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| KS1.CB.T1   | <p>Area of study: Local Study</p> <p>Unit aims / outcome:</p> <p>Develop an understanding about their locality.</p> <p>Use subject specific vocabulary relating to human and physical features.</p> <p>To use geographical skills, including using maps and atlases; simple compass directions and simple fieldwork to study the geography of their school grounds and surrounding environment.</p>  |                        |
| <p><b>Disciplinary knowledge:</b></p> <p>Use maps, atlases and globes to locate the world's oceans and continents. Understand the idea of scale and the size of the continents and oceans in comparison to cities, towns and villages</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 Geography</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 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>Geographical concepts to organise knowledge:</p> <p><b>Location</b> – to locate Manor Hill First School</p> <p><b>Place</b> – to know the physical and human features of the school and surrounding area</p> <p><b>Physical and Human features and processes</b> To understand the difference in physical and human features of Manor Hill and Greenlea</p> <p><b>Geographical skills, fieldwork and observations</b> – create simple maps, using a key and symbols to identify the features of the school.</p> |                        |
| <p>Key strands of learning:</p> <p><b>Settlements</b></p> <p><b>Population</b></p> <p><b>Environment</b></p> <p><b>Physical and human features</b></p>  |  |                        |
| Learning in Reception:  | <b>Tier 2</b>  | <b>Tier 3</b>          |
| The children will already know some human and physical features   | <u>New</u>   | <u>New</u><br>Locality |

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| <p>but not that they have this term. The children already know their school grounds well – playground, field, school building</p> <p>The children will know how they get to school and what things are close to their house</p> | <p>City (KS1.T1.CA)</p> <p>Town (KS1.T1.CA)</p> <p>Village (KS1.T1.CA)</p> <p><b>Review</b></p> | <p>River Trent</p> <p>Environment</p> <p>Physical (Cycle A)</p> <p>Human (Cycle A)</p> <p><b>Review</b></p> |
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| NC objective: | Vocabulary and crucial knowledge: |
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| <p>To name and locate the world's seven continents and five oceans</p> <p>Know the location of hot and cold places of the world in relation to the Equator and the North and South Pole</p> <p>To use a world map, atlas and globe to locate the world's oceans and continents</p> | <p><u>Context of study:</u></p> <p>The children in cycle A explore cities, towns and villages as well as developing an understanding of their locality. The children are introduced to human and physical features and identify these during fieldwork where they walk around the surrounding area. This topic as well as KS1.T1.CA, se the foundational learning for the KS2 topic focusing and exploring land use in the local area. By being secure with the physical and human features of the school and local area – knowing that new housing estates are being and have been built will provide the children with the necessary knowledge (KS2.T1.CA).</p> <p>The children will have explored the local area in CA, and used maps and atlases to locate continents, seas and other significant places that they have learnt about. This topic will continue with this as well as using arial photos to highlight and compare the difference in perspectives. This is fundamental to the children' understanding of scale and impact that humans have as they progress through the geography curriculum.</p> <p><b>Crucial Knowledge:</b></p> <p>To know that the school in in a town called Stone.</p> <p>To know that Stone is in Staffordshire and the biggest city is Stoke-on-Trent.</p> <p>To know that a physical feature is a natural feature of the environment</p> <p>To know that a human feature is a man-made feature of the environment</p> <p>To know what the school is like: buildings, car parks, fences, houses around the school, playgrounds as well as the fields, wooded areas.</p> <p>Identify other human and physical features in the surrounding area</p> <p>Identify <b>physical features</b> locally: hills, river (River Trent), woodlands, fields</p> <p>Identify <b>human features</b> locally: houses, including the new estate, shops, roads.</p> |
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To know what type of house they live in: flat, apartment, terrace house, semi-detached and detached house

Know that new houses have been built around the school increasing the number of children living nearby.

To know where they live and how they get to school.

To understand that without roads this would be harder and slower.

To know that Greenlea First School is another school near to Stone. Know that Greenlea is in a village call Milwich.

To know that Milwich is surrounded by farmland and fields and that there are fewer human features due to less people living there.

Know that the population of Milwich is less than Stone.

### **Geographical Skills and Fieldwork**

- Use **first-hand observation** in the school grounds and through local walks.
- Draw simple sketch maps with a key (e.g., playground, road, houses) of the school grounds
- To understand that we use a key and map symbols to make it clear what the map is showing.
- Use aerial photographs to spot landmarks and compare with ground-level views, including a comparison between Manor Hill First School and Greenlea First School
- Begin using simple symbols in maps (e.g., tree, house, road).
- Use simple compass directions (north, south, east, west) to describe where things are within the school grounds.