

**Bold text** = main learning objectives.

Non-bold text = skills acquired.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Who am I</b></p> <ul style="list-style-type: none"> <li>• Which countries we or our ancestors have come from. (roughly 1.5 hours)</li> <li>• How to find our local area on a map. (roughly 1.5 hours)</li> <li>• About different countries we have lived in. (roughly 1.5 hours)</li> </ul> <p>Know that different cultures in different localities have different food, clothing, housing and social rules.</p> <p>Know that the world extends beyond their locality and that the places they study exist within a broader geographical context.</p> <p>Be able to describe the geographical features of the school site and</p>	<p><b>Push Me Pull You</b></p> <p><b>Freeze It!</b></p> <p><i>No direct Geography input.</i></p> <p>Teachers to focus more heavily on Geography skills in Language Visits and Life Skills.</p>	<p><b>Media Magic</b></p> <ul style="list-style-type: none"> <li>• How to create a realistic-looking road scene for a film. (roughly 3 hours)</li> <li>• How to create a sound map of our school. (roughly 3 hours)</li> <li>• How to present a news story about a world event. (roughly 3 hours)</li> </ul> <p>Know about the main physical and human features of particular localities, such as street furniture, road layout, places of interest and environmental sounds.</p> <p>Know about similarities and differences between particular localities.</p> <p>Know that the world extends beyond their own locality and that the places they study exist</p>	<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>• About different houses, homes and other buildings around the world. (roughly 2 hours)</li> <li>• How to use maps and atlases to locate the different countries these building are in. (roughly 2 hours)</li> </ul> <p>Know about the main physical and human features related to structures of particular localities.</p> <p>Know about how land and especially buildings are used in the localities studied.</p> <p>Know about the weather and climatic conditions in the localities studied and how they affect the buildings and the lives</p>	<p><b>Hooray! Let's Go on Holiday!</b></p> <ul style="list-style-type: none"> <li>• The places people go to on holiday. (roughly 3 hours)</li> <li>• How they get to their holiday destination. (roughly 3 hours)</li> <li>• Some of the things people do on holiday. (roughly 3 hours)</li> <li>• What people wear on holiday. (roughly 3 hours)</li> <li>• How tourism can spoil holiday places. (roughly 3 hours)</li> </ul> <p>Know about the main physical and human features of a selection of places that they and other children have visited as holiday destinations.</p> <p>Know about some similarities and differences between different holiday locations</p>	<p><b>Flowers and Insects</b></p> <ul style="list-style-type: none"> <li>• About honey and silk production. (roughly 2 hours)</li> <li>• About the migration of the Monarch butterfly. (roughly 2 hours)</li> </ul> <p>Know about the weather and climatic conditions in particular localities and how they affect the environment and the flowers and insects living there.</p> <p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context.</p> <p>Be able to use secondary sources to obtain simple geographical information.</p> <p>Be able to communicate their knowledge and understanding in a variety</p>

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<p>other familiar places.</p> <p>Be able to make maps and plans of real and imaginary places, using pictures and symbols.</p> <p>Know about the countries their families originated in and be able to locate these on a map or globe.</p> <p>Be able to express views on the attractive and unattractive features of an environment.</p>		<p>within a broader geographical context.</p> <p>Be able to describe the geographical features of the school site and local area.</p> <p>Be able to make maps and plans of real and imaginary places, using pictures and symbols.</p> <p>Be able to use secondary sources to obtain simple geographical information.</p> <p>Be able to communicate their geographical knowledge and understanding in a variety of ways, including through maps, models and displays.</p>	<p>of people living there.</p> <p>Know that the world extends beyond their own locality and that the structures and places they study exist within a broader geographical context.</p> <p>Be able to use maps at a variety of scales to locate the position and simple geographical features of structures in the host country and their home country.</p> <p>Be able to use books, people and the Internet to obtain simple geographical information.</p> <p>Be able to express views on the attractive and unattractive features of an environment including buildings.</p>	<p>and their own and host country.</p> <p>Know how land and buildings are used by people for holiday activities.</p> <p>Know about the weather in some of their holiday destinations.</p> <p>Know through their knowledge of holiday destinations that the world extends beyond their own locality.</p> <p>Begin to know how people on holiday can harm or improve the environment.</p> <p>Be able to use geographical terms.</p> <p>Be able to follow directions.</p> <p>Be able to describe the geographical features of the school site and other familiar places.</p> <p>Be able to make maps and plans of real or</p>	<p>of ways.</p>
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