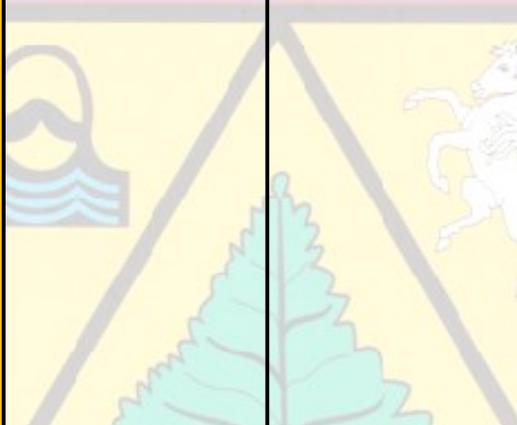


## YEAR 1 – Local Area

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCATIONAL KNOWLEDGE Aim</b></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><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b></p>	<p>Name and locate the <b>world's seven continents</b> 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 <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and</b> physical characteristics, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

<p><b>PLACE KNOWLEDGE Aims</b> 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><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Understand the human and physical geography of a small area of the <b>UK</b>.</p>	<p>Understand geographical <b>similarities</b> and <b>differences</b> through studying the human and physical geography of a small area of the <b>UK</b> and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of physical geography of a region in a <b>European country</b>, and a region within <b>North America</b>.</p>	<p>Understand geographical <b>similarities and differences</b> 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 <b>similarities and differences</b> 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 <b>South America</b>.</p>
<p><b>HUMAN &amp; PHYSICAL GEOGRAPHY Aims</b> To understand the processes that give rise to key physical and human geographical</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the</b></p>	<p>Identify <b>seasonal</b> and <b>daily weather patterns</b> in the <b>United Kingdom</b>.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff,</b></p>	<p>Identify the <b>hot</b> and <b>cold</b> areas of the world in relation to the <b>equator</b> and the <b>North</b> and <b>South Poles</b>.</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes, vegetation belts and volcanoes and earthquakes</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, and rivers</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p>

<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p><b>foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>coast, season and weather.</b></p> <p>Use basic geographical vocabulary to refer to key human features including: <b>city, town, village, factory, farm, house, office.</b></p>	<p>key physical features including; <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p>Key human features including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></p>	<p>Describe and understand key aspects of human geography, including types of <b>settlement</b> and <b>land use.</b></p>	<p>Describe and understand key aspects of human geography, including: types of <b>settlement</b> and <b>land use</b>, and the distribution of <b>natural resources</b> including <b>energy, food, minerals and water.</b></p>	<p>Describe and understand key aspects of human geography, including <b>types of settlement and land use, economic activity</b> including <b>trade links.</b></p>	<p>Describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity</b> including <b>trade links</b>, and the <b>distribution of natural resources</b> including <b>energy, food, minerals and water</b></p>
<p><b>GEOGRAPHICAL SKILLS &amp; FIELDWORK Aims</b></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</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b></p>	<p>Use world <b>maps, atlases and globes</b> to identify the UK and its countries and surrounding <b>seas.</b></p> <p>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school, its grounds</b> and the key human and physical features of its surrounding <b>environment.</b></p>	<p>Use world <b>maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the countries, <b>continents and oceans</b> at this stage.</p> <p>Use simple <b>compass directions</b> (North, South, East and West) and locational language [for example, <b>near and far, left and right</b>] to describe the location of features and <b>routes</b> on a <b>map.</b></p>	<p>Use <b>maps, atlases, globes</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> to build their knowledge of the wider world.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a <b>compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a <b>compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the wider world.</p>

<p>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>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<p>Use <b>aerial photographs</b> and <b>plan</b> perspectives to recognise <b>landmarks</b> and basic human and physical features. Devise a simple map and use and construct basic <b>symbols</b> in a <b>key</b>.</p>		<p>Use fieldwork to <b>observe, measure, record</b> and present the human and physical features in the local area using a range of methods, including <b>sketch maps</b> (coast).</p>	<p>Use fieldwork to <b>observe, measure, record</b> and <b>present</b> the human and physical features in the local area using a range of methods, including <b>sketch maps, plans and graphs</b>, and <b>digital</b> technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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### COMPOSITES

- 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.
- 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 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
- 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.

### COMPONENTS

	1	2	3	4	5	6	End Point
	What sort of area do I live in?	What are the main features of our school grounds?	What can I find out about my local	How can I describe my local area?	How can a map show what a place is like?	How do we make a map of the local area?	Use the Local Area Description (End Point Assessment Activity).

			area?				<p>To know:</p> <ul style="list-style-type: none"> <li>The location and features of the local area.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used.</li> <li>Work together to create a map of the local area.</li> <li>Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.</li> <li>Make connections between their investigation of the local area and what they have learned about weather, climate and the UK.</li> </ul>
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Place	Place Scale	Place Scale	Place Scale	Scale Space	Scale Space	
<b>SKILLS</b>	<p>Understand the human and physical geography of a small area of the UK.</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 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 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 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>Understand the human and physical geography of a small area of the UK.</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>Understand the human and physical geography of a small area of the UK.</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>	
<b>KNOWLEDGE</b>	<p>Different types of settlements.</p> <p>An awareness of rural and urban areas.</p>	<p>An awareness of the school grounds.</p> <p>An understanding of human and</p>	<p>An understanding of human and physical features.</p>	<p>An understanding of human and physical features.</p> <p>An understanding</p>	<p>An understanding of symbols on a map.</p> <p>An awareness of what the local area</p>	<p>Knowledge of the local area and the features within it.</p>	

		physical features.		of data collected the previous day.	looks like on a map.	
<b>LESSON LINK</b>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>	<a href="#">05-ODDIZZI---KS1-Scheme-of-Work---Local-Area-57.pdf</a>
<b>PROGRESSIVE VOCABULARY</b>	city rural urban map settlement town village	classroom grounds field fieldwork hall staffroom	bungalow semi-detached caravan feature flats home house human physical terraced	feature human physical rural settlement urban	key map scale symbol	map features physical human urban rural
<b>CURRICULUM EXPERIENCES</b>		Walk of the school grounds.	Walk of the local area.			
<b>END POINT</b>	Children will know the difference between rural and urban areas, including their own.	Children can complete fieldwork to identify and record the main features of the school grounds.	Children can use fieldwork to identify and record the main features of the local area.	Children will be able to use data collected during fieldwork, recount the journey through the local area	Children will be able to recognise some commonly used Ordnance Survey map symbols.	Children can create a map of our local area, showing the key features.