after winter and before summer, in which vegetation begins to appear
- Autumn - Autumn is **the season when warm summer temperatures gradually decrease to the cold of winter.**

The coldest places in the UK are at the highest levels above sea level:

- o The Highlands - Scotland
- o The Pennines - England
- o Snowdonia – Wales
- The wettest places in the UK are in Western areas:
 - o The Lake District – England
 - o Snowdonia – Wales
 - o Western Highlands – Scotland
- The warmest places in the UK are in Southern England:
 - o The Isles of Scilly
 - o Cornwall
- The driest places in the UK are in South Eastern England:
 - o Essex
 - o East Anglia



Key Assessments

All children can:

- identify changes in the weather
- identify seasonal weather patterns in the UK
- assist in taking repeated observations and record these using symbols
- understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day.

Most children can:

- name and describe changes in the weather
- name the seasons and describe the basic UK seasonal weather patterns
- assist in taking repeated observations and record these using symbols
- understand the different parts of the UK, and that the weather may vary there.

Some children can:

- name and describe changes in the weather confidently
- name the seasons and describe the basic UK seasonal weather patterns
- take repeated observations accurately and record these using symbols
- understand the different parts of the UK, and that the weather may vary there due to the wind

Key vocabulary and definitions

Satellite	A satellite is a small object that orbits, or revolves around, a larger object in space
Symbols	A mark or character used to represent an object.
Weather	The way the air and the atmosphere feels.
Lighting	The flashing of light caused by the passing of electricity from one cloud to another or between a cloud and the earth
Breeze	A light or gentle wind.
Gale	A strong wind
Observe	To watch carefully.
Predict	An act of saying what will or might happen in the future.
Climate	The weather conditions in an area over a period.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To describe different types of weather, make observations and understand changes around us.	To observe the weather, and understand weather data from pictures, words and symbols.	To know that there are different types of wind which bring about changes.	To know about parts of the UK and talk about the weather there.	

Year 2 – Spring 1		Unit 2 – Journey - Food		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.• 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 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.• 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 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.				
Cross Curricular links				
<ul style="list-style-type: none">• English: role-play through the children’s shop• Maths: reinforce learning about near and far, linking to the children’s understanding of scale and distance. What grows close to us/far away?• Science: provides links to food growing, life cycles, ecosystems and edible and inedible things• Modern foreign languages: extend learning by mentioning other languages of the British Isles such as Welsh, Gaelic, Irish, Cornish• Physical education: national sports and teams, team games.				
Prior Learning				
Geography Programme of Study		Year 1		
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some major cities, oceans and continents on a UK and world map- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.			
Place Knowledge	<ul style="list-style-type: none">- Know and describe in some detail the local area and distant locations’ feature.- Know and compare the local area to distant locations in a non-European country and compare human and physical geography.- Know that people do jobs and that where they live (e.g. coastline) might affect this.			
Geographical skills and Fieldwork	<ul style="list-style-type: none">- Know how to use a world map, atlas or globe to recognise to name some continents and oceans.- Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- Know how to use a wall map or atlas to locate and identify countries taught in the unit.- Know about the local area and can name and locate key landmarks.- Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.- Know how to devise a simple map with a key.- Know and use simple fieldwork and observational skills to study the geography of their school			
By the end of this unit pupils will have the opportunity to:				
Year 2 - Locational Knowledge	<ul style="list-style-type: none">- Know, identify and name the relevant countries and oceans			
Year 2 - Place Knowledge	<ul style="list-style-type: none">- Know and name local area and that they live in the UK- Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.			
Year 2 - Geographical skills and fieldwork	<ul style="list-style-type: none">- Know directional language to describe a natural environment- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.			
Next Steps – Progression through the geography curriculum				
Geography	Year 3	Year 4	Year 5	Year 6

