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|  | EYFS | KS1 (by the end of Year 2) | LKS2 (by the end of Year 4) | UKS2(by the end of Year 6) |
| **Local Identity** | The children explore where they live. They find out about where people work in school and the local area. They make simple floor maps of their immediate environment.The children recognise that some environments are different to where they live.  | The children explore their school grounds and the local area near to their school. They will be able to identify key landmarks and facilities on a map of Macclesfield and be able to recognise an aerial view. They will learn about human and physical landmarks of their local area, including different housing types.  |  The children will take part in a River study exploring the river Bollin. Where does it run through? What is it used for, why is it important to local people? Identify different parts of the river.  The children will take part in orienteering and fieldwork using the 8 points of a compass using the school locality.  The children will compare where they live and the North West region to The Bay of Naples.  |  The children will take part in orienteering and fieldwork using the 8 points of a compass using the school locality.  They will compare where they live and the North West region to The Great Lakes of North America.During their war topic the children will look at local maps and compare their locality then and now.  |
| **Settlements** | The children explore where they live and who they live with. They will discuss what type of building they live in. They will be able to name the town they live in and the jobs that people do in school and the local area. | The children know they live in a town called Macclesfield. They will be able to distinguish between a village, town and city. They will be able to name different facilities that people need to live in a town, for example, hospitals, shops, schools, churches etc. The children will know where people go for leisure and what sorts of jobs people do in the local area. |  The children will explore how land use has changed over time. They will be able to discuss how homes and buildings have changed in the UK since the Stone Age. They will be able to discuss how land use has changed in terms of trade, religion, defence, farming and fishing. The children will know that the UK is split into regions. They will be able to name the regions and some cities of the UK.  | The children will know that the UK is split into counties. They will be able to name the counties of the UK and know that they live in the County of Cheshire. They will be able to name the main cities of the UK. In their Anglo Saxon/Viking/Mayan topics the children will again look at how land use has changed over time in terms of trade, religion, defence and farming. During their war topic the children will explore how many children had to evacuate from one type of settlement to another (city to country) |
|  | EYFS | KS1 (by the end of Year 2) | LKS2 (by the end of Year 4) | UKS2(by the end of Year 6) |
| **Climate** | The children explore changes in the weather and seasons through stories and forest school. They learn where food comes from and why it grows well in different climates. They explore the effect of different seasons on animal life, including mini beasts and find out about hibernation. They look at a variety of animal habitats. They will be able to discuss how they need to dress appropriately for each season and depending on the weather. EYFS | The children explore the 4 seasons and changes in the weather. They go on welly walks in the school grounds and record seasonal changes, including how plants and trees change throughout the year. They keep a weather diary over a week for each season and learn how to record temperatures using a thermometer. In Science the children look at different climates around the world. This links in with geography work on hot and cold parts of the world and the equator. The children will learn how changes in habitat and climate can endanger animals. In their comparative study the children will learn about Point-a-Pierre in Trinidad and how it is similar and different to Macclesfield, including the climate, plants, animals and lifestyle. KS1 (by the end of Year 2) | The children will understand that Europe has different environmental regions, for example the sub artic of Northern Europe, the mountainous regions and the Mediterranean. These all have different climates. In their comparative study the children will be able to compare the climate of the North West of England with the climate of the Bay of Naples in Italy. LKS2 (by the end of Year 4) | The children will understand that North, South and Central America have a diverse range of biomes with a variety of climates. They will explore the affect this has on the people, animals and plant life that live in these particular climate zones. In their comparative study the children will be able to compare the climate of the North West where they live with the Great Lakes of America. UKS2(by the end of Year 6) |
| **Trade** | Where does fruit comefrom? Look at fruit in the UK and Africa. Link to Handa’s Surprise. Harvest festival – where does our food come from?  | Facilities in our town – what is available, what do people need to buy? Where do they go to buy it? What trade is Macclesfield famous for? Look at how the canal and factories were built to support the silk industry. In the comparative study look at what food is produced in Point-a Pierre in Trinidad and compare it to Macclesfield.  | Using the text, ‘A Street Through Time’ explore the changes in land use over time in terms of trade. Look at how river trade has changed over time. Look at differences in trade for different regions of the UK.Research into different European countries including what different countries produce and how and what they trade.  | Research into different North, South and Central America countries- what they produce and how and what they trade. Comparative study- What does the North West region in the UK produce? How does this compare with the Great Lakes of America?  |
|  | EYFS | KS1 (by the end of Year 2) | LKS2 (by the end of Year 4) | UKS2(by the end of Year 6) |
|  **Geographical Change and Sustainability** | What was here before our school was built? Look at maps and photos.  | How has Macclesfield changed geographically over time? - use maps to explore the building of factories and the canal to develop the silk industry.How can we look after where we live ?Look at maps today to see how land use has changed over time. Using the text, ‘Oi Get Off Our Train’ explore why animals are endangered due to changes in climate and human activity. Link with science work on habitats.  | Using the text, ‘A Street through Time’ explore the changes in land use over time in terms of trade, farming, homes, buildings and defence. In Our Local Area study – Start by looking at maps/photos of how Macclesfield has developed and changed over time. How can we improve our local area? Link with English and Science- the water cycle and climate change. Link with PHSE – recycling and Fairtrade.  | During the South America topic explore the effects of deforestation and the effect this has had on climate change and the people and animals who live there.  |