

Cycle A 2022/23	Autumn <u>This is Me</u>	Spring <u>Amelia Earheart /Influential Women</u>	Summer <u>Seaside</u>
FOCUS	<p><u>Locality and me: Where do I live?</u> Name four countries of the UK Capital cities Surrounding Seas</p> <p>Address and mapping where I live and where I go to school.</p> <p>Broaden to country and key places.</p>	<p><u>Weather</u></p> <p>Identify daily/seasonal changes in weather (EYFS/Y1)</p> <p>Locational knowledge: Continents and countries Environment at extremes</p>	<p><u>Beside the Seaside:</u></p> <p>Naming and locating seaside locations and islands.</p> <p>Where is it? What is this place like?</p> <p>How near/Far is it? Compass points</p>
ENQUIRY QUESTIONS	<p>What is it like where I live? What are some key human and physical features of Cheswardine?</p>	<p>What is the weather like in the UK? What are hot and cold places like?</p>	<p>Why do we like to be beside the seaside?</p>
CONCEPTS	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. Simple mapping and keys.</p> <p><i>Start local, know street and house number. Know routes to school and own location. Y1 in relation to own area, Y2 wider Shropshire, England. Basic maps and keys. Four countries and capital cities of the UK.</i></p>	<p><i>Seven continents and five oceans. Atlases, maps and globes. Compass directions. Routes on a map. Near and far; left and right.</i></p> <p><i>Equator, North and south Poles. Continents. Northern hemisphere, southern hemisphere. Weather patterns, season, hot, cold, climate, sunny, rainy, dry, wet,</i></p>	<p><i>Similarities and differences of the human and physical geography of a small area of the UK and a small area of a non-European county. beach, cliff, coast, forest, sea,</i></p>
PROCEDURAL CONCEPTS	<p>Interpret maps and aerial photographs.</p>	<p>Interpret diagrams and globes. Understanding continents as key physical features of the world. Communicate quantitative skills.</p>	<p>The interdependence of physical and human geographical features.</p>
FIELDWORK	<p>Walk around the village. Use simple maps to find locations (simple orienteering on the school grounds then in the village)</p>	<p>Observational work of weather. Measuring the weather: data work</p>	<p>Atlas and map work. Compass work. Identifying and contrasting human and physical features – trip to the beach.</p>
STORY/BOOK LINKS	<p>‘In Every House on Every Street’ Jess Hitchman ‘Martha Maps it out’ Leigh Hodgkinson</p>	<p>‘If Winter Comes, Tell it I’m not Here’ Simon Ciraola ‘Green on Green’ Dianna White</p>	<p>‘At the Beach’ Rolan Harvey ‘The Storm Whale’ Benji Davies ‘Clem and Crab’ Fiona Lumbers</p>

Cycle B 2022/24	Autumn <u>Fire and Ice</u>	Spring <u>Where the Wild Things are</u>	Summer <u>Field to Fork</u>
FOCUS	<p><u>Contrasting our Country To a Non-European Location.</u></p> <p>Ideally Autumn 2 – to observe bird migration. Understanding that the world is spherical: Name the seven Continents and the oceans of the world correctly and locate them on a world map. Locate hot and cold areas. Contrast our country to a non-European country. Focus on the birds in our environment, seasonal changes. Where do they migrate to and why? E.g. Canadian geese/swallows.</p>	<p><u>Countries: Habitats and animals.</u></p> <p>e.g. Rainforests and savannahs compare and contrast <u>Weather (EYFS/Y1)</u> Identify daily/seasonal changes in weather Recognise weather symbols</p>	<p><u>Local study:</u></p> <p>Recognise housing types. Locate places on the map. Symbols Compass points Types of land use; agriculture / dairy farming. Know the difference between town and country.</p>
ENQUIRY QUESTIONS	Where do our birds migrate to and from?	Why can't a meerkat live in the North Pole? (or similar animals)	Why do fruit and vegetables grow in different places around the world?
CONCEPTS	<i>Equator, North and south Poles. Continents., oceans. Mapping, routes</i>	<i>Season, hot, cold, climate, sunny, rainy, dry, wet, beach, cliff, coast, forest, sea, ocean, season and weather.</i>	<i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. Simple mapping and keys. Embed knowledge. Aerial photographs. Features and routes.</i>
PROCEDURAL CONCEPTS	Collect, analyse and communicate data.	Contextual knowledge of globally significant places and their defining physical characteristics	Interpret sources of geographical information including maps, diagrams, globes and aerial photographs.
FIELDWORK	Bird spotting in our environment.	Weather observation and recordings – wind speed, temperature, rainfall.	Fieldwork Walk around the village. Use simple maps to find locations (simple orienteering on the school grounds then in the village)- drawing maps and then using them to locate places. Contrast seasonal changes from prior learning.

STORY/BOOK LINKS	'Snow Birds' Kirsten Hall 'Time to Move South for Winter' Clare Helen Walsh	'There's a Rang-Tan in my Bedroom' James Sellick 'Where the Forest meets the Sea' Jeannie Baker 'What the Macaw Saw' Charlotte Guillan 'Expedition Diaries; African Savannah' Simon Chapman 'What the Elephant Heard' Charlotte Guillan	'Home' Carson Ellis 'The Farm that Feeds Us' Nancy Castaldo
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Cycle C 2024/2025	Autumn <u>Funnybones</u>	Spring <u>Pole to Pole</u>	Summer 1 <u>Fairy Tales</u>
FOCUS	<u>Local study: The town of Market Drayton</u> Name four countries of the UK Capital cities Surrounding Seas Look at the village -Map features and compare map with village. Look at the town – Map features and compare.	<u>Places around the world.</u> Place and locational knowledge focus. Describe and explain a journey line incorporating a range of countries, continents and oceans. Use a range of maps to locate places and landmarks. Locate places around the world according to climate, comparison of our weather	<u>Local study:</u> Telford as a new 20 th century town Build on Market Drayton work from earlier in the year to aid compare and contrast.
ENQUIRY QUESTIONS	What are some key human and physical features of Market Drayton?	What is it like in other countries? What is it like at the poles?	What are some key human and physical features of Telford? How is Telford similar/different to Market Drayton?
CONCEPTS	<i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. Simple mapping and keys.</i>	<i>Location of hot and cold areas of the world in relation to the North and South Poles. Seven continents and five oceans. Aerial photographs.</i>	<i>Landmarks and features of locality on maps and aerial photographs perspectives. Human features: city, town, village, factory, farm,</i>

			house, office, shop, roads, motorways, canals, railways.
PROCEDURAL CONCEPTS	Interpret maps and aerial photographs. Understand interdependence in human geography	Develop contextual knowledge of the location of globally significant places, both terrestrial and marine. Communicate geographical information through numerical and quantitative skills.	Interpret sources including maps, aerial photographs and geographical information systems. Interdependence of key human and physical features.
FIELDWORK	Visit Market Drayton. Traffic Survey. Following maps.	Observational work of weather. Measuring the weather: data work	Visit Telford, follow maps.
STORY/BOOK LINKS	'Martha Maps it out' Leigh Hodgkinson 'Belonging' Jeannie Baker 'Maps of the United Kingdom' Rachel Dixon	'The Great Explorer' Chris Judge 'Penguin Huddle' Ross Montgomery and Sarah Warburton 'The Emperor's Egg' Martin Jenkins 'A Dot in the Snow' Corinne Averiss	'Two Places to Call Home' Phil Earle 'Maps of the United Kingdom' Rachel Dixon 'Kitsy Bitsy's Noisy Neighbours' Polly Faber