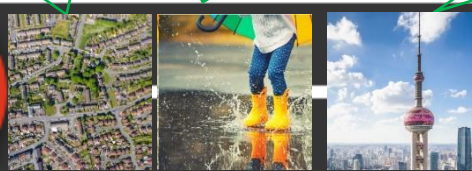


Understanding the World – Children in reception will have ample opportunity to explore the local area, through visits to the church and fire station. Journey sticks will be created so they can recall what they have seen and maps will be explored: maps of the world, imaginary places and the school. Pupils will have the opportunity to compare the habitats of different bears, looking at China (pandas) and polar bears (the Arctic).

Year R



Year 1 & 2 (A)



Year 1 & 2 (B)



Year 3 & 4 (B)

What is it like here?
Locating where they live on a map; following and drawing simple maps.

What is the weather like in the UK?
Locating the UK; exploring the 4 seasons; using a compass.

Shanghai
Exploring what life is like in China, making comparisons with our local area.

Hot/cold places
Locating and naming the continents; locating the equator; comparing hot/cold places.

Year 3 & 4 (A)

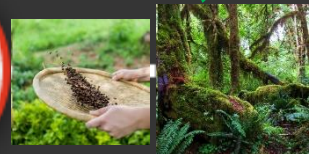


Antarctica
Latitude and longitude – linking to climate. Physical and human features. Study of Shackleton.

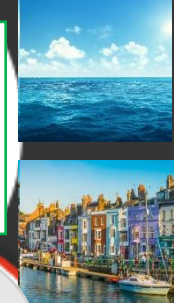


Food distribution
mapping food imports and exports; learn about trading.

Rainforests
Develop an understanding of biomes, ecosystems and tropics; map features of the Amazon Rainforest; investigate communities in Manaus; fieldwork.



Volcanoes
Learn about the Earth's layers; locate mountains and volcanoes; study Mt Etna.



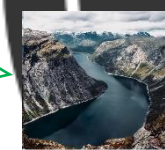
Why is our world wonderful?
Identify some of the UK's famous features and landmarks; naming and locating oceans; exploring how we can protect our planet.

What is it like to live by the coast?
Naming and locating the UK's surrounding seas and oceans; exploring coasts and Weymouth; collecting data about life on the coast.

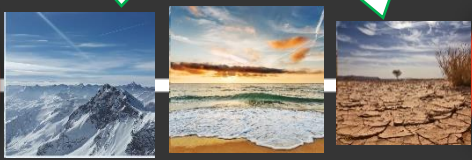
Settlements
Explore different settlements, land use. Learn the difference between urban and rural. Compare human/physical features of the local area and New Delhi.



Rivers
Name and locate major rivers. Learn about rivers and their place in the water cycle.



Year 5



Year 6



The Alps
Locate the Alps and describe physical/human features in the Alps and Innsbruck; complete a geographical enquiry.

Deserts
Explore hot desert biomes; find where deserts are located; identify physical features and how deserts are used; explore similarities and differences.

Population
Learn about how global population is changing; explore why people migrate; look at how climate change impacts population.


Energy
Learn why energy is important; what renewable energy is; compare how the USA and UK generate energy.

Oceans
Explain the importance of oceans; explore the Great Barrier Reef; find out how and why we need to protect our oceans.

Independent fieldwork
Develop an enquiry question; map a route; collect data; analyse data; present findings.





EYFS

Topic	Exploring maps Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.	Outdoor adventures Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.	Other geographical links Singing songs about seasons Creating journey sticks of our school grounds Looking at houses and homes in Congleton Learning about Christmas around the world
Development matters links	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community. Recognise some environments that are different from the one in which they live. Draw information from a simple map.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Local area walks to find the Congleton bears Looking at world maps and learning about bears of the world China and Chinese New Year Creating maps of stories, imaginary places and Congleton Consider how we can protect our oceans
ELG links:	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; explore the natural world around them, making observations and drawing pictures of animals and plants;	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; explore the natural world around them, making observations and drawing pictures of animals and plants; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Oracy opportunities 	Make observations about the world around them, and verbalise these. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions.		

YEAR 1 & 2 CYCLE A

Topic	What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using	What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They	What is it like to lie in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on
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	classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key	China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
Local context	Local walks around Congleton and the school grounds.		
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..'		
YEAR 1 & 2 CYCLE A			
Topic	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Local context	Peak Wildlife trip	Link to global learning and wildlife connections on how we can make our school grounds even better.	Visiting close coastal towns and making comparisons.
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take		



part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..'



YEAR 3 and 4 Cycle A

Topic	Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Why are rainforests important to us? Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.
Local context		Comparing climate between Congleton and geographical locations with rainforests.	Discuss how food transportation has changed and the impact it has had on local farmers.
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..'		


YEAR 3 and 4 cycle B

Topic	Who lives in Antarctica? Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent	Are all settlements the same? Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities	What are rivers and how are they used? Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.
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	population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far	and differences between these two locations.	
Local context		Know the uses of Congleton and how it compares to New Delhi	Visit the River Dane – know that this used to be called the River Daven.
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..'		
YEAR 5			
Topic	What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
Local context	Local walk to the Cloud – how does this compare to the Alps. Is it a mountain or a hill? How do we know?	Wildlife connections – how our actions (although not on a coastal town) directly impacts the oceans.	
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..' Debate in geographical contexts to make connections with the world around them.		
YEAR 6			



Topic	Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Can I carry out an independent fieldwork enquiry? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Local context	Look at push and pull factors for Congleton – knowing about town approval for new homes and the positives/negatives surrounding these decisions.	Energy sources in Congleton and the UK. Deciding upon the best place for solar panels.	Data collection questions; mapping a route; collecting, analysing and presenting data.
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Learn about climate change and making the world a better place by taking part in talking discussions linked to 'If I ruled the world..' Debate in geographical contexts to make connections with the world around them.		