Programme of Study				
Locational Knowledge	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know and locate poles, equator and lines of latitude and longitude - Know the position of the Prime/Greenwich Meridian on a map/globe - Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle - Know the names of continents and oceans. - Know why the IDL is located in the Pacific Ocean. - Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude. - Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time. 	<ul style="list-style-type: none"> - Know and locate some countries in Europe, North and South America - Know and locate some states in the North America - Know and locate the River Thames - Know and locate some of the world's major rivers - Know and describe river and mountain environment - Know and locate some of the world's main mountain ranges on a map - Identify river features on an OS map - Know and locate some well-known earthquakes and volcanoes 	<ul style="list-style-type: none"> - Know physical and human characteristics and environmental regions of Europe. - Know and locate several physical environments in the UK. - Know and can locate some key topographical features of the UK. - Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> - Know and locate cities, countries and regions of South America - Know and describe key physical and human and environmental regions of South America - Know and name types of industry in the area and give reasons why it might change in the future - Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know the characteristics of these zones - Know that these climate patterns are different in different regions of the world. - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and 	<ul style="list-style-type: none"> - Know and identify a range of North and South America settlement - Know the characteristics of the settlements - Know the differences and similarities between some regions in North and South America - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it <p>Know and describe the Pacific Ring of Fire</p>	<ul style="list-style-type: none"> - Know and locate UK's major urban and rural areas - Know and describe how a local region has changed and how it's different from another region in the UK - Know that human activity is influenced by climate and weather and can give examples. - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions. 	<ul style="list-style-type: none"> - Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. - Know and illustrate how human activity is influenced by climate and weather. - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).

	<ul style="list-style-type: none"> South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them. - 			
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from. 	<ul style="list-style-type: none"> - Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future.

Unit Overview

his unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study, with a suggested local shop, market or farm as a recommended visit. This will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).

Map Work

Infant atlases and simplified world maps are extremely useful here. Use map resources and atlases. So-called 'physical' UK maps, showing the landscape represented in differing colours and denoting land use, are essential.

Fieldwork

Giving the children the chance to visit somewhere locally that produces food (e.g. in Week 1) will contribute to the development of your own classroom enquiries about what food is grown/processed, how and why. Seen in the context of local area work and skills development, such visits could be to an allotment, a formal garden, a garden centre, a pick-your-own fruit farm, a market or a farmers' market. A focus on a street market with different food and general consumables stalls, or even a supermarket, might work as well. Some larger supermarkets (such as Morrisons™) have recreated the idea of a street market within their stores, and most other supermarkets have zoned areas such as the bakery, fruit and vegetables, frozen and tinned goods sections. Many schools will not have a typical high street (as mentioned in the books suggested in Lesson 1) with a butcher, baker and greengrocer, etc. nearby; this partly shows what has been lost from high streets over time, but is also something that can be gained by going on a virtual field trip, in this case using Google™ Street View.

Key knowledge acquired throughout this unit

Key skills acquired throughout this unit

- I know where the local high street is and understand food sources come from there.
- I know what fresh, frozen and fast food is.
- I know what farming is, and areas where farming occurs.
- I know what a farmer does.
- I know where the plants and animals that we eat come from.
- I know how milk and other food products are produced.
- I know the parts of the UK and their traditional foods.
- I know and can name the countries in the UK.
- I know the types of food produced, and the locations of these.

- I can mix and combine foods to make it into different products.
- I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.
- I can use locational and directional language.

