<table>
<tr><th colspan="4">EYFS – Relevant learning objectives from EYFS Statutory Framework and Development Matters</th></tr>
<tr><td>Reception (4-5 years)</td><td colspan="2">Understanding the World</td><td>• Draw information from a simple map.
• Recognise some similarities and differences between life in this country and life in other countries.
• Explore the natural world around them.
• Recognise some environments that are different to the one in which they live.</td></tr>
<tr><td rowspan="2">Early Learning Goals</td><td rowspan="2">Understanding the World</td><td>People and communities</td><td>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</td></tr>
<tr><td>The natural world</td><td>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
• Understand some important processes and changes in the natural world around them, including the seasons.</td></tr>
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Autumn Term	Spring Term	Summer Term
• Tour of the school grounds. Look at maps of our school to locate specific areas. Use text 'Pete the Cat, Rocking in my School Shoes'. • Observe the weather around the school environment and the changing seasons. What is Autumn? Ongoing throughout the year. • Where do we live? Draw houses.	• Seasons – what is winter? • Look at our world from space. Identify the continents of the world and locate the UK on a map. • Name the four countries of the UK and capital city- London. • Look at Nether Alderley and compare with other cities, countries, and continents.	• Make a treasure map for a pirate using key features such as 'X' to mark the treasure and a blue line to show a river. • Discuss what oceans and seas the pirates could sail on look at the globe • Seasons – what is summer? • Discuss where have they been on holiday or where they will be going, locate places on the globe. Which countries are hot and cold? What would you need to pack in your suitcase? • Know what is man-made and natural, look around our school grounds to determine and sort.

End points (What we want the children to remember)

- Name the four seasons and identify the signs of each season
- Know that our country is the UK, and we live in England
- Know that there are 7 continents, and we live in Europe
- Name some natural and man-made features of their school environment
- Recognise some similarities and differences between Nether Alderley and other countries they are familiar with

Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork

Year 1 / 2 Year A	Autumn Term	Spring Term	Summer Term
KEY QUESTION	**Study of our immediate area**	**Study of our locality**	**Study beyond our locality**
Prior learning – link back	*Year 2 pupils have experience of using maps and globes to locate the UK and could be extended to use atlases* *Year 2 pupils will have used compass points when looking at local area in Spring Cycle B* *Year 2 pupils will have previous experience of difference between human and physical features*	*Year 2 pupils have previously looked at human and physical features of Cheshire*	
YEAR 1/2 OBJECTIVES	• *Name and locate the four countries of the UK and capital cities using maps and globe* • *Observe school building and its ground and map simple human and physical features* • *Begin to understand symbols on maps* • *Know four compass points and use these to follow a simple map*	• *Extend knowledge of location to Nether Alderley - using aerial photographs to recognise landmarks – Nether Alderley Mill, St Mary's Church* • *Identify physical and human features in Nether Alderley* • *Understand NA is a village and Macclesfield is our nearest town* • *Identify physical and human features in Macclesfield inc. railway, houses, shops, factories, farms and offices, forest and hills*	• *Compare local area with Coastal Town – Fleetwood* • *Observe key human and physical features of seaside inc. beach, cliff, coast, sea, port, harbour* • *Through fieldwork, further develop knowledge and understanding of map reading and making, including experience of using compass*
End points (What we want the children to remember)	• *Know and locate the name the four countries that make up the UK* • *Know the name of and locate the four capital cities of England, Wales, Scotland, and Northern Ireland*	• *Know the name of the nearest town or city; be able to locate them on a map of the UK* • *Know the main differences between city, town, and village*	• *Know that a port and a harbour is a human feature of our geography* • *Identify the following physical features - beach, cliff, coast, sea ocean*

	• *Know the difference between physical and human features* • *Know which is N, E, S & W on a compass* • *Know how to follow a simple map* • *Talk about features in their local environment*	• *Know and name the characteristics of the local area* • *Be able to identify the following human features of Macclesfield - houses, shops, factories, farms, and offices* • *Identify the following physical features - forest, hill* • *Use the terminology left, right, below, and next to*	
FIELDWORK/ MAP SKILLS	- *Begin to use iPads/cameras to record what they have observed* - *Carry out a small survey and create a simple maps of the school grounds with a simple key* - *Use simple maps of the school and its grounds including the local area*	- *Use basic observation skills* - *Create basic maps and plans of the local area* - *Draw basic features observed* - *Recognise a photo or video as a record of what they have observed* - *Pupils will be introduced to aerial maps*	- *Use maps or photographs to identify features and landmarks* - *Visit to Fleetwood to see the human and physical features* - *Begin to add a basic key to their maps of a coastal area*
VOCABULARY	England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English Channel Environment, recycle, compass, East, North, South, West, fieldwork, plan, aerial photograph, map key symbols, key, country, continent, globe, atlas, address, right/ left, patterns, characteristics, map, local, place	Building, town, road, park, path, people, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country, land, motorway, water, pond, railway, forest, hills	Lake, river, desert, countryside, forest, wood, weather, seasons, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather, marine

