



	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
Reception	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> We will use the story ‘Pete the Cat; Rocking in My School Shoes’ to explore and talk about our new school environment. We will visit and explore our school building and grounds and will work as a whole class to ‘map’ what we saw. We will learn that we live in Macclesfield, which is in the UK. We will be able to say our door number and street name (where we live). We will draw a map/plan of our classroom/outdoor area as we are introduced to the concept of a map. 	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> We will draw information from a simple map and identify landmarks in our local area. We will plan a route to the local shop, visit the shop to buy ingredients, then make and eat fruit salad. We will look at where the fruit comes from and locate the countries on a world map. In our weekly Welly Walks, we will look for signs of new life eg: frogspawn by visiting the local pond within our community. 	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> We will look at UK and world maps to locate where we have been on holiday. Through stories such as ‘Handa’s Surprise’, we will recognise that some environments are different to the one we live in. We will compare different places to where we live and find out what's the same and what’s different about them. We will understand the need to respect and care for the natural environment and all living things. Visit Lower Moss Wood Nature Reserve.
YEAR 1	<p><i>Sharing special places</i></p> <p><i>Compass directions (North, South, East, West) Directional language (eg near, far, left, right) Use this geographical language to locate features and routes on a map. Make a field trip into the school grounds and use observational skills to identify important physical and human features.</i></p>	<p><i>Experiencing today’s weather</i></p> <p><i>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</i></p>	<p><i>Our place in the world</i></p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</i></p>

	<i>Devise a simple map of the school grounds, including symbols for a key.</i>		
Key Concepts	<ul style="list-style-type: none"> • Start local by discussing places which are special to children in the school grounds and why. • Create maps to represent special places in the school grounds (annotate Digimap whole class) • Children create own maps to represent special places in the school grounds, with simple key – could use elements of found materials for collage) • Compass directions North East South West - discuss features which can be seen in school grounds facing in each direction. • Discuss special places in the UK and wider world to children and staff. Where would they like to visit and why? <p><i>p. 18 in fieldwork handbook</i></p>	<ul style="list-style-type: none"> • Start local by observing daily weather patterns (link to ongoing seasonal observations in science). • Windy days and wind direction – which are the windiest places in the school grounds and why? • Rainy days - observe puddles and evaporation – where do puddles form? • Sunny days – find sunny and shady places in school grounds. Observe movement of shadows. • Snowy days – if possible, collect and observe snow and snowflakes. • Discuss seasons of the year (link to science). • Locate hot and cold places on the globe and identify North and South Poles and Equator (link into summer term global geography). <p><i>p. 14 in fieldwork handbook</i></p>	<ul style="list-style-type: none"> • Start local with fieldwork to look at school grounds and surrounding streets. • Look at local maps and photos to identify where children live, compare to where others live or used to live (link to local history). • Zoom out to look at the location of Macclesfield in England and the UK and in Europe. • Name and locate the four countries of the United Kingdom. • Name and locate seven continents and five oceans of the world.
YEAR 2	<p><i>Exploring where we play</i></p> <p><i>Use aerial photographs and plan perspectives to recognise local landmarks and basic physical and human features.</i></p> <p><i>Make a field trip to Little Park and use observational skills to identify important physical and human features, including land use for different purposes.</i></p>	<p><i>Our place in the UK</i></p> <p>Identify physical features of the United Kingdom, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Identify human features of the United Kingdom, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><i>Compare and contrast the human and physical features of Cheshire and Rajasthan</i></p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</i></p>

	<p>Devise a simple map of Little Park including symbols for a key.</p> <p>p.16 in fieldwork handbook</p>		<p>United Kingdom and a small area in a contrasting non-European country: Cheshire (North West England) Rajasthan (North West India)</p>
<p>Key Concepts</p>	<ul style="list-style-type: none"> • Bridge back to Year 1 summer term to locate school by zooming in from world map to Europe, UK, Macclesfield, looking at maps. • Navigate around school play areas using printed map. Children mark best and worst thing about the play areas on map. • Vocabulary: human and physical features sorting. Mark human and physical features on map of school grounds. • Plan a walk to Little Park using maps. • Trip to Little Park, taking photos and making notes of journey and features of park. • Create maps to represent Little Park with a key. • Children discuss how their play area could be improved and why this is important. 	<ul style="list-style-type: none"> • Start local and bridge back to autumn Y2 by looking at location and features of Macclesfield (link to history of Macclesfield Silk Industry) • Bridge back to Year 1 by revising the four countries and capital cities of the UK. • Vocabulary: urban and rural – link to human and physical features of urban and rural areas (Manchester and Langley) • Vocabulary: settlement – children discuss similarities and differences between city (Manchester), town (Macclesfield) and village (Langley). • Children discuss advantages and disadvantages and discuss where they would like to live in the future and why. • Zoom out to look at UK coastlines. Zoom in to compare 2 contrasting coastal areas in the UK - children discuss where they would like to visit and why. 	<ul style="list-style-type: none"> • Start local with fieldwork to observe Cheshire from school grounds. • Revise compass points and plot human and physical features seen in each direction. Zoom out to look at human and physical features of Cheshire on map and aerial photos. • Revise locational UK and world geography to plot locations of Cheshire and Rajasthan on the world map. • Revise North and South Poles and Equator. Discuss geographical differences in location e.g. proximity to Equator. • Look at human and physical features of Rajasthan on map and aerial photos. If possible, interview someone who has visited or lives in Rajasthan. • Compare human and physical features of Rajasthan with Cheshire. • Link to history, Queen Victoria (British Empire), and art (Indian block printing).
<p>YEAR 3</p>	<p><i>What are the features of North West England?</i></p> <p>Name and locate counties and cities of the United Kingdom.</p>	<p><i>Why is the River Bollin important?</i></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>	<p><i>Investigating the shape of the world's land</i></p> <p>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes</p>

