

YEAR 6 – Local area and region

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To 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.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</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.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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.</p>	<p>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.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</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.</p>

	seasons and changing states of matter.						
<p>PLACE KNOWLEDGE Aims</p> <p>To 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.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>

	around them, including the seasons and changing states of matter.						
<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To 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</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>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>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</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>

	around them, including the seasons and changing states of matter.						
<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p> <p>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 maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</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 (coast).</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>

around them, including the seasons and changing states of matter.								
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COMPOSITES

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
 - 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
 - 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

COMPONENTS

	1	2	3	4	5	6	End Point
	How do my local area and my region fit into the wider world?	Can I identify and locate the main features of my region?	How might our region meet people's needs?	Is this a place fit for people?	How can I create a needs map of the place I have visited?	How does our region meet people's needs?	Use Lesson 6's work as a summative assessment opportunity.
CONCEPTS Link to concept map	Scale Interconnections	Space	Place Interconnections	Place Interconnections	Place Space	Place Space Interconnections	To know: <ul style="list-style-type: none"> • The local and principal features of the local region when seen at a range of scales, from global to the immediately local. • Ways in which human processes (such as economic and political processes, the distribution of
SKILLS	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. Describe and understand key	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, six-figure grid	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	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	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	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	

	<p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>including energy, food, minerals and water.</p>	<p>including energy, food, minerals and water.</p>	<p>resources including energy, food, minerals</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>energy, land use, settlement and change) operate within the local region.</p> <ul style="list-style-type: none"> • Ways in which the location and physical geography of the local region impact on (and are impacted by) human activity in the region. • Ways in which the location and distinctive features of the local region compare and contrast with those of other places studied. <p>To be able to:</p> <ul style="list-style-type: none"> • Interpret a range of maps of the local region.
KNOWLEDGE	<p>Location of the local area in relation to other places.</p> <p>An understanding of an aerial image.</p> <p>An understanding of physical and human features.</p>	<p>The principle features of Birchington.</p> <p>Map symbols.</p> <p>Scale on a map.</p> <p>Distance and compass awareness.</p>	<p>An understanding of how a region can meet the needs of its population.</p> <p>An understanding of key human needs and processes.</p>	<p>An understanding of key human needs and processes.</p> <p>Physical features of the area.</p>	<p>Read Ordnance Survey maps.</p> <p>Symbols and a key.</p> <p>Six figure grid references.</p>	<p>An understanding of key human needs and processes.</p> <p>Physical features of the area.</p> <p>An understanding of key human needs and processes.</p>	<ul style="list-style-type: none"> • Use maps and supporting information to route-plan a tourist trip around the capital cities of the local region. • Use appropriate vocabulary when describing key information

	An understanding of the scale of local, regional, national and international links to the local area.						about the local region.
LESSON LINK	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	file:///C:/Users/T/Downloads/15-ODDIZZI---Local-Area-Scheme-of-Work---UKS2-73.pdf	
PROGRESSIVE VOCABULARY	local regional national international	landmarks North South East West	communities city centre hospital beach motorway	needs city centre location	Ordnance Survey map key six figure grid references	local region needs	
CURRICULUM EXPERIENCES				Trip into Canterbury or Margate.			
END POINT	Children will be able to identify links between the local, regional, national and international links to the local area.	Children will be able to use a map to identify key features of the local region.	Children will be able to discuss whether or not an area would meet someone's needs.	Children are able to gather evidence through urban fieldwork of how a region is meeting people's needs.	Children will be able to create and Ordnance Survey map of the area they have visited. It will have a key and six-figure grid references.	Children will be able to communicate geographical information about the region, using maps and writing at length.	