Subject knowledge and teaching guidance

- Some larger supermarkets (such as Morrisons) have recreated the idea of a street market within their stores, and most other supermarkets have zoned areas such as the bakery, fruit and vegetables, frozen and tinned goods sections. However, every shop or food seller (even a fast food shop) will have a range of ingredients and sources for their food.
- Food can be sold as fresh, frozen and fast food.
- Farming is an important occupation, because everyone needs food and clothing to survive.
- Farms produce all kinds of plants, animals, wool and cotton that people eat and utilize throughout the world.
- Before the twentieth century, the typical American family lived on a small farm. They raised almost everything they ate and sold their remaining crops and/or animals.
- Farmers work long, hard hours.
- There are less farms in the United States today than there were in the early 1900's, but the ones that are working produce more.
- Scientific methods and labor-saving machinery have made farming increasingly productive.
- The development of improved plant varieties and fertilizers has helped significantly increase the yields of some major crops such as corn and wheat.
- Scientific studies on livestock care and breeding have helped increase the amount of meat and products that animals produce.
- The use of tractors and other modern farm equipment has sharply reduced the need for farm workers.
- Today's farmer is not just an expert in agriculture and livestock, but they also need to be successful businessmen.
- Crops are grown on flatland; milk and beef production can occur in wet and warm areas; hilly areas have sheep farms.



Sometimes farmers just grow grass to feed their cattle. You could pass around some hay, so the children can investigate the dried grass.

Cows: They are watching and waiting, standing in the stalls.

Farmer: Wipes clean the udders, fits the milking machine to the cow.

Cows: They give their milk and it is measured.

Farmer: Cools the milk and fills the cool tanker. The milk then journeys to the dairy and is packaged.

- Many farms, milk is used to make other things like cheese or yoghurt.



- We get different foods from different animals, such as milk from cows, eggs from chickens and meat from pigs and sheep, cows and chickens.
- Farmers know cows like to move around and socialise with other cows in the herd. Cows need a healthy, balanced diet in order to produce milk, and most cows eat grass in summer. In winter, grass does not grow therefore most cows live indoors and eat silage (stored grass) and cereals, protein feeds, vitamins and minerals. The Red Tractor symbol on milk and dairy products confirms that farmers give their cows assured conditions.



- The pork pie and cheese could be made anywhere, but they have traditionally been made in England in flatter, lowland places where the cows (milk) and pigs (pork) would have come from. These foods are considered extra

special if they come from these named places.

Oats come from Scotland as they grow best in a cool, damp climate. They are then made into oatcakes through grinding them and mixing with a little water and oil.

SCOTLAND

Blackberries (West Scotland)	Salmon/Smoked salmon (East Scotland)
Shortbread/Tunnock's Tea Cakes (Edinburgh and the Lothians; Glasgow)	'Moffat' Toffee (Moffat, Dumfries and Galloway)

IRELAND

Potatoes/Soda bread (NE Northern Ireland)

ENGLAND

Bramley Apples/Bakewell Tart/Pork Pie (East Midlands)	Beef or Rhubarb/Pontefract cakes (Yorkshire and the Humber)
Plum (West Midlands)	Duck (East England, East Anglia)
Cornish pasty/Cheddar cheese (SW England)	Melton Mowbray Pork Pie (East Midlands)
Chicken (SE England)	'Grasmere' Gingerbread/Cockles (NW England)
Pears/Mackerel, Cod, Pollock, Haddock (SW England)	

WALES

Lamb chops (SE Wales)	Leek (NE Wales)
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Oats



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Melton Mowbray pork pie



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Oatcakes



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Stilton cheese



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Key Assessments

All children can:

- identify foods that can be bought on the local high street
- understand what cereal crops are made into
- explain where everyday products (milk) come from
- explain that many different types of food come from the UK.

Most children can:

- identify foods that can be bought on the local high street and can identify processed food
- understand what cereal crops become and where everyday products like milk come from
- explain that many different types of food come from the different UK regions.

Some children can:

- identify types of food: fast, fresh, processed
- identify foods that can be bought on the local high street and can describe how food has been processed
- name and describe regional products from the UK
- explain why foods come from specific regions

Key vocabulary and definitions

High street	The main street of a town, especially as the traditional site for most shops, banks, and other businesses.
Local	Relating to an area or someone's neighbourhood.
Traditional	Existing in or as part of a tradition; long-established.
Reared	Animals bred and raised for food supply.
Dairy	A food containing or made from milk.

