|  |
| --- |
| Banks St. Stephen’s CE Primary SchoolLong Term Geography Plan |
|  | Autumn | Spring  | Summer  |
| Y6 | Integration and Global AwarenessA World United**Locational Knowledge (LK)**:* **Europe (including Russia), North, and South America**: Identify and locate countries, major cities, and key geographical features across Europe, North America, and South America on a map or globe.
* **Key countries and cities**:  ***China****, Major Cities: Shanghai, Beijing, Shenzhen. What They Trade: Electronics (smartphones, laptops), textiles, toys, machinery.* ***USA*** *Major Cities: New York, Los Angeles, Chicago. What They Trade: Aircraft, automobiles, agricultural products (corn, soybeans).* ***Germany*** *Major Cities: Berlin, Frankfurt, Hamburg. What They Trade: Vehicles, machinery, pharmaceuticals.* ***Saudi Arabia*** *Major Cities: Riyadh, Jeddah. What They Trade: Oil, petrochemicals.* ***Brazil*** *Major Cities: São Paulo, Rio de Janeiro: What They Trade: Coffee, sugar, soybeans, beef.* **Continents**: Study the positioning of Europe, North America, and South America in relation to the rest of the world.
* **Major rivers and mountains**: Understanding the major rivers like the Amazon and Mississippi, and mountain ranges like the Andes and the Rockies.
* **Time Zones**: Explore how time zones are set around the world and understand the concept of the **International Date Line** (IDL) **Prime/Greenwich Meridian and how they relate to one another**

**Human and Physical Geography (H&Ph):*** **Global Interdependence**: Understand how countries in Europe, North America, and South America are interconnected through trade, technology, and communication.
* **Trade**: Study the flow of goods between these continents (agricultural products, technology, and resources) and the global economy.
* **Physical Features**: Examine key physical geographical features such as rivers, mountains, deserts, and climate zones in Europe, North America, and South America.
* **Climate Zones**: Identify the different climate zones, including tropical, temperate, and polar climates, and their impact on the economy and culture.
* **Natural Resources**: Explore the distribution of resources (e.g., oil in North America, coffee in South America) and how countries rely on them.

**Geographical Skills and Fieldwork (GS&F):*** **Use of GIS (Geographical Information Systems)**: Develop skills in using digital mapping tools (GIS)
* **GIS Mapping**: Introduce students to the use of GIS for mapping geographical features, population distribution, trade routes, and climate data.

**Fieldwork**: **Local Impact of Global Trade**: Explore how global trade influences local economies (e.g., goods sold in local shops that originate from other countries – Visit/interview Flavour Fresh**Vocabulary:**mountain range, border, hemisphere, Equator, island, peninsula, plateau, population, urban, rural, settlement, trade, industry, agriculture, infrastructure, Migration, Culture, Key/Legend, Grid reference, scale, coordinates, Prime/ Greenwich Meridian, time zones, minerals, GIS | The Wonders of the World**Locational Knowledge (LK)**:* Extend their knowledge and understanding beyond the local area to include include the location and characteristics of a range of the world’s most significant human and physical features:
* Study both **natural** wonders (the Grand Canyon, Great Barrier Reef, Mount Everest) and **human-made** wonders (the Great Wall of China, the Colosseum in Rome, the Taj Mahal).
* Understand the **global distribution** of these landmarks and why certain locations have more wonders (e.g., locations near tectonic plate boundaries for natural wonders – link with Year 3 Earthquakes and Volcanoes).

**Human and Physical Geography (H&Ph):*** **Physical Features**:
* Understand the **physical processes** that led to the creation of natural wonders (e.g., erosion for the Grand Canyon, coral growth for the Great Barrier Reef).
* Study **geological features** and physical landforms that make certain places significant.
* Investigate how **humans have influenced** or shaped wonders through construction, preservation, and tourism (e.g., impact of tourism on the Great Wall of China or the Colosseum).

**Geographical Skills and Fieldwork (GS&F):****Using Maps:*** Learn how to use different types of maps (e.g., physical maps, political maps, topographic maps) to locate landmarks and analyse their geography.
* **Use 6-figure grid references**: Use latitude and longitude to find specific locations of the wonders.

**Data Handling**:* Collect and present **data** about the wonders.
* Use **charts, graphs, and tables** to compare different wonders.