Year 1 / 2 Year B	Autumn Term	Spring Term	Summer Term
KEY QUESTION	**Study of daily and seasonal weather patterns**	**Study of a contrasting non-European Country**	**Our world (not direct link to topic)**
Prior learning – link back			
YEAR 1/2 OBJECTIVES	*Identify typical seasonal weather patterns in the UK and be able to name the four seasons and their typical weather* *Look back to summer holidays – where in the world have, they been – using maps and globes?* *Discuss weather during their holiday and why holiday locations are popular (focus on destinations being close to equator and therefore warm and on seaside towns building on work in cycle A, term 3 for Year 2 pupils)* *Know where the equator, north pole and south pole are on a globe and map and typical weather patterns in each* *(Potential to link to North Pole towards Christmas)*	*Start local with fieldwork to observe Cheshire from school grounds* *Introduce/ Revise compass points and identify/ revise 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.* *To plot locations of Cheshire and Shanghai 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 Shanghai on map and aerial photos. Compare human and physical features of Shanghai with Cheshire, including mountains and rivers	*Use maps and globes and introduce atlases to identify the seven continents and five oceans of the world* *Locate China and the UK being able to explain which continent they are in and their surrounding oceans* *Link forward to summer holidays – where in the world are we going? Which continent/ oceans are we visiting? What do we expect the weather to be based on its location (revisit Autumn term)?* ***Link to science*** *Identify the locations of bugs including soil, vegetation*
End points (What we want the children to remember)	• *Know the features of hot and cold places in the world* • *Know where the equator, north pole and south pole are on a globe and map* • *To talk about the differences between a map and a globe* • *Know the four seasons and be able to discuss weather patterns in the UK*	• *Know the main differences between a place in England and that of China (non-European country)* • *Explain why they would choose to live in either Shanghai or Cheshire based on knowledge of place and human and physical features including mountains and rivers in both locations*	• *Know the names of and locate the seven continents of the world* • *Know the names of and locate the five oceans of the world*

FIELDWORK/ MAP SKILLS	- *Add a few basic labels onto a photograph*	- *Add a few basic labels onto a sketched map, given map or photograph* - *Look at aerial photographs to recognise some landmarks and physical features* - *Use a given pro-forma to collect data (tally chart) on whether other children would like to live in Shanghai or the UK*	- *Use aerial photographs or existing maps to identify landmarks and human/physical features and add these to their own maps*
VOCABULARY	Fieldwork, plan, aerial photograph, map key symbols, equator, hot/cold, direction, key, country, continent, globe, atlas, address, right/ left, patterns, characteristics, map, local, place	Building, town, road, park, path, people, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country, land, motorway, water, pond, railway, forest, hills	Lake, river, desert, countryside, forest, wood, weather, seasons, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine

Year ¾ A	Autumn Term	Spring Term	Summer Term
KEY QUESTION	**What is Europe?**	**Which is the BEST mountain in Europe?**	**What is a river? What did early civilisations form around rivers?**
Prior learning link back	KS 1 Europe is a continent.		*In Key Stage 1 looked at coast. In Autumn they have identified key physical features of UK cities and counties*
YEAR 3/4 OBJECTIVES	• Explore the countries and cities where the children have visited over the summer holidays, locating those destinations on maps, globes and in atlases • Revise continents and oceans • Revise Equator (KS1) 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 • Understand geographical similarities and differences through the study of human and physical geography of some European countries and cities.	What do we mean by BEST? Holiday? Live? Ski? Height? Views? Etc. • Identify the features of a mountain – why is a mountain a mountain not a hill? • Look at how mountains formed (basic) fold, dome, fault block mountain • Locate mountain areas in the UK *Cairngorms, Mourne Mountains, Black Mountains, Mcgillicuddy's Reeks, Pennines, Grampians, Berwyn range, Snowdonia* using OS maps, extending to mountain regions in Europe *Alps, Pyrenees, Carpathian, Caucasus, Dinaric Alps, Scandinavian, Scottish Highlands, Apennine, Balkan, Dolomites* using maps, globes, and atlases. • Explore land use of mountain ranges across Europe to help each child to answer the question – which is the best mountain in Europe?	• 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. • Label the key features of a river • 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. • Find locations of the ancient civilisations of Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China on maps, globes and atlases, and identify their proximity to rivers • Identify that ancient civilisations settled around rivers and explore why

		• Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	
End points (What we want the children to remember)	- *Name and locate at least 6 European countries, their capital and major cities.* - *Use maps to locate European cities and capitals.* - *Know about key human and physical differences between UK and European countries* - *Identify the position and significance of Northern and Southern Hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.*	- *Know where the main mountain regions are in the UK* - *Know the names of the world's highest mountains.* - *Be familiar with topographical maps and know about contours.*	- *Know and label the main features of a river* - *Be able to name and locate some of the world's longest rivers* - *Explain the features of the water cycle* - *Know why cities are situated close to a river* - *Name and locate the main rivers in the UK* - *Use Google Earth to follow the journey of a river*
FIELDWORK/ MAP SKILLS	- *Use maps, atlases and globes to identify continents, oceans and equator*	- *Use OS maps to identify mountain regions and their contours* - *Use atlases and globes*	- *Visit to River Bolin, Macclesfield.*
VOCABULARY	Europe, City, country, continent, region, atlas, map, globe, latitude, longitude, Tropics of Capricorn and Cancer, equator, hemisphere, physical and human, Arctic, Antarctic circle, oceans	Hills and mountains (N.B. including the UK names e.g. Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds, North and South Downs etc.) Atlas/map/globe, Topographical, coast, Europe, fold, dome, fault block mountain, Ordnance Survey, Mountainous	River features, Ordnance Survey, water use, water cycle, coast, flow, depth, velocity, width, United Kingdom, Great Britain, atlas, map, globe

Year 3 /4 Cycle B	**Autumn Term**	**Spring Term**	**Summer Term**
KEY QUESTION	**Is the North West the best part of the UK to live?**	**Comparing North West England with mainland Greece**	**Could Mount Vesuvius Erupt Again?**
Prior learning – link back	*Work in KS1 on four countries of UK and capitals, human and physical features of NA, Macclesfield, Cheshire Fleetwood – understanding of town and a village.*		
YEAR 3 /4OBJECTIVES	• 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) in the Highlands (North & West) and Lowlands (South & East) • draw a map with a key to show topography observed from viewpoint (peaks and plain) • Look at our county Cheshire – peaks or plain? The zoom out to neighbouring counties (Lancashire, Derbyshire, Staffordshire, Shropshire) and cities and locate human and physical features including topography. • Use 8 points of a compass, four figure grid references, symbols, and keys to build their knowledge of the UK • Debate/ discuss where they think is best in the UK and why	• Start local by revising human and physical features of the Northwest bridging back to last term • Zoom out to revise continents and oceans (KS1) and Europe (Year 4 pupils). • Zoom into the region of 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) in comparison to the Northwest of England	• What is a volcano? Explore the features of a volcano and understand how they are formed and why they erupt. • Where would you find volcanoes? • Name and locate volcanoes, focusing on Mount Vesuvius, Pompeii, Italy. • Explore life in volcanic area. Why would people choose to live by volcanoes? Would it be easy to build a house in this area?

End points (What we want the children to remember)	- Name and locate counties in the UK, including Cheshire and its neighbouring counties - Name and locate at least 4 cities in England - Know some of the physical features related to the UK, e.g., lake district - Know and name the 8 points of a compass	- *Be able to name at least 5 differences between living in the UK and Greece.* - *Know that climate and physical features have an important part to play when considering how people live* -	- *Know the different parts of a volcano* - *Name and locate at least 2 volcanoes* - *Understand settlements and land use around volcanoes*
FIELDWORK/ MAP SKILLS	- Use the eight points of a compass, four figure grid references, symbols, and key (including OS maps) references, symbols and key (including OS maps)	- 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	- *Use maps to identify volcanoes*
VOCABULARY	Latitude, longitude, landforms, elevations, highlands, lowlands, county, Lancashire, Derbyshire, Staffordshire, Shropshire, topography, hills, coast, rivers, map, Compass points: NW NE SE SW, Ordnance Survey map/ Scale, 4 figure grid reference	Population, landmarks, climate, language, currency	Volcanoes, Mount Vesuvius, Pompeii, land use, settlements