Human feature	Modifications that human beings have made to the land.				
Physical feature	The natural features of the Earth’s surface.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To identify shops selling food locally.	To know that food comes from either plants or animals.	To understand what farming is, what a farmer does and where the plants and animals we eat come from.	To understand that animals are reared in the UK and used for dairy and meat.	To understand that some traditional foods originate in the UK.	To understand the geography of the UK, and the types of food produced here.

Year 2 – Summer 1		Unit 3 – Our Wonderful World	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">• 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 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.			
Cross Curricular links			
<ul style="list-style-type: none">• English: creating written work to express their opinions of local area ‘wonders’.• Science: exploring materials in both natural and manmade environments.• Art & Design: create their own paintings/drawings/photographs of their world as well as local ‘wonders’ to illustrate their own world wonders book.• Computing: carrying out Internet research into (various lists of) the world’s wonders.• Design & Technology: learning about the architecture/engineering of buildings, bridges, etc; learning about materials, aesthetics and the purpose of different structures – from the Egyptian Pyramids to modern architecture.• History: adding dates to build a time line for the local and global man-made ‘wonders’• Music: listening to and learning a song: What A Wonderful World by Louis Armstrong, and adding their own compositions of new verses.			
Prior Learning			
Geography Programme of Study		Year 1	
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some major cities, oceans and continents on a UK and world map- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.		
Place Knowledge	<ul style="list-style-type: none">- Know and describe in some detail the local area and distant locations’ feature.- Know and compare the local area to distant locations in a non-European country and compare human and physical geography.- Know that people do jobs and that where they live (e.g. coastline) might affect this.		
Geographical skills and Fieldwork	<ul style="list-style-type: none">- Know how to use a world map, atlas or globe to recognise to name some continents and oceans.- Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- Know how to use a wall map or atlas to locate and identify countries taught in the unit.- Know about the local area and can name and locate key landmarks.- Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map.- Know how to devise a simple map with a key.- Know and use simple fieldwork and observational skills to study the geography of their school		
By the end of this unit pupils will have the opportunity to:			
Year 2 - Locational Knowledge	<ul style="list-style-type: none">- Know the purpose of an atlas- Know, identify and name the relevant countries and oceans- know and locate world’s highest mountain is called and where it is located.- Know and locate a of the world’s major rivers- know, name and locate an ‘ancient’ old-world wonder- know, name and can locate a ‘modern’ world wonders.		
Year 2 - Place	<ul style="list-style-type: none">- Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.		

Knowledge				
Year 2 - Geographical skills and fieldwork	- Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.			
Next Steps – Progression through the geography curriculum				
Geography Programme of Study	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know and locate poles, equator and lines of latitude and longitude- Know the position of the Prime/Greenwich Meridian on a map/globe- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle- Know the names of continents and oceans.- Know why the IDL is located in the Pacific Ocean.- Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.- Know and locate some coastal places on a map of the UK.- Know and can locate and name the main British seaside locations and know how they have changed over time.	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and volcanoes	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK.- Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none">- Know and locate cities, countries and regions of South America- Know and describe key physical and human and environmental regions of South America- Know and name types of industry in the area and give reasons why it might change in the future- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know the characteristics of these zones- Know that these climate patterns are different in different regions of the world.	<ul style="list-style-type: none">- Know and identify a range of North and South America settlement- Know the characteristics of the settlements- Know the differences and similarities between some regions in North and South America- Know how the human and	<ul style="list-style-type: none">- Know and locate UKs major urban and rural areas- Know and describe how a local region has changed and how it’s different from another region in the UK- Know that human activity is influenced by climate and weather and can give examples.	<ul style="list-style-type: none">- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.- Know and illustrate how human activity is influenced by climate and weather.- Know and describe and begin to explain several threats to

	<ul style="list-style-type: none"> - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them. - 	<p>physical characteristics are connections for one or two regions in North or South America</p> <ul style="list-style-type: none"> - Know what and where Route 66 is and some of the cities that pass through it - Know and describe the Pacific Ring of Fire 	<ul style="list-style-type: none"> - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions. 	<p>wildlife/habitats (e.g. in the Amazon Basin).</p>
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from. 	<ul style="list-style-type: none"> - Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future.