**Fieldwork**:* Investigate local landmarks e.g The Criffle Stone at Crossens.

**Vocabulary:** Continent, latitude, longitude, Equator, hemisphere, landmark, atlas, plate tectonics, erosion, biodiversity, climate zone, tourism Local, fieldwork, comparison, significance, legacy, Conservation, deforestation, UNESCO, pollution, sustainability. | Coasts**Locational Knowledge (LK)**:* Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features:
* **Topographical features**: Identify and locate key coastal features such as: **Cliffs**, **Beaches**: **Coves**, **Headlands and Bays**, **Spits**, **Sea Stacks**. Local to Banks – dunes, salt marshes

**Local coastal areas**: Explore and identify nearby coasts (Southport), using specific UK examples like the Jurassic Coast (Dorset), South Devon, or the coastline of Wales.* **Build on Year 4 river knowledge**: Relating the knowledge of rivers.

**Human and Physical Geography (H&Ph):****Coastal ecosystems and processes**:* Undertake fieldwork reviewing the future of this area of coastline, taking into account factors such as sea levels and dune movement.
* **Tourism**: The impact of visitors to coastal areas, including environmental pressures and economic benefits.
* **Urban development**: How towns and cities along the coast influence the landscape and ecosystems.

**Geographical Skills and Fieldwork (GS&F):*** **Fieldwork**: **Six-figure grid references**: Use six-figure grid references on maps to identify specific locations along the coast.
* **Field sketches**: Drawings of coastal features and ecosystems to understand physical geography.
* **Mapping tools**: Use online maps and satellite images (Google Earth, for example) to study coastlines.
* **Coastal surveys**: Use apps or digital tools to track and record observations about coastal features, erosion rates, or biodiversity.
* **Interactive maps**: Explore coastlines through interactive tools that show changes over time or the impacts of human activities.
* **Data collection**: Collect quantitative data, such as wave height or erosion rates, and represent it on graphs and charts.

**Vocabulary:**low tide, high tide, tidal reach, wave, dune, salt marshes, dune slack, cave, headland, stack, wave, marram grass,  |
| Y5 | Global Perspectives and Human ImpactThe Amazon Basin – A Region in South America**Locational Knowledge (LK)**:* 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 of South America.
* **Locate South America**: Identify its position on a world map using latitude and longitude.
* **Amazon Basin**: Recognise the Amazon Basin as a major physical feature and understand its location within South America, spanning several countries (e.g., Brazil, Peru, Colombia).
* **South American Countries**: Name and locate countries in South America, focusing on the Amazon Basin region.
* Compare the Amazon’s location and features with Merseyside (Year 3 study) and Catalonia, Spain (Year 4 study).
* Examine differences in urban and natural landscapes, climate, and ecosystems.
* Locate South American countries, focusing on the Amazon’s biomes, climate, and ecosystems. Compare with Merseyside (Y3) and Catalonia (Year 4).

***Human and Physical Geography* (H&Ph):*** **Amazon’s Physical Geography**:
* **Biomes**: Identify the rainforest biome and its characteristics (e.g., dense vegetation, biodiversity).
* **Climate**: Understand tropical climate features such as high rainfall, humidity, and temperature.
* **Ecosystems**: Explore the interdependence of plants, animals, and humans in the Amazon rainforest.

**Geographical Skills and Fieldwork (GS&F):*** Use atlases and digital mapping tools to locate the Amazon Basin and South American countries.
* Interpret satellite images to identify features such as rivers, forests, and urban areas.
* Study the Amazon’s position relative to the Equator and key lines of latitude (e.g., Tropic of Capricorn).
* Use graphs and charts to analyse data on climate (e.g., rainfall, temperature) and land use in the Amazon.
* Use maps, diagrams, and charts to compare the Amazon’s physical and human geography with studied regions like Merseyside and Catalonia.

