

Cycle A 2023/24	Autumn	Spring	Summer
FOCUS	<b>Comparing local area with a country in Europe</b> (Hinstock: Denmark-Lego Wedo link. Cheswardine: France (Y3/4))	<b>Countries of the world and mapping skills:</b> Link to North and South Pole (Y3/4)	<b>Countries of the Olympic Games: Focus on Greece.</b> Compare a region of Greece with host country/city of Olympic games. (Y3/4)  Local study links: Much Wenlock (First Modern Olympic games).
ENQUIRY QUESTIONS	<b>Would you rather live in Cheswardine/Hinstock or.....?</b>	<b>What is the midnight sun?  How different are the Arctic and Antarctic?</b>	<b>What do Much Wenlock, Athens and the host city of the Olympic games have in common? (2023/24 builds on Autumn term: France)</b>
CONCEPTS	Similarities and differences through the study of human and physical geography of the UK and a region in a European country. Start Local – knowledge of own place. Points of the compass and grid references. Topographical features. Fieldwork – local.	Continents on a World map. Climate zones, biomes, tundras. N and S hemisphere.. Maps, atlases, globes, computer mapping features and landmarks. 4 figure grid references. Natural resources. Changes over time. Time zones – day and night.	World countries. Environmental regions, physical and human characteristics, countries, major cities. Similarities and differences through the study of human and physical geography of the UK and a region in a European country. Local fieldwork.
PROCEDURAL CONCEPTS	Interpret a range of sources of geographical information, including maps, globes, aerial photographs and geographical information systems. Grid references.	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including defining physical characteristics. Interpret geographical information.	Develop knowledge of location including their defining physical and human characteristics.
FIELDWORK	Local fieldwork - mapping physical features Data scrutiny related to population.		Mapping work and grid references. Data scrutiny: population and visiting population.
STPRY/BOOK LINKS	'Skychasers' Emma Carroll 'The Invention of Hugo Cabret' Brian Selznick	'The Lights that Dance in the Night' Yuval Zommer 'The Search for the Giant Arctic Jellyfish' Chloe Savage 'The Last Bear' Hannah Gold	'The story of the Olympics' Minna Lacey and Paddy Mounter

Cycle B 2024/25	Autumn	Spring	Summer
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FOCUS	<p><b>Plants of the world:</b> Look at contrasting environments and plants in them.</p> <p>Rainforests, temperate regions, desserts, polar regions, mountains, marine environments.</p> <p>The Water Cycle.</p>	<p><b><u>TRANSPORT LINKS IN OUR LOCAL AREA:</u></b></p> <p>Canal Networks(Cheswardine)</p> <p>Road development: A41 bypass (Hinstock)</p> <p>Local Fieldwork Study: Land use: agriculture and dairy. Canal networks (Tyrley locks, Shropshire Union Canal) and road development (A41 bypass-what was it like in Hinstock before the A41 bypass was built?).</p>	<p><b><u>SOMEWHERE TO SETTLE:</u></b> Link: Saxon settlements</p> <p>Local Fieldwork Study: Evidence of early settlements in our local area. Cheswardine Castle and moat.</p> <p>Water sources and transport links – how has land use changed – building in village repurposed –why?</p>
ENQUIRY QUESTIONS	<p><b>How and why are plants and animals different in different environments?</b></p> <p>Leading to independent study.</p>	<p><b>Where are our local canals and how are they/have they been used?</b></p> <p><b>What do locks do? How are canals connected?</b></p>	<p><b>What makes a good place to live?</b></p>
CONCEPTS	<p>Start local – knowledge of own place. Key topographical features and land use patterns. Physical geography contrast similarities and differences, climate zones, biomes and the water cycle. Tropics of Capricorn and Cancer North and South Hemisphere.</p>	<p>Start local, Main counties and towns/cities around and in Shropshire. (In the UK) Topographical features (hills, rivers) and human features (roads and canals). Land use, economic activity and the distribution of natural resources including energy, food, minerals and water. Fieldwork</p>	<p>Start local – knowledge of own place and UK cities and counties. Human geography: types of settlement and land use; economic activity including trade links and the distribution of natural resources. Topographical features affect settlement.</p>
PROCEDURAL CONCEPTS	<p>Communicate geographical information in a variety of ways, including through writing at length. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including the defining physical characteristics.</p>	<p>Understand the processes that give rise to key physical and human geographical features of the world – industrialisation and the canal network. Interpret a range of sources. Collect, analyse and communicate a range of data.</p>	<p>Interpret a range of sources of geographical information including maps, diagrams, aerial photographs and geographical information systems. Analyse information and change over time.</p>
FIELDWORK	<p>Map topographical features of local environment and land use.</p>	<p>Canals: Visit Tyrley locks. Visit Shropshire union canal. Survey canal traffic, compare with road traffic – surveys.</p>	<p>Fieldtrip opportunities: Shropshire Hills Discovery centre. The Wrekin.</p>
STORY/BOOK LINKS	<p>‘The Incredible Eco-Systems of Planet Earth’ Rachel Ignatofsky ‘Earth is Big’ Steve Tomecek and Marcos Farina</p>	<p>‘Waterways, A Thousand Miles along Britain’s Canals’ Jasper Winn</p>	<p>‘A Place Called Home’ Kate Baker and Rebecca Green ‘Settlements’ Izzi Howell ‘Population and Settlement’ Rachel Minay</p>