Unit Overview

In this unit, the children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.

Map Work

The 'world wonders' big book should include a map in the front, as well as multiple maps throughout. There will be significant time for children to do their own research, therefore, it is important you have a variety of atlases to explore (picture, infant or junior atlases). You will also need blank maps – you can use the simplified world map in the Resources or you could use a wall map or the Barnaby Bear World map published by the Geographical Association. Globes, too, remain important for children to use, especially to see hidden continents like

Fieldwork

There is an opportunity to use fieldwork in the first lesson. There are also opportunities for your class to go on virtual fieldtrips using Street View™/Streetside™ technologies online. Much of the learning will be through interpreting images and video material found in the links or worksheets in the Resources section. Having different, unusual and contrasting views of places (selected by you and given, or for children to discover themselves) is important to give a variety of information to the children. As well as the 'usual' atlases children might use, there is scope for using a wider range of atlases in this unit. Examples would include: Atlas of Adventures: A collection of natural wonders, exciting experiences and fun festivities from the four corners of the globe by Lucy Letherland (2014) or Maps by Aleksandra Mizielińska and Daniel Mizieliński (2013). Enquiry skills will be developed through this unit, and you might want to pose the following questions to children to help with this: Is it important/necessary to identify the 'wonders' of the world? What is the purpose of these lists? Who made these lists? Why did they make them? Would people living in other countries agree with these lists, or would they have different opinions? Are these the only wonders in the world or are there lots more? Is our world getting more or less wonderful?

Key knowledge acquired throughout this unit

- I know why a 'wonderful' location might be special.
- I know what the world's highest mountain is called and where it is located.
- I know which animals live there, and how they survive.
- I know what a river is.
- I know name some of the world's major rivers and locate which continent these are in.
- I know what these rivers are like (place knowledge).
- I know, can name and locate an 'ancient' old-world wonder.
- I know, name and can locate a 'modern' world wonders.

Key skills acquired throughout this unit

- I can compare and contrast different locations using place knowledge.
- I can name some of the world's major rivers.
- I can compare the ancient world wonders with those built in the last hundred years.
- I can identify what a river looks like on a map.
- I can use world maps, atlases and globes.

Subject knowledge and teaching guidance

- Mountains are very high areas are often covered in snow at the top; they are rocky, and are hard to climb and get up to the top. We have mountains in the UK in the North of England, Wales, Northern Ireland and Scotland.
- The highest mountain in the world is Mount Everest in the Himalayas, in Nepal, in Asia. There are some amazing birds who do not need all of this equipment to climb Everest like we would. In fact, they fly right over the world's highest mountain. It is over 60 million years old. Mount Everest has a very cold and snowy climate.



- Bar-headed geese are hardy birds that fly pass the highest mountains. Their powerful and constant flight helps Generate body heat, which is retained by their feathers. Such heat helps keep the ice from building up on their Wings when flying over Mount Everest.
- Rivers flow to the sea, might flow into another lake or river and are a large natural stream of water.
- The Great Pyramid of Giza, Egypt was the tallest built structure in the world for thousands of years. They are thought to have been built as tombs by the Ancient Egyptians. These are the only wonders of the ancient world that still exist today. These can be located in Egypt in Northern Africa. This pyramid shape has been copied by people many times since the building of the Great Pyramid of Giza. Look at the newer examples of pyramidal structures.