	<p>Identify human and physical features and key topographical features of the United Kingdom, including hills, mountains, coasts and rivers. Identify human and physical features and land-use patterns. Use the eight points of a compass, four figure grid references, symbols and key (including OS maps)</p>	<p>sketch maps, plans and graphs, and digital technologies: The River Bollin</p> <p>Describe and understand key aspects of physical geography, including rivers and the water cycle.</p>	<p>Use maps to locate Europe (including Russia) and North and South America.</p>
<p>Key Concepts</p>	<ul style="list-style-type: none"> • Look at OS map of local area and interpret key and contour lines. • Revise four points of the compass and learn the other four points. • Start local by using fieldwork and map work to observe the topography of the local land (peaks and plain) from viewpoint near school according to 8 points of the compass. • Draw a map with a key to show topography observed from viewpoint. • Zoom out to discuss Cheshire and neighbouring counties, location and human/physical features including cities and topography. • Zoom out to compare features of North West England to other parts of the UK - which is the hilliest/flattest part of the UK? Compare topographical maps and OS maps. 	<ul style="list-style-type: none"> • Start local by discussing signs of water use in and around school (taps, drains etc). • Discuss the water cycle and represent using a simple diagram. • Locate the River Bollin in the local area on OS maps and follow the course of the River Bollin to the coast. • Fieldwork trip to the River Bollin to investigate the features of the river (direction of flow, depth, velocity, width) • Create a map of the River Bollin with a key (link to history Year 3 autumn term – Quarry Bank Mill) • Revise UK locational geography – names of countries and capital cities. Discuss UK and world rivers to link forwards to summer term. <p>p. 32 in fieldwork handbook</p>	<ul style="list-style-type: none"> • Start local by linking back to topographical observations of local area in autumn and spring term. • Zoom out to build on world locational knowledge by linking to major mountain ranges and rivers on each continent with a focus on Europe and N and S America). • Zoom in on Mont Blanc – Western Europe’s highest peak. • Discuss why the earth’s surface is shaped like it is – tectonic plate movement, earthquakes, volcanoes • Link structure of Earth back to science rocks topic spring term • Zoom in to look at structure of a volcano (link to science - rocks) • Plot major volcanoes and earthquake zones on world map – the Ring of Fire
<p>YEAR 4</p>	<p><i>How has Cheshire changed over time?</i></p> <p>Name and locate counties and cities of the United Kingdom. Cheshire and neighbouring counties + major cities in the North West</p>	<p><i>How is land used in the UK?</i></p> <p>Describe and understand key aspects of human geography in the United Kingdom, including</p>	<p><i>Comparing North West England with mainland Greece</i></p>

	<p><i>Understand how some of these aspects have changed over time.</i> <i>Use the eight points of a compass, four figure grid references, symbols and key (including OS maps)</i></p> <p><i>Mapping changes in our local area (link to history) enquiry p. 30</i></p>	<p>types of settlement and economic activity, including trade links <i>Identify human and physical features and land-use patterns.</i></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Use maps to locate Europe (including Russia), and North and South America, focusing on</p> <ul style="list-style-type: none"> - countries - major cities - environmental regions - time zones, including Prime/Greenwich Meridian - latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
<p>Key Concepts</p>	<ul style="list-style-type: none"> • Revise map reading skills from Y3 and look at 4 figure grid references on OS maps of local area. • Start local and link to local history by looking for clues of change over time in the local area. Use 8 points of compass to use maps on fieldwork trip into Macclesfield. • Look for old buildings and changes in land use and plot on a map with key. • Compare old maps to OS map, noting change. • Discuss how and why the area has changed over time. • Zoom out to look at the city of Chester and change over longer historical period (bridge forwards to Roman history topic Year 4 spring). <p>p. 30 in fieldwork handbook</p>	<ul style="list-style-type: none"> • Start local by discussing jobs people could have. Classify these into primary, secondary and tertiary industries. • Use OS maps to complete a land use survey of the local area, looking for clues as to where people might work. • Request a workplace visit by writing to businesses in the local area and investigate the range of jobs available. • Interview people in workplaces or visitors to school about their hours, travel and negative and positive aspects of their job. Mark workplaces on a class map. • Revise and build on locational knowledge of UK cities and counties from Year 3 autumn term. • Compare land use in local area to land use and trade links in the UK more widely (link to history – link forwards to Year 6 farming focus) 	<ul style="list-style-type: none"> • Start local by revising human and physical features of the local area – bridge back to autumn and spring term • Zoom out to revise continents and oceans. Revise Equator and learn location of Northern and Southern Hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. • Zoom into Europe and name some countries and capital cities. • Zoom into mainland Greece – locate in relation to the UK. • Look at human and physical features of Greece on maps and aerial photos. Discuss climate, population, language, currency, famous landmarks (link to history – Ancient Greece) • Compare Greece to North West England – what is the same and what is different? How is each area changing