	<p>'What a Wonderful World' Leisa Stewart-Sharp and Lydia Hill</p> <p>'The Rhythm of the Rain' Grahame Baker-Smith</p>		<p>'Brick: Who found herself in Architecture' Joshua David Stein.</p> <p>'Welcome to Nowhere' Elizabeth Laird</p>
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Cycle C 2025/26	Autumn	Spring	Summer
FOCUS	<p><b>Countries of the world and mapping skills:</b> Link to WW2 (3/4)</p> <p>Local Study Links: former WW2 RAF air fields in Childs Ercall. Tern Hill, Shawbury...</p>	<p><b>RAINFORESTS</b></p> <p>Region in the UK (e.g. New Forest) with a region in S America (Rainforest).</p> <p>Additional teaching opportunities: Fairtrade-Cocoa trade (link to History -Mayans)</p>	<p><b>VOLCANOES:</b></p> <p><b>Additional focus:</b> Italy Today: Link the Romans.</p> <p>Comparing a region in Italy with a region of the UK.</p>
ENQUIRY QUESTIONS	<p><b>Why is World War 2 referred to as a WORLD war?</b></p> <p><b>Which counties were targeted during the Blitz and why?</b></p>	<p><b>What makes a British forest different to the Amazon rainforest?</b></p> <p><b>Why is cocoa produced in South America but not the UK?</b></p>	<p><b>Why and how do people live near volcanoes?</b></p> <p><b>What are volcanoes?</b></p>
CONCEPTS	<p>Start local – know own place. UK counties and cities. Countries of the world, Europe. Maps, atlases, computers, 4 figure grid references. Equator, N and S Hemispheres, Tropics of Cancer and Capricorn. Environmental regions around the world.</p>	<p>Physical geography: climate zones, rivers, rainforests, water cycle. Land use and impact. Latitude, longitude, equator, tropics. Changes over time</p>	<p>Countries of Europe and the World. Major cities. Continents and oceans. Physical Geography: volcanoes. Human Geography: settlements, trade links, land use, economic activity, distribution of natural resources including minerals, water and energy.</p>
PROCEDURAL CONCEPTS	<p>Interpret a range of sources and communicate geographical information in a variety of ways.</p>	<p>Develop contextual knowledge of globally significant places including defining physical characteristics and how these provide geographical context for understanding the actions of processes.</p>	<p>Understand the processes that give rise to key physical geographical features of the world and how they bring about spatial variation and changes over time.</p>
FIELDWORK	<p>Fieldwork opportunities: orienteering challenges using grid references. Google maps virtual visit of air fields in local area.</p>	<p>Fieldtrip opportunities: Local forest field trip (e.g. Delamere) to compare with the Rainforest.</p>	<p>The Wrekin</p>

STORY /BOOK LINKS	'My Life in the Blitz: In Their Shoes' Roy Apps 'Shropshire Airfields through time' Alec Brew	'The Great Kapok Tree' Lynne Cherry 'Rainforest Warrior' Anita Ganeri (the story of Chico Mendes)	'Escape from Pompeii' Christina Balit 'Fact Planet: Volcanoes' Izzy Howell 'Pop-up Volcano' Tom Vaillant
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Cycle D 2026/2027	Autumn	Spring	Summer
FOCUS	<b>Countries of the World: Egypt and the River Nile:</b>  Link to History: The Egyptians	<b>WATER</b>	<b>Comparing locality with a contrasting locality-coastal or city</b> (e.g. Llandudno. Colwyn Bay )
ENQUIRY QUESTIONS	<b>What is the main river which flows through Egypt and why is this so important?</b>	<b>How is climate change impacting on the water cycle?</b>	<b>What is it like to live in Llandudno compared to Cheswardine/ Market Drayton - Shropshire?</b> <b>What physical features are different / same?</b>
CONCEPTS	Start local – know own place in the world. Physical features of river and the delta. Land use and impact on human geography – settlements and economic activity. Key landscape features. Maps and locations of cities and landmarks at different times of the year.	The water cycle. Impact, influence and change. Weather patterns. Impact. Global warming, climate change.	Start local – know own place in county, country. Geographical similarities and differences through the human and physical geography of regions in the UK. Maps, routes, timetables, transportation.
PROCEDURAL CONCEPTS	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation over time.	Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Communicate geographical information in a variety of ways.	Collect, analyse and communicate with a range of data. Interpret sources of geographical information and communicate geographical ideas.
FIELDWORK		Study of water sources in the local area. Canals and rivers.	Fieldtrip opportunities: Visit Llandudno/ Colwyn Bay – people survey, transport

			survey, physical features mapping. OS links and use.
STORY/BOOK LINKS	'The Nile: River in the Sand' Molly Aloian 'Travelling Wild, Journey along the Nile' Sonya Newland 'We're Sailing down the Nile' Laurie Krebs	'The Rhythm of the Rain' Grahame Baker-Smith 'A River' Marc Martin 'Song of the Dolphin Boy' Elizabeth Laird	'Flotsam' David Weisner