Vocabulary:latitude, longitude, the Tropics of Cancer and Capricorn, climate zone, biome, vegetation belt ecosystem, aquatic biome, rainforest biome, tundra, desert, taiga, deciduous forest, grassland, emergent layer, canopy layer, understory layer, forest floor, humidity, coniferous / deciduous forest, flora, fauna, temperate, tropical, monsoon, polar, extractive industry.**Value**: Highlight the importance of rainforest conservation and its global impact (Serve). | Food Where Does it Come From?**Locational Knowledge (LK):*** *Locate the world’s countries concentrating on their environmental regions (those relevant to this unit, building on prior learning in Y5 Au, Y4 Au and Y3 Au units.*

**Human and Physical Geography (H&Ph):*** *Describe and understand key aspects of human geography including: land use and economic activity and the distribution of natural resources including water and food.*

**Global Food Production**:* Identify key regions where food is grown (e.g., rice in Asia, cocoa in West Africa, wheat in the USA).
* Understand the significance of climate, soil, and water availability for food production.
* Explore trade routes for global food imports and exports.
* Link to UK food imports: where does our food come from (e.g., bananas, coffee)?

**Local Perspective**:* Visit **Flavour Fresh** to explore local food production.
* Identify how local climate and geography affect crop choices.

**Human and Physical Geography (H&Ph):*** **Human Geography**:
* Investigate how people grow, harvest, and trade food.
* Understand the impact of global trade on communities and economies.
* Explore the role of technology and innovation in agriculture (e.g., greenhouses, irrigation).
* Study the impact of farming practices on the environment (e.g., deforestation, fertilizers, water usage).

**Physical Geography**:* Examine the natural factors that affect food production, including soil types, climate zones, and seasons.
* Understand how landforms and rivers contribute to agricultural success.
* Investigate how extreme weather (droughts, floods) affects food supply.

**Geographical Skills and Fieldwork (GS&F):****Fieldwork**:* Conduct a site visit to **Flavour Fresh in Banks**:

Question, observe, analyse and document how crops are grown and managed **Data Collection and Analysis**:* Use six-figure grid references to locate food production areas on maps.
* Interpret digital data (e.g., maps of trade routes, climate zones, rainfall patterns).
* Create graphs and charts to compare local vs. global food sources.

**Vocabulary:**gradient, land tenure, demand, technology, transportation, produce, consumer, commercial, glasshouses, 6 figure grid references | A Kingdom United**Locational Knowledge (LK)**: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 have changed over time. * Identify and locate UK counties and major cities (e.g., London, Edinburgh, Cardiff, Belfast – build on prior knowledge from Y1).
* Understand key regions of the UK (England, Scotland, Wales, Northern Ireland).
* Study the location and features of Lancashire and its role in the UK –

**Local to Banks** * Agricultural land producing potatoes, carrots, cabbages and cereals.
* Greenhouses & Horticulture.
* Marshes and Peat Bog
* Salt Marshes
* Recognise significant physical and human features of the UK, such as rivers, mountains, and urban centre.
* Compare urban and rural areas in the UK and how land use has changed over time.

**Human and Physical Geography (H&Ph):*** Understand land-use patterns in the UK and how these have evolved (e.g., agriculture tourban development).
* Investigate natural resources in Lancashire.
* Explore the physical geography of the UK, including hills, valleys, coasts, and rivers, and how they affect human settlement and activity.

**Geographical Skills and Fieldwork (GS&F):*** Use maps, atlases, globes, and digital/computer mapping to locate features in the UK.
* Practice using the eight points of a compass to describe locations and directions.
* Develop skills in using grid references, map symbols, and keys to interpret ordnance survey maps.
* Undertake local fieldwork to explore changes inland use in Lancashire (e.g., urban growth, agricultural decline).

**Vocabulary:**UK, county, rural, urban, land use, settlement, urbanisation, agriculture, Industrialisation, infrastructure, trade, Topography, climate, flood plain, salt marshes, marshes and peat bogs**Value**Encourage active citizenship in serving the community (Serve). |
| ,Y4 | Catalonia – A Region in Europe**Locational Knowledge (LK)**: Locate countries and cities in Europe, focusing on Catalonia’s mountains, land use, and natural resources. Compare with Merseyside (Year 3).**Human and Physical Geography (H&Ph):*** Explore the contrast between urban areas (e.g., Barcelona) and rural landscapes (e.g., agricultural areas in Catalonia).

**Geographical Skills and Fieldwork (GS&F):**:* Use maps and digital tools to study geographical features, such as mountains, rivers, and cities in Catalonia.
* Compare these features with those found in Merseyside.

