



Pott Shrigley Church School Geography Long Term Plan

The EYFS profile

Understanding the World Past and Present ELG aims to ensure that children will have the experience to;

- ❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ❖ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- ❖ 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.

Aims of the National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- ♣ Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- ♣ 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 and change over time.
- ♣ Are competent in the geographical skills needed to: collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- ♣ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).
- ♣ Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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The EYFS profile

Understanding the World Past and Present ELG Children at the expected level of development will:

- ❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ❖ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- ❖ 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.

Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

Attainment targets

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ♣ Name and locate the world's seven continents and five oceans.
- ♣ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



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Place knowledge

- ♣ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- ♣ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

- ♣ Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- ♣ Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- ♣ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- ♣ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- ♣ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



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Pupils should be taught to:

Locational knowledge

- ♣ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- ♣ 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), and land-use patterns; and understand how some of these aspects have changed over time.
- ♣ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

Describe and understand key aspects of:

- ♣ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- ♣ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- ♣ Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.
- ♣ Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- ♣ 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.



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Cycle A - EYFS/Y1		
Autumn 2	Spring 2	Summer 2
Local Fieldwork - Home Sweet Home	Wonderful Weather	Sun, Sea, and Sand
<p>Key learning objectives</p> <ul style="list-style-type: none"> • To understand what we mean by local area. • To recognise landmarks where we live and near our school. • To know the difference between human and physical features in our local area. • Study aerial photographs of our school to help us recognise human and physical features and devise a simple map. • To take part in a fieldtrip to study human and physical features near our school. • To learn the four main compass points (North, South, East, and West) and use locational and directional language. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To observe the weather in the UK. • To identify how the weather changes throughout the seasons in the UK. • To use globes, atlases, and Google Earth to locate hot and cold areas of the world in relation to the Equator. <ul style="list-style-type: none"> • To understand what the Equator is. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To understand that our world extends beyond the UK. • To learn that there are seven continents. • To name the seven continents and locate them on a map and globe. • To learn that there are five oceans. • To name and locate the five oceans on a map and globe. • To understand that the UK is an island, and we are surrounded by sea. • To know what a beach and coast is.
<p>Curriculum objectives</p> <p>EYFS – Understanding the World People, Culture and Communities</p> <p>Draw information from a simple map</p> <p>KS1 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Curriculum objectives</p> <p>EYFS – Understanding the World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>KS1 – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Curriculum objectives</p> <p>EYFS – Understanding the World People, Culture and Communities</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>KS1 - Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p>Concept Lens</p> <p>Place</p>	<p>Concept Lens</p> <p>Space</p>	<p>Concept Lens</p> <p>Space</p>
<p>Golden Thread</p> <p>Settlement</p>	<p>Golden Thread</p> <p>Settlement</p>	<p>Golden Thread</p> <p>Mapping</p>



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Cycle B - EYFS/Y1		
Autumn 2	Spring 2	Summer 2
Travel and Transport	Sensational Safari	Local Fieldwork - At the Farm
Key learning objectives <ul style="list-style-type: none"> • To name and locate the four countries in the UK. • To name and locate the capital cities of the UK. • To understand and use globes, atlases, and Google Earth to locate the four countries and capital cities of the UK. • To understand different forms of transport and how this links the four countries of the UK. 	Key learning objectives <ul style="list-style-type: none"> • To understand the similarities and differences between Chester and Kiyindi, Uganda, where our link school is located, • To study the different human and physical features between the two to understand why they are similar and different. • To understand why we have a zoo in Chester and why they have safaris in Uganda. 	Key learning objectives <ul style="list-style-type: none"> • To understand and study key physical features – hill, river, soil, vegetation, season, and weather. • To understand and study key human features – city, town, village, factory, farm, and house. • To understand the roles of farms in our local community. • To understand where food comes from and how it is grown on farms in the local area. • Use aerial photos to draw a map of the farm.
Curriculum objectives EYFS – Understanding the World People, Culture and Communities Draw information from a simple map KS1 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Curriculum objectives EYFS – Understanding the World People, Culture and Communities Recognise some similarities and differences between life in this country and life in other countries. KS1 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Curriculum objectives EYFS – Understanding the World People, Culture and Communities Draw information from a simple map KS1 - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour, and shops
Concept Lens Interconnections	Concept Lens Cultural awareness and diversity	Concept Lens Scale
Golden Thread Mapping	Golden Thread Settlement	Golden Thread Fieldwork



