



	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
Reception	<i>Understanding the world</i> • 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.	<i>Understanding the world</i> • 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.	<i>Understanding the world</i> • 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	<i>Sharing special places</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. Devise a simple map of the school grounds, including symbols for a key.	<i>Experiencing today's weather</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>Our place in the world</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.
Key Concepts	- Start local by discussing places which are special to children in the school grounds and why (place knowledge, human features) - Create maps to represent special places in the school grounds - annotate Digimap whole class (mapping skills) - Children create own maps to represent special places in the school grounds, with simple key – could use elements of found materials for collage (mapping skills) - Know that they live in Macclesfield. <i>p. 18 in fieldwork handbook</i> <i>Our local area, global citizenship</i>	Name and locate the four countries of the United Kingdom and the capital of England (locational knowledge) <i>p. 14 in fieldwork handbook</i> <i>Our local area, sustainability</i>	- Locate hot and cold places on the globe and identify North and South Poles and Equator - link into summer term global geography (locational geography) - Name and locate seven continents and five oceans of the world (locational knowledge) <i>Our local area</i>

YEAR 2	<i>Exploring where we play</i> Use aerial photographs and plan perspectives to recognise local landmarks and basic physical and human features. Make a field trip to Little Park and use observational skills to identify important physical and human features, including land use for different purposes. Devise a simple map of Little Park including symbols for a key. p.16 in fieldwork handbook	<i>Our place in the UK</i> Identify physical features of the United Kingdom, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Identify human features of the United Kingdom, including city, town, village, factory, farm, house, office, port, harbour and shop	<i>Compare and contrast the human and physical features of Cheshire and Rajasthan</i> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country: Cheshire (North West England) Rajasthan (North West India)
Key Concepts	• Bridge back to Year 1 summer term to locate school by zooming in from world map to Europe, UK, Macclesfield, looking at maps (mapping skills, locational knowledge) • Navigate around school play areas using printed map. Children mark best and worst thing about the play areas on map (mapping skills) • Vocabulary: human and physical features sorting. Mark human and physical features on map of school grounds (human and physical features) • Plan a walk to Little Park using maps (mapping skills) • Trip to Little Park, taking photos and making notes of journey and features of park (fieldwork, human and physical features) • Create maps to represent Little Park with a key (mapping skills) <i>Our local area, global citizenship</i>	• Bridge back to Year 1 by revising the four countries and teaching the capital cities of the UK (locational knowledge) • Vocabulary: urban and rural – link to human and physical features of urban and rural areas Manchester and Bollington (human and physical features) • Vocabulary: settlement – children discuss similarities and differences between city (Manchester), town (Macclesfield) and village (Bollington) (place knowledge) • Children discuss advantages and disadvantages and discuss where they would like to live in the future and why. <i>Our local area</i>	• Start local with fieldwork to observe Cheshire from school grounds (fieldwork) • Teach compass points • Revise locational UK and world geography to plot locations of Cheshire and Rajasthan on the world map (locational knowledge) • Look at human and physical features of Rajasthan and Cheshire on map and aerial photos. Briefly mention/link to summer term history - Queen Victoria <i>Our local area, global citizenship</i>

YEAR 3	<i>What are the features of North West England?</i> Name and locate counties and cities of the United Kingdom. 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)	<i>Why is the River Bollin important?</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: The River Bollin Describe and understand key aspects of physical geography, including rivers and the water cycle.	<i>Investigating the shape of the world's land</i> Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes Use maps to locate Europe (including Russia) and North and South America.
Key Concepts	- Look at OS map of local area and symbol keys. - Revise four points of the compass and learn the other four points (directional knowledge) <i>Our local area</i>	- 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 (locational knowledge) - Fieldwork trip to the River Bollin to investigate the features of the river - direction of flow, depth, velocity, width (fieldwork) Next time: Riverside. p. 32 in fieldwork handbook <i>Sustainability, our local area, global citizenship</i>	- 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 (locational knowledge, physical features) - Discuss why the earth's surface is shaped like it is – tectonic plate movement, earthquakes, volcanoes (physical features) <i>Our local area</i>

YEAR 4	<i>How has Cheshire changed over time?</i> Name and locate counties and cities of the United Kingdom. Cheshire and neighbouring counties + major cities in the North West Understand how some of these aspects have changed over time. Use the eight points of a compass, four figure grid references, symbols and key (including OS maps) Describe and understand key aspects of human geography in the United Kingdom, including types of settlement and economic activity, including trade links	.	<i>Comparing North West England with mainland Greece</i> 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. Use maps to locate Europe (including Russia), and North and South America, focusing on - 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
Key Concepts	• 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 (fieldwork, directional knowledge) • Look for old buildings and changes in land use. • Compare old maps to OS map, noting change • Discuss how and why the area has changed over time – Market Place in Macclesfield Town Centre p. 30 in fieldwork handbook <i>Our local area, sustainability</i>		• Start local by revising human and physical features of the local area – bridge back to autumn and spring term (human and physical features) • Zoom out to revise continents and oceans. Revise Equator and learn location of Northern and Southern Hemispheres. • Zoom into Europe and name some countries and capital cities (locational knowledge) • Zoom into mainland Greece – locate in relation to the UK (locational knowledge) • Look at human and physical features of Greece on maps and aerial photos. Compare climate and landscape of

	Suggested trip: Macclesfield library: walk through town on the way back to interview		Greece to North-West England. <i>Our local area, sustainability, global citizenship</i>
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YEAR 5	<i>Investigating our woodlands</i> <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> <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>	<i>Exploring weather and climate zones in the UK and the world</i> <i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</i>	<i>How can the countries of the world work together?</i> Use maps to locate Europe (including Russia), and North and South America, focusing on - 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 <i>Describe and understand key aspects of human geography, including the distribution of natural resources, including energy, food, minerals and water.</i>
Key Concepts	• What is woodland? Identify different types of woodlands and bridge back to previous science learning on deciduous and evergreen trees. • Use OS maps to locate school woodland and Macclesfield Forest using 6 figure grid references (locational skills, mapping skills) • 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 (mapping skills, fieldwork) • Bridge forwards to Spring – discover	<i>This topic would benefit from being taught at the same time, or after, the Earth and Space topic in science</i> • Start local by observing and measuring weather patterns in the UK and linking to seasons (fieldwork) • Revise and build on world locational geography to learn about climate zones – polar, temperate, tropical, subtropical • Learn about biomes (vegetation, plant and animal life) – deserts, forests (link to autumn term), grasslands, tundra, freshwater, marine (locational geography, physical features) p. 20 in fieldwork handbook	• Tropics of Cancer and Capricorn, • Time zones including Prime/Greenwich Meridian (locational geography) <i>Global citizenship</i>

	that the UK has a temperate climate and many temperate deciduous forests (locational knowledge, physical features) p. 28 in fieldwork handbook <i>Our local area, sustainability</i>	<i>Sustainability, global citizenship</i>	
YEAR 6	<i>Where do we get our natural resources?</i> <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>		
Key Concepts	• Where does our energy come from? • Explore the difference between renewable and non-renewable resources and reflect on the importance of sustainability <i>Our local area, sustainability, global citizenship</i>		