**Vocabulary**Europe, Catalonia, Barcelona, Pyrenees, Mediterranean, Merseyside, urban, rural, agriculture, Industry, natural resources, land use, coastline, climate, transport, culture, landscape, economy, map symbols, elevation, Scale, Compass rose, Digital tools | The Environment**Locational Knowledge (LK)**:Examine the Arctic and Antarctic Circles, vegetation belts, and the importance of natural resource management.**Human and Physical Geography (H&Ph):** Investigate the impact of climate change on the polar regions and their ecosystems.* Examine how global warming affects wildlife in these regions, such as polar bears and penguins.

**Geographical Skills and Fieldwork (GS&F):**: Analyse maps and digital data for environmental features.**Vocabulary**Arctic Circle, Antarctic Circle, Vegetation belt, Natural resources, Sustainability, Human and Physical Geography, Climate change, Global warming, Ecosystem, Habitat, Sea ice: Permafrost, Glacier: Adaptation, Endangered species: Conservation, Renewable resources, Non-renewable resources, Pollution: Harmful things in the air, water, or land, Satellite image, Digital data, Coordinates, Climate graph, trend | A Region in the UK - Merseyside**Knowledge:****Locational Knowledge (LK)**:**:** * Locate Merseyside within the UK and compare to other UK regions e.g. Lancashire, Greater Manchester and Cheshire.
* Study the characteristics of Merseyside, including land use and economic activity.

**Geographical Skills and Fieldwork (GS&F):**: * Conduct urban fieldwork in Merseyside using sketch maps and digital tools.
* Use 4-figure grid references and compass points to describe and analyse features of the region.
* Use maps, atlases, globes, digital mapping and aerial photos to locate places and describe their features.
* Measure and record data in the forms of tallies, tables and graphs – weather data, land use data.
* Present geographical findings using a range of methods (e.g., maps, diagrams, descriptive writing

**Vocabulary**region, Merseyside, Neighbouring regions, Liverpool, River Mersey, Northwest, land use, Urban, rural, Countryside, port, Industry, tourism: transport**Value**: Celebrate the cultural and historical significance of Merseyside (Belong), inspiring pride in local heritage |
| Y3 | Volcanoes and Earthquakes**Knowledge:****Locational Knowledge (LK)**::* Identify countries prone to tectonic activity - Italy, Japan, New Zealand.

**Human and Physical Geography**:* Understand the Earth's structure, tectonic plates, and the processes causing earthquakes and volcanoes- crust, mantle, and core and know the Earth’s outer layer is split up into tectonic plates and movement of these plates can cause volcanoes and earthquakes. Look at Mount Vesuvius (magma chamber, vent, crater), including the release of lava, ash, and gases and understand the difference between active, dormant and extinct.

**Geographical Skills and Fieldwork (GS&F)::*** Use world maps, atlases, and digital tools to identify global tectonic continents – Identify continents **North America, South America, Europe, Asia, Australasia which** are home to the **Ring of Fire –** a horseshoe shaped region around the Pacific Ocean.

**Vocabulary**Tectonic plates, volcano, earthquake, Ring of Fire, countries, crust, mantle, core, magma, lava, eruption, fault, Seismograph, collision, spreading, sliding | There’s No Place Like Home**Knowledge:****Locational Knowledge (LK)**:**:** **Local Region: Lancashire and the North West*** Study a region of the United Kingdom e.g. North West

**Human and Physical Geography:*** Explore physical features (hills, rivers) and human features (settlements, land use) of the UK e.g. Banks, Martin Mere, Mere Sands Wood.
* **Physical geography**: The Ribble Estuary (close to Banks) and its role as a significant wetland.

**Human geography:** Agriculture in Banks (noted for market gardening) and its historical roots**Geographical Skills and Fieldwork (GS&F):*** Develop compass points, four-figure grid references, and Ordnance Survey map skills.

**Vocabulary**Region, North West, Local area, United Kingdom (UK), hills, rivers, estuary, wetland, settlement, agriculture, farming, Market gardening,land use, conservation, compass points, Four-figure grid references, Ordnance Survey map, Symbols, Key/LegendAerial view | Rivers**Knowledge:****Locational Knowledge (LK)**:* Study river systems, the water cycle, and fieldwork at local rivers (Alt, Douglas, Lostock, and Ribble). Build on knowledge for Amazon Basin (Year 5).