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Cycle A - Years 2/3		
Autumn 2	Spring 2	Summer 2
Volcanoes	Local Fieldwork – Bollington and canal	Rivers, and Oceans
<p>Key learning objectives</p> <ul style="list-style-type: none"> • To understand and use key geographical vocabulary in reference to volcanoes. • To understand how volcanoes are formed and how they erupt. • To understand the structure of the Earth. • To understand the different types of volcanoes. • To use maps, atlases, and globes to name and locate famous volcanoes. • To understand that volcanoes can change physical geographical features. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To locate Bollington on a map and understand that it is in England. • To use ariel photos to understand basic human and physical features in Bollington. • To use an Ordnance Survey map to map a route to Bollington. • To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • To study the human and physical geography of Bollington and make observations. <p>To explore the canal in Bollington and understand the human and physical geography of the canal system.</p> <ul style="list-style-type: none"> • To sketch a map of the local area after studying the human and physical geography. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To name and locate the five oceans. • To use globes, atlases, and maps to name and locate famous rivers in each of the seven continents. • To use and understand key geographical vocabulary in reference to rivers, seas, and oceans. • To understand key aspects of physical geography and how rivers are formed. • To understand and describe key aspects of The Water Cycle.
<p>Curriculum objectives</p> <p>KS1 – Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.</p> <p>KS2 - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Curriculum objectives</p> <p>KS1 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>KS2 - 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.</p>	<p>Curriculum Objectives</p> <p>KS1 - Name and locate the world's seven continents and five oceans</p> <p>KS2 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
<p>Concept Lens Space</p>	<p>Concept Lens Scale</p>	<p>Concept Lens Place</p>
<p>Golden Threads Settlement</p>	<p>Golden Threads Mapping</p>	<p>Golden Threads Sustainability</p>



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Cycle B – Years 2/3		
Autumn 2	Spring 2	Summer 2
The Poles	We are Britain	Local Fieldwork - Mountains and Hills
<p>Key learning objectives</p> <ul style="list-style-type: none"> • To locate hot and cold countries of the world in relation to the Equator. To locate the North and South pole on a globe. • Understand where the Equator is located and how this can affect climate. • To explore the geographical landscape of The Arctic and Antarctica and make comparisons between the two. • To identify the position and significance of the Arctic and Antarctic circle. • To study the biomes of the poles and understanding what climate change is. • To understand that climate change is affecting the polar regions. • To explore way in which we can make changes to limit climate change. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To name and locate the four countries and four capital cities of the United Kingdom. • To identify characteristics of the four countries and capital cities of the United Kingdom. • To understand and use key geographical vocabulary associated with physical and human features of the United Kingdom. • To use aerial photos and maps to recognise and plan perspectives of famous landmarks in the United Kingdom. • To understand key topographical features and land-use patterns and how these have changed over time. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To describe and understand key aspects of mountains and hills. • To understand how mountains are formed. • To name and locate mountain ranges across the world using maps, globes, and atlases. • To understand and use key vocabulary associated with mountains and hills. • To understand how animals and plants are adapted to suit living in the mountains. • To understand that climate change can change mountains. • To study the geographical features of hills in our local area on a field trip to White Nancy.
<p>Curriculum objectives</p> <p><i>KS1 - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>KS2 - Describe and understand key aspects of:</i> Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i></p>	<p>Curriculum objectives</p> <p><i>KS1 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>KS2 - 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), and land-use patterns; and understand how some of these aspects have changed over time.</i></p>	<p>Curriculum objectives</p> <p><i>KS1 - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.</i></p> <p><i>KS2 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</i></p>
<p>Concept Lens</p> <p>Environmental impact and sustainability</p>	<p>Concept Lens</p> <p>Cultural awareness and diversity</p>	<p>Concept Lens</p> <p>Interconnections</p>
<p>Golden Threads</p> <p>Climate</p>	<p>Golden Threads</p> <p>Environment</p>	<p>Golden Threads</p> <p>Fieldwork</p>



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Cycle A - Years 4/5/6		
Autumn 2	Spring 2	Summer 2
Local Fieldwork – Urban Contrast	Earthquakes	Europe and Trade
<p>Key learning objectives</p> <ul style="list-style-type: none"> • To take part in a field trip to Macclesfield Town to study the human and physical features in the local area. • To understand and use key geographical vocabulary related to the local area. • To use ordnance survey and digital maps to plan the route to Macclesfield. • To create maps using four and six figure grid references, symbols, and keys to create their own maps of Macclesfield. • To understand and use the eight points of a compass on the field trip. • To observe, measure, record, and present the human and physical features by sketching maps, plans, graphs, and digital technology. • To build on prior knowledge of a study of Bollington and make comparisons between our local countryside and local town. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To understand and describe key aspects of earthquakes. • To look at different areas across the world where earthquakes have occurred and explore why. • To identify layers of the Earth and how earthquakes occur. • To understand how tectonic plates move. • To study how the geographical landscape changes after an earthquake and what impact this can have. • To understand what seismic waves are and what effect they have during an earthquake. • To learn how seismic waves are recorded and measured. • To explore the impact that earthquakes can have on habitats where they occur. • To explore human landscapes and how buildings can be made to withstand earthquakes. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To use maps to locate Europe (including Russia). • To explore different countries and cities in Europe focusing on their environmental regions. • Look at key physical and human characteristics of countries in Europe using maps, Google Earth, and aerial photographs. • To understand what trade is and how geographic location plays a part in how countries across Europe trade. • To understand what import and export is and how transport across Europe links trade routes. • To describe and understand how transport aids distribution of natural resources including: energy, food, minerals, and water. • To describe and understand different settlements and land use in Europe and how this boosts economic activity. • To understand how changes in physical and human geography can impact trade across Europe.
<p>Curriculum objectives</p> <p><i>KS2 - Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> <p><i>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.</i></p>	<p>Curriculum objectives</p> <p><i>KS2 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</i></p>	<p>Curriculum objectives</p> <p><i>KS2 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</i></p>
<p>Concept Lens</p> <p>Scale</p>	<p>Concept Lens</p> <p>Settlement</p>	<p>Concept Lens</p> <p>Trade</p>
<p>Golden Threads</p> <p>Settlement</p>	<p>Golden Threads</p> <p>Settlement</p>	<p>Golden Threads</p> <p>Trade</p>