		<ul style="list-style-type: none"> • What are the future job opportunities for pupils? What are the pros and cons of choosing to work in the local area or moving elsewhere? <p>p. 26 in fieldwork handbook</p>	as a result of human forces such as climate change and tourism?
YEAR 5	<p><i>Investigating our woodlands</i></p> <p><i>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.</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of Macclesfield Forest</i></p>	<p><i>Exploring weather and climate zones in the UK and the world</i></p> <p><i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</i></p>	<p><i>How can the countries of the world work together?</i></p> <p>Use maps to locate Europe (including Russia), and North and South America, focusing on</p> <ul style="list-style-type: none"> - countries - major cities - environmental regions - time zones, including Prime/Greenwich Meridian - latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p><i>Describe and understand key aspects of human geography, including the distribution of natural resources, including energy, food, minerals and water.</i></p>
Key Concepts	<ul style="list-style-type: none"> • Use OS maps to locate school woodland and Macclesfield forest using 6 figure grid references. • Local fieldwork to observe and record features of local woodlands in the school grounds and at Macclesfield Forest. Use mapping skills to navigate and plot features found on fieldwork trip. Create sketch maps of the areas. 	<ul style="list-style-type: none"> • Start local by observing and measuring weather patterns in the UK and linking to seasons. • Revise and build on world locational geography to learn about climate zones – polar, temperate, tropical, subtropical - and biomes (vegetation, plant and animal life) – deserts, forests 	<ul style="list-style-type: none"> • Start local by looking at countries and cities in Europe. • Revise and build on world locational geography of continents, countries and major cities. • Zoom into London – human and physical features of the capital city. • Time zones including Prime/Greenwich Meridian.

	<ul style="list-style-type: none"> Collect data on numbers of evergreen and deciduous trees in a given area and plot on a graph. Collect data on biodiversity in both areas. Enquiry focus on biodiversity to link into work on biomes and climate zones in spring term – discover that the UK has a temperate climate and many temperate deciduous forests. <p>p. 28 in fieldwork handbook</p>	<p>(link to autumn term), grasslands, tundra, freshwater, marine.</p> <ul style="list-style-type: none"> Children look at the impact of environmental change on these areas (link to summer term and forward to Year 6) <p>p. 20 in fieldwork handbook</p>	<ul style="list-style-type: none"> Discuss the ways in which countries or groups of countries can or have worked together to tackle issues e.g. geopolitical groups (UN, EU), trade links, migration, climate change, deforestation or issues such as Coronavirus pandemic. Children investigate the role of different countries including the UK in these issues and reflect on global citizenship (link to Children’s Rights)
YEAR 6	<p><i>Where do we get our natural resources?</i></p> <p><i>Describe and understand the water cycle. Describe and understand key aspects of human geography, including the distribution of natural resources, including energy, food, minerals and water.</i></p>	<p><i>How can we make our local area sustainable for the future?</i></p> <p><i>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: local area</i></p>	<p><i>Compare and contrast agriculture, looking at sustainable farming</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America:</i></p> <p>- Cheshire, England</p> <p>- Florida, North America</p>
Key Concepts	<ul style="list-style-type: none"> Start local with a survey of water consumption or energy use. Revise the water cycle (Year 3 spring term + Y4 science) and discuss the importance of water conservation. Workshop on water conservation with United Utilities. Where does our energy come from? Discuss energy including fossil fuels and electricity. Link to UK and world locational geography. 	<ul style="list-style-type: none"> Children use their geographical knowledge from autumn term to identify an issue which concerns the future of the local area (e.g. sustainable travel, energy use or carbon footprint). Children use a range of fieldwork methods to observe and collect data in the local area. Children take action by using their findings to create a plan and make recommendations to local leaders or headteacher. 	<ul style="list-style-type: none"> Start local by investigating where our food comes from. Discuss air miles and the impact of seasonal eating. Observe farming through fieldwork at a local farm (e.g. Groobarbs), with a focus on sustainability. What methods are used? What are the challenges? Create maps of the farm with keys Build on locational geography of the world by locating and discussing human and physical features of Florida.

	<ul style="list-style-type: none">• Explore the difference between renewable and non-renewable resources and reflect on the importance of sustainability.	<ul style="list-style-type: none">• Children reflect on their role as local, national and global citizens (link to RRSA). <p>p. 34 in fieldwork handbook</p>	<ul style="list-style-type: none">• Zoom into a farm in Florida (e.g. a hydroponic farm) with a focus on sustainability. What methods are used? What are the challenges?• Compare findings of local fieldwork study with study of farming in Florida. Look at similarities and differences.
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