**Human and Physical Geography** **(H&Ph):** Study the features of rivers (source, course, mouth, tributaries) and physical landforms formed by rivers, such as meanders, floodplains, and deltas.* Use an Ordnance Survey map, understanding some of its key symbols - to identify human and physical features in the local and wider area and follow the course of a river- blue lines indicating watercourses, with wider blue areas for lakes.

 Investigate the human impact on rivers, such as pollution, dam building, and river management.**Geographical Skills and Fieldwork (GS&F):**: Conduct fieldwork and use sketch maps, plans, and graphs.**Vocabulary**River system, Amazon Basin, (link to Year 5), Water cycle, source: course, mouth, tributary, confluence: meander, floodplain: delta, erosion, deposition, estuary, evaporation, condensation, precipitation, runoff infiltration, pollution: dam, flood defences irrigation, conservation. |
| Y2 | HOT & COLD PLACES**(Building on Year 1 Knowledge)****Knowledge:****Locational Knowledge (LK)**:* Review and consolidate knowledge of the **seven continents**.
* **Countries**: Children will begin to identify key countries within hot and cold areas (e.g., **Brazil** in hot regions, **Greenland** in cold regions).

**Physical and Human Features**: * Explore examples of physical features (e.g., deserts, ice caps) and human features (e.g., cities, settlements) in hot and cold areas.

**Human & Physical Geography (H&Ph)**:* **Climates**: Children will learn how the climate affects life in hot and cold areas. For example, hot climates can cause **droughts**, while cold climates lead to **ice and snow** all year.
* **Adaptation**: They will learn how people and animals adapt to live in extreme climates, such as **camels** in deserts or **polar bears** in the Arctic.

**Geographical Skills & Fieldwork (GS&F)**:* Children will continue to use **maps, globes, and atlases** to identify continents, countries, and specific physical features like deserts and polar ice caps.

**Vocabulary**Climate, desert, polar, adaptation, continent, Equator, North Pole, South Pole, compass directions. | Kenya**(Building on Year 1 Knowledge)****Knowledge:****Locational Knowledge (LK)**:* Name and locate the world’s seven continents and five oceans (Recap).
* Know the location of Kenya in Africa.

**Place Knowledge (PK):** * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Banks) and a small area of a contrasting non-European country - Nano Moru, Nanyuki, a small area in Kenya, East Africa

**Human & Physical Geography (H&Ph)**:* Children will Identify human features of Naro Moru and Nanyuki - settlements and farming practices - **Naro Moru:**
* A small market town located on the western slopes of **Mount Kenya**, known as a gateway for climbers heading to Mount Kenya due to its proximity, predominantly rural, with farming as a key activity, Smaller and less developed than **Nanyuki:**
* A larger town located slightly north of Naro Moru, also near **Mount Kenya**, A major hub for tourism, with more developed infrastructure, including luxury lodges and hotels, Hosts the **British Army Training Unit Kenya (BATUK)**, making it an important town for military training.
* Features attractions like the **Equator Marker**, as the town lies directly on the equator.

**Geographical Skills & Fieldwork (GS&F)**:* Use maps, atlases, and digital tools to compare and contrast physical and human features between Banks, Southport and a contrasting non-European location (Kenya).

**Vocabulary**Mountain, river, physical geography, regional differences, industry. places: town, village, city, school, structures: building, house, shop, church, bridge, road, path, Other: playground, car park, farmland, harbour | THE GREAT OUTDOORS**(Building on Year 1 Knowledge)****Knowledge:****Human & Physical Geography (H&Ph)**:**Weather Patterns**: Children will study how weather patterns differ daily and between seasons and regions within the UK (e.g., **more rain in the west** of the UK, **snow in the highlands**).* **Human and Physical Impact**: Study how human activities (**farming, building**) affect the physical environment of their local area.

**Geographical skills and fieldwork**: * Use simple fieldwork and observational skills to study the geography of the school and its grounds.
* Identify and name physical and human features of the school ground

**Geographical Skills & Fieldwork (GS&F)**:* Children will develop further **fieldwork skills**, using **simple data collection** (temperature measurements, rainfall recording).
* **Compass Directions**: Continued use of compass directions and simple navigation of the local area using maps and **aerial photographs** to recognise landmarks and key features in school and the local area.
* Devise a simple map; and use and construct basic symbols in a key of school and the local area.