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Cycle B - Years 4/5/6		
Autumn 2	Spring 2	Summer 2
Local Fieldwork – River Study	Climate Change	North and Central America
Key learning objectives <ul style="list-style-type: none"> • Identify key features of a river. • Make observations about a river and the geographical landscape. • Measure different aspects of a river including width, depth, and flow. • Collect data and analyse results. • Use river dipping equipment to discover what creatures live in the river. • Link processes of the water cycle to the local landscape. • Carry out field sketches of the river and geographical landscape. 	Key learning objectives <ul style="list-style-type: none"> • To understand what trade is and how geographic location plays a part in how countries across Europe trade. • To understand what import and export is and how transport across Europe links trade routes. • To describe and understand how transport aids distribution of natural resources including: energy, food, minerals, and water. • To describe and understand different settlements and land use in Europe and how this boosts economic activity. • To understand how changes in physical and human geography can impact trade across Europe. 	Key learning objectives <ul style="list-style-type: none"> • To describe and understand key aspects of human and physical geography in North and Central America. • To understand and use key geographical vocabulary in relation to this. • To explore countries and cities across North and Central America and locate these using maps, atlases, globes, and Google Earth. • To understand the types of settlement and land use in each place and make comparisons between them. • To understand the economic activity including trade links, and the distribution of natural resources within each place.
Curriculum objectives <p>KS2 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p>	Curriculum objectives <p>KS2 - Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p>	Curriculum objectives <p>KS2 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p>
Concept Lens Environmental impact and sustainability	Concept Lens Environmental impact and sustainability	Concept Lens Interconnections
Golden Threads Fieldwork	Golden Threads Climate	Golden Threads Environment



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Cycle C – Years 4/5/6		
Autumn 2	Spring 2	Summer 2
Local Fieldwork – Formby Beach	South America	Compare People and Places
<p>Key learning objectives</p> <ul style="list-style-type: none"> • To observe the geographical landscape of the coast in the UK. • To make comparisons about the geographical landscape between a seaside town and our local town Macclesfield. • To learn about the climate on the coast in the UK. • To measure, record and present human and physical features of the coastline using plans and graphs, and digital technology. • To sketch maps of the human and physical features of the coastline. • Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To explore the countries and cities of South America. • To name and locate the countries and cities of South America on a map. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, and the Tropics of Cancer and Capricorn. • To explore the environmental regions of South America and understand the types of settlements and land use. • To explore the biomes of South America. • To explore the natural resources produced in South America and how deforestation can impact this. • To explore the economic activity and trade links in South America. 	<p>Key learning objectives</p> <ul style="list-style-type: none"> • To explore similarities and differences between Birmingham in the UK, Belgium in Europe, and Brazil in South America. • To study the human and physical geography of the three regions and make comparisons. • To use maps, atlases, globes, and Google Earth to locate and describe features studied. • To understand the types of settlements and land use that are found in each of the three regions. • To identify the position and significance of the Prime/Greenwich Meridian and the time zones (including day and night).
<p>Curriculum objectives</p> <p>KS2 – Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>	<p>Curriculum objectives</p> <p>KS2 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Curriculum objectives</p> <p>KS2 - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p>Concept Lens</p> <p>Cultural awareness and diversity</p>	<p>Concept Lens</p> <p>Interconnections</p>	<p>Concept Lens</p> <p>Place</p>
<p>Golden Threads</p> <p>Fieldwork/Mapping</p>	<p>Golden Threads</p> <p>Sustainability</p>	<p>Golden Threads</p> <p>Settlement</p>



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Related school trips/enrichment opportunities		
EYFS/Y1	Y1/2	Y4/5/6
Pott Shrigley – school and church	Bollington	Macclesfield Town
Local farm	White Nancy	Macclesfield Forest – river study
		Formby Beach