Year 5/6 A	Autumn Term	Spring Term	Summer Term
KEY QUESTION	**Investigating the shape of the world's land.**	**Are there enough natural resources for everyone?**	**What is the impact of environmental change in South America?**
YEAR 5 OBJECTIVES	• Link back to LKS2 work on topography. • Build on world locational knowledge by linking to major mountain ranges on each continent, with a focus on Europe and South America. • Discuss why the earth's surface is shaped like it is – tectonic plate movement, recap volcanoes and focus on earthquakes • Plot major volcanoes and earthquake zones on a world map (Ring of Fire)	• What do we mean by natural resources? (Energy, food, minerals, and water) • Where do these resources come from? • How are natural resources distributed around the world? (Carbon footprint) • Look at fair and unfair distribution • Children to discuss/debate 'are there enough natural resources for everyone?' (Twinkl Energy & the environment Y5, Plan Bee Natural resources)	• Describe and understand the physical regions of South America (mountains & highlands, river basins and coastal plains) including climate zones, biomes, and vegetation belts • Learn climate zones – polar, temperate, tropical, sub-tropical. • Learn biomes – vegetation, plant and animal life, deserts and forests, grasslands, tundra, freshwater and marine. • Look at the impact of environmental changes on at least one of these regions.
End points (What we want the children to remember)	- *Know what causes earthquakes and tsunamis* - *Use maps atlases and globes to locate countries and features studied*	- *Understand the distribution of natural resources, including energy, food, minerals, and water* - *Begin to understand trade links using natural resources*	- *Know what is meant by biome* - *Know the main features of different biomes e.g., tundra, wetlands, and grasslands* - *Recognise physical conditions necessary for the creation of different biomes* - *Know how a continents climate can vary and impact on people's lives* - *Name and locate at least 4 South American countries and major cities*
FIELDWORK/ MAP SKILLS	- Use maps, atlases, and globes, to identify topography mountain ranges	- Use the internet to research natural resources	- Use maps, atlases, and globes to identify features and locations in South America

VOCABULARY	Mountains, continents, tectonic plate, volcanoes, earthquakes, zones, tsunamis,	Natural resources, energy, minerals, distribution, carbon footprint,	Mountains, highlands, river basins, climate zones, biomes, vegetation belts, tropical, sub-tropical, grasslands, tundra, freshwater, marine, wetlands

Year 5/6 B	**Autumn Term**	**Spring Term**	**Summer Term**
KEY QUESTION	**How did the cotton industry impact on the geography of Northwest England?**	**North America**	**How can countries of the world work together to save our planet?**
YEAR 6 OBJECTIVES	• Understand economic activity including trade links relating to Northwest England (Manchester) focusing on the cotton industry. • Focus on the human geography aspects, changes over time and trade. From cottage industry to the factory system, large mills and factories that came to dominate the landscape. Look at mills that have been demolished or reused as places to live, work or visit. • Use maps, digi maps and six figure references, symbols, and key to build knowledge of the locality over time.	• Identify and locate the countries of North America and their capital cities. • Investigate and compare climates in North America • Explore geographical features on North America e.g., the Rocky Mountains, the Panama Canal, Grand Canyon • Explore the various time zones of North America and how these compare to other time zones around the world. • Understand geographical similarities and differences through the study of human and physical geography of the regions, countries, and major cities in North America • Use OS and digital maps to describe features	• Revisit prior learning. What are the issues the children believe to be the priorities in saving our planet? • Locate the countries that would link together and why to address the issues. • Identify rainforests and understand the impact of deforestation • How could they plan/what strategies they could us to save the world? Focus on the opportunities and challenges of countries working together. • Identify the Prime/Greenwich Meridian and time zones (including day and night). Could this be an issue?

End points (What we want the children to remember)	- *Know the main differences between a rural and an urban location within the UK* - *Recognise people jobs are determined by where they live* - *Know why industry is important* - *Understand trade links in Manchester* - *Use six figure grid reference, keys, and symbols to explore Manchester* - *Use fieldwork visit to Manchester including sketch maps, plans and digital technology*	- *Know about time zones and work out time differences* - *Understand similarities and difference in human and physical geography in North America and other countries studies (UK, Greece)* - *Locate and name at least 5 North American countries and cities*	- *Have a good understanding of climate change and its potential impact on our lives* - *Know what deforestation is and its impact*
FIELDWORK/ MAP SKILLS	- Field work visit to Manchester. Walking tour.	- Use OS and digi maps to identify and describe features	- Use the internet to research rainforests and deforestation
VOCABULARY	Trade links, economic, industry, landscape, rural, urban	Continent, North America, climate, hot, cols, artic, desert, temperate, precipitation graphs, location, climate zones, Rocky Mountains, Panama Canal, Grand Canyon, human and physical geographical features, capital city, time zone	Climate change, Ordnance Survey, deforestation, prime/Greenwich meridian, time zones