**Vocabulary**Weather: sunny, rainy, cloudy, snowy, windy, foggy, stormy, Seasons: spring, summer, autumn, winter, Temperature: hot, warm, cool, cold, Tools: thermometer, rain gauge, wind vane, barometer, Climate: wet, dry, mild, extreme, Land: hill, field, forest, mountain, coast, beach, cliff, valley, Water: river, stream, lake, sea, ocean, landscape, aerial view, bird’s eye view, landmark, feature, location |
| Y1 | HOT & COLD PLACES**Knowledge:*****Locational Knowledge (LK)****:** **The Seven Continents**: Children will learn the names of all seven continents: **Africa, Antarctica, Asia, Europe, North America, South America, Australasia/Oceania**.
* **The Equator**: Children will understand that the Equator is an imaginary line around the middle of the Earth that divides it into the Northern and Southern Hemispheres. Areas near the Equator are hot.
* **The North and South Poles**: Children will learn that the **North Pole** is the northernmost point on Earth, and the **South Pole** is the southernmost. These areas are cold because they are far from the Equator.

***Human & Physical Geography (H&Ph)****:** **Hot and Cold Areas**: Children will identify that hot areas are near the Equator (e.g., **Sahara Desert, Brazil**) and cold areas are near the Poles (e.g., **Antarctica, Arctic**).
* **Human vs. Physical Features**: Children will understand that **physical features** are natural (e.g., mountains, rivers), and **human features** are made by people (e.g., cities, roads).

**Geographical Skills & Fieldwork (GS&F):*** Children will use world maps, atlases, and globes to locate continents, the Equator, and the United Kingdom.
* **Compass Directions**: Children will learn the basic directions: **North, South, East, West** and how to use them to describe locations.

**Vocabulary** continent, country, land, sea, North, South, East, West, NorthPole, South Pole, Equator, human feature, physical feature. | UK COUNTRIES**Knowledge:*****Locational Knowledge (LK):**** **The Four Countries of the UK**: Children will learn the names of the four countries of the **United Kingdom: England, Scotland, Wales, Northern Ireland.**
* **Capital Cities**: They will learn the capital cities of each country: **London (England), Edinburgh (Scotland), Cardiff (Wales), Belfast (Northern Ireland).**
* Location of Banks: They will learn that Banks is in England and is part of the United Kingdom.

**Human & Physical Geography (H&Ph):*** Human Features: Children will learn that features like cities, towns, and villages are human features created by people.
* Physical Features: They will learn that features like hills, rivers, and forests are physical features found in nature.

**Geographical Skills & Fieldwork (GS&F):*** Children will use maps, atlases, and globes to identify the United Kingdom and its four countries.

**Vocabulary**country, land, sea, city, capital city, town, village. | THE GREAT OUTDOORS**Knowledge:****Human & Physical Geography (H&Ph)**:* **Seasonal and Daily Weather Patterns in the UK**:
* **Seasons**: Children will learn that the UK has four seasons: **spring, summer, autumn, and winter**.
* **Spring**: Warmer weather, more daylight, plants begin to grow.
* **Summer**: Hotter weather, long days, school holidays**.**
* **Autumn**: Cooler weather, leaves change colour and fall from trees.
* **Winter**: Coldest season, short days, some places may see snow.
* **Daily Weather Patterns**: They will learn about different types of daily weather, such as **sunny, rainy, cloudy, snowy, windy**, and how these change throughout the day.

**Geographical Features**:* Children will learn about physical features such as **beaches, coasts, forests, hills, rivers, soil** and human features such as **factories, farms, houses, offices, shops, churches**.

**Geographical Skills & Fieldwork (GS&F)**:* Children will use simple fieldwork and observational skills to study the geography of the school and its grounds, recognising and recording key **human and physical features**.
* They will use **compass directions** (North, South, East, West) to describe routes and the location of features on a map.
* **Aerial Photographs**: They will learn to use aerial photographs to recognise landmarks and key features in the local area.
* **Simple Maps**: Children will devise simple maps of their school or local area.

**Vocabulary - season**, weather, building, aerial photograph, plan perspective, human feature, physical feature, beach, cliff, coast, forest, hill, river, soil, factory, farm, house, office, shop, church, road, path. |