|  | **Autumn**  *Local/British/UK*  **On our Doorstep** | **Spring**  *Europe*  **Grab your Passport** | **Summer**  *World*  **Spin the Globe** |
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| Reception | Draw information from a simple map – explore different maps and then create a basic map of the classroom, find their way around school and create a map of the areas around school  Local walk - make basic observations about the local environment (Clayton)  Discuss and compare homes in different parts of UK/ the world  Look at a map of England - learn and use recently learnt vocab ‘land and sea’ | Discuss the importance of recycling and looking after our world and the effect of pollution and ways we can help save the world  Ask questions and learn about different types of transport and countries  Investigate different destinations – weather, location, human and geographical features and how we can get there from the U.K  Know similarities and differences between difference religious and cultural communities in this country  Know similarities and differences between the natural world around them and contrasting environments | Draw information from a simple map – explore maps of Thornton Hall farm before the visit and draw out information, create a map of the farm from memory  Explore the natural world around them – outdoor play and exploration, visiting the pond, planting seeds, observing changes over time (butterfly lifecycle and plant growing)  Describe what they see, hear and feel whilst outside – on the farm and Summer nature hunt  Look at a map of the World - learn and use recently learnt vocab ‘earth and space’ |
| Fieldwork | Three local area (or school grounds) walks a year.   1. Autumn 2. Spring 3. Summer   Each walk needs to use the ‘10 steps’ idea from Jon Canell. After each 10 steps the children will focus on a sense (what can they see?). Photos to be taken, items to be collected. Create a linear map with this. A walking stick is also another idea - add items (including pictures) in the order they were seen/heard.  VLOG your findings to share with the other MAT schools. | | |
| Year 1 | What is life like in Clayton?  Country: England (Our School/Clayton) | What is the weather like in the UK?  Country: England, Scotland, Wales, Northern Ireland | What does our world look like on a map?  Country: World - Continents and oceans |
| Fieldwork | 1. They begin to draw a simple map. This can be local area or school grounds.   Use drawings or printed pictures. Not drawn to scale.   1. They also need to begin to understand how to use a map. This could be in the form of a treasure hunt. Technical language will be used (near, far, left, right). | | |
| Year 2 | What does Bradford look like on a map?  Country: England (Bradford) | What is it like to live near the coast? (Filey)  Country: England, Filey | How is Bradford different from Newfoundland & Labrador?  Country: Canada - Newfoundland and Labrador (North America)  Non-European Study: near the coast |
| Fieldwork | 1. They improve their drawings of a simple map. This can be local area or school grounds. Improved scale. Begin to represent what they have seen using symbols of their own choice. 2. They also need to build on understanding how to use a map. This could be in the form of a second treasure hunt. Technical language will be used (near, far, left, right, four compass points). | | |
| Year 3 | How can we make our area more environmentally friendly?  Country: England (Yorkshire) | Why do people live near Volcanoes? (Mount Vesuvius/Pompeii)    Country: Italy | Why are rivers important to us all? (Amazon River)  Country: Brazil (South America) |
| Fieldwork | 1. Introduce 8 compass points. Outside in the playground, ask children to draw what they see at each of the 8 compass points. Their paper will need to be divided into the 8 sections. You could do this on Google Earth of a place you are studying. | | |
| Year 4 | How has the Mersey River changed?  Country: England (Liverpool) | What is life like in the Alps?  Country: France | What attracts tourists to China?  Country: China (Asia) |
| Fieldwork | 1. Beginning to read/follow simple maps. 2. Planning a route - they need to plan a route to a destination. Can be local or abroad. They could consider the transport and time zones. Digimaps is useful for them to accurately create a route. | | |
| Year 5 | How do settlements in the UK vary?  Country: Wales (Anglesey) | How has Norway become the most sustainable country in the world?  Country: Norway, Oslo | Would I prefer to live in Europe or Oceania?  Country: Australia (Oceania) |
| Fieldwork | 1. Beginning to read/follow maps with ODS symbols. 2. Planning a route - they need to plan a route to a destination. Can be local or abroad. They could consider the transport and time zones. Digimaps is useful for them to accurately create a route. Build on last year. 3. Visit somewhere local to complete a survey. This could be based on human geography. | | |
| Year 6 | Why do people climb Ben Nevis?  Country: Scotland | Who lives in Antarctica?  Country: Antarctica (Antarctica) | How is life changing for Kenyans?  Country: Kenya (Africa) |
| Fieldwork | 1. More work on ODS maps (4 and 6 figure grid references). Use the Jon Canell idea of, where would you place…? Why? 2. Orienteering event (possibly at Blackhills). All schools attend. Children in mixed school groups. Selfie challenge at each point of the orienteering route. Transition event. Aim for June/July 2024. | | |