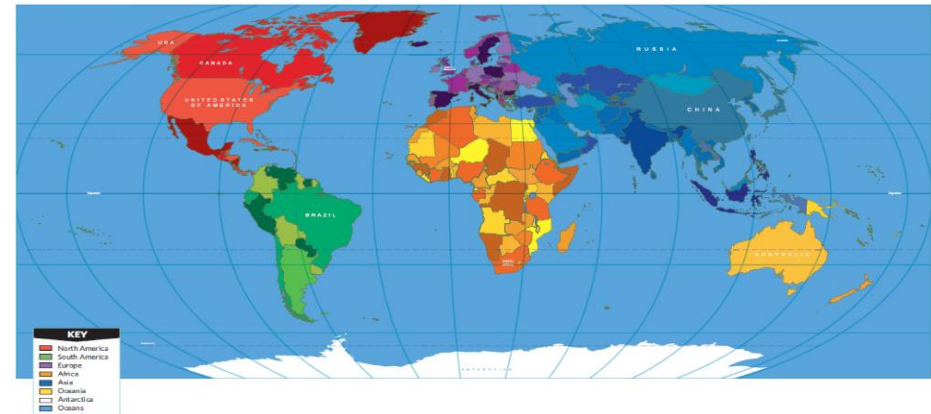


The Mississippi River

- It is America's most famous river.
- Mississippi means 'great river'.
- The river goes through nearly half of the United States.
- The Mississippi goes from Canada in the North to the Gulf of Mexico.
- It is 2300 miles (3800 km) long and is the third longest in North America.
- The River Thames is more than ten times shorter.
- Famous city: New Orleans at the mouth of the Mississippi River delta.
- New Orleans needs the Mississippi River but a terrible hurricane flooded large parts of it in 2005.



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Golden Gate Bridge, California (North America) fact file



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The Golden Gate Bridge is located on the West Coast of the United States of America.

It stretches between the city of San Francisco and Marin County in California.

Why is it a world wonder?

It was one of the first and longest bridges of its type and is probably older than your grandparents – nearly eighty years old in 2015. It crosses the mile-wide, three-mile-long Golden Gate strait between San Francisco Bay and the Pacific Ocean.

It was completed in 1937 and over 200,000 people walked its length of the bridge when it opened.

It is very strong and is made from steel and concrete.

Did you know?

Its nickname before it was finished was 'the bridge that couldn't be built'. This was because the weather was very bad and this caused delays.

You have to pay to go across – about £4.

Key Assessments

All children can:

- identify and name continents

- identify and name some of the wonders
- use atlases, maps and globes to locate some of the wonders
- give an opinion about local and global wonders
- correctly use some of the key vocabulary.

Most children can:

- identify and name the relevant countries and oceans
- communicate in detail something about these countries
- identify and name most of the wonders studied
- use atlases, maps and globes to locate some of the wonders
- give reasons for their choice of local wonders
- correctly use most of the key vocabulary.

Some children can:

- give detailed geographical information about the countries where the wonders are located
- express opinions about world wonders
- begin to explain geographical processes that formed the natural wonders
- explain their choice of local wonders
- respond to some of the open questions
- correctly use all of the key vocabulary

Key vocabulary and definitions

Everest	Highest mount on Earth located in Asia.
Highest	Greater than normal in quantity, size, or intensity.
Climate	The weather conditions in an area in general or over a long period.
River	A large natural stream of water flowing in a channel to the sea, a lake, or another river.
Desert	A large extremely dry area of land with sparse vegetation.
Botanic Garden	A place where plants are grown for scientific study.
Opera House	A theatre designed for the performance of opera.
Arena	A place surrounded by seating in which sports, entertainment or other public events are held.
Museum	A building in which objects of historical, scientific, artistic or cultural interests are stored and exhibited.
Stadium	An athletic or sports ground with tiers of seats for spectators.
Hotel	A place providing accommodation, meals and other services for travelers and tourists.
Place of Worship	A place designed where individuals or groups of people perform acts of religious study.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To identify the UK's 'wonders'.	To identify and describe the world's highest mountain.	To identify the Mississippi River and describe it's features.	To identify and describe an ancient world wonder.	To identify and describe a new world wonder.	