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| **COME FLY WITH ME!** **ARCTIC CIRCLE** | **LAND AHOY!** | **UNITY IN THE COMMUNITY** |
| 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* To know what the Arctic Circle is and be able to locate the Arctic Circle on a map
* To understand about the weather and climate in the Arctic Circle
* To learn about the Inuit people group and their customs and traditions
* To learn about the Aurora Borealis (Northern Lights)
 | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South PolesTo name and locate the world’s continents and oceansTo name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetationTo use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map | Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local areaTo know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shopTo know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley and vegetationTo learn about significant historical events, people and places in the locality* To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment
* To know how to locate the school on a map
* To learn about how places have become the way they are and how they are changing
* To recognise changes in the environment and identify how the environment may be improved and sustained
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National Curriculum Objectives =

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| **NEVER EAT SHREDDED WHEAT** | **PADDINGTON’S PASSPORT** |
| To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a mapTo name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasTo name and locate the world’s seven continents and five oceansTo know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coastTo know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farmTo know how to recognise landmarks and basic physical features from aerial photos and plans* To know where in the world some foods come from
 | To understand geographical similarities and di­fferences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and LondonTo name and locate the world’s seven continents and five oceansTo name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasTo identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes |

National Curriculum Objectives =