

Beech Class Geography Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
London Landmarks LK2 – Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. HPG3 – describe key human features including village, town, city PK2 – understand differences and similarities between their home location and London GSF1 – use world maps and globes to identify the United Kingdom and its countries GSF2 – use simple compass directions GSF3 – use photographs to	African Adventure Learning through texts featuring Anna Hibiscus – set in West Africa LK1 – name and locate the World's seven continents and five oceans GSF1 use World maps, atlases and globes to identify Africa, Nigeria on the west and Kenya on the east. GSF2 – use simple compass directions to make comparisons e.g. Nigeria is on the west of the continent but Kenya is on the east, South Africa is in the south. HPG1 – to identify the Equator and develop some	Minibeasts – Minibeast mapping HPG1 identify seasonal and daily weather patterns HPG2 describe key physical features – soil, vegetation etc. GSF4 use simple fieldwork and observational skills to study the geography of the school and its grounds. GES2 observe and record GES4 communicate through maps and plans GES7 use fieldwork skills GES10 make maps and plans	Ready, Steady, Grow (What grows inside the Arctic Circle?) LK1 – name and locate the World's seven continents and five oceans HPG1 locate the North and South Poles and understand that there is no land at the North Pole – it is a floating mass of ice. The South Pole is ice on top of the land mass of Antarctica. HGP2 describe key physical features (Arctic) – what is it like inside the Arctic Circle? What grows inside the Arctic Circle?	The Victorians – Mary Anning and link to Lyme Regis HPG2 describe key physical features such as beach, coastline, cliffs, sea HPG3 describe key human features such as harbour, pier, port, etc. PK1 understand the key differences between an inland location in the UK (Stockton) and a coastal location (Lyme Regis) GES1 – ask geographical questions GES3 express their own views about people, places and environments	

recognise landmarks; to begin to understand aerial views GES1 – ask geographical questions e.g. what is it like to live in this place? GES6 – use geographical vocabulary		understanding of the climate associated with countries on the Equator PK2 – understand the physical landscape of Nigeria – mountains, plains, rainforest. Understand the diversity of wildlife in Nigeria. Understand the climate of Nigeria. Understand diversity in terms of population – large cities contrasting with remote villages HPG2 describe key physical features – rainforest, mountains, plains, vegetation GES5 communicate		
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		understanding through writing GES9 – use secondary sources such as video clips, books, maps			
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