

A1 Local Studies: Our School, Our Playground & Local Land Use

Pupils will learn to:

- use simple fieldwork (including traffic survey, travel-to-school survey) and observation to study the geography of school, grounds & key human/physical features of surrounding environment;
- use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage;
- read simple co-ordinates to locate position on map;
- devise a simple map & use and construct basic symbols in a key;
- use Google Earth to identify recreational green space and nearest shops etc.
- create a local trail;
- Identify weather patterns (UK);
- use compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe location of features and routes on a map;
- use aerial photographs to recognize landmarks and basic human and physical features;
- use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbor & weather;
- understand similarities and differences through studying the human and physical geography of Lockington & contrasting non-European area.

(Refer to Hamilton Trust: Local Studies – Our School and Local Area, Blocks A, B, C, F)

A2: Our School and Local Area: Our Homes & Contrasting country: Kenya

Pupils will learn to:

- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment.
- Build up a map of locality and locate their own home on map
- Learn their address including postcode
- Use local resources to investigate specific geographical features of Our Locality
- Draw routes from home to significant places
- Use directional language
- Use simple points on a compass
- Investigate building materials used in locality – flint, stone, brick, wood; suggest reasons why chosen
- compare geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non -European country;
- use basic geographical vocabulary to refer to key human & physical features;
- use world maps, atlases and globes to identify the countries, continents and oceans;
- research Kenya and its geography, cities & countryside using e.g. brochures, websites and information books;
- present their findings to their class;
- compare life in Kenya with life in the UK and imagine living in a Kenya;
- investigate and identify the human/physical geography of Kenya;
- use atlases and maps to find Kenya, Nairobi and other cities, mountains and rivers;
- participate in 'The City and Countryside Debate';
- compare rural and city locations in Kenya;
- begin to learn about different Kenyan landscapes;
- discuss aspects of life in Kenya and vote for their preferred lifestyle;
- appreciate similarities and differences between life in Kenya and in the UK;

- explore a range of Kenyan landscapes and contribute images to the class brochure: Kenya.

(Refer to Hamilton Trust: Our School and Local Area, Block G)

A3: We are Britain: Seasides; Rivers & Canals; Mountains and Major Hills.

Pupils will learn to:

- know about seaside towns in each of the four countries of the UK;
- know about characteristics of coastal environments;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use world maps, atlases and globes to identify the United Kingdom and its countries;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- 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;
- use basic geographical vocabulary to refer to key human & physical features;
- use maps to find British capital cities and seaside locations;
- present research on seaside towns;
- locate seaside towns on a map and identify the countries they are in.
- Pupils should be taught to use basic geographical vocabulary to refer to key physical features, including rivers.
- Understand and describe key aspects of physical geography including: rivers, mountains and the water cycle.
- Identify basic human and physical features from aerial photos.
- Devise own map and basic symbols using a key.
- Compare with OS map and symbols, including contour lines.
- Find out the highest peak of UK nations.
- learn about hill walking and mountain climbing, sensible attire and equipment.

(Refer to Hamilton Trust: We are Britain, Block C, Block D, Block E)

B1 We are Britain: Four Nations

Pupils will learn to:

- name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas;
- use basic geographical vocabulary to refer to key physical and key human features;
- use world maps, atlases and globes to identify the UK and its countries;
- 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.

(Refer to Hamilton Trust: We are Britain: Four Nations, Block B)

B2: Weather Experts: Hot, Hot, Hot; Climate Detectives

Pupils will learn to:

- investigate a range of UK weather;

- identify types of weather and weather patterns;
 - understand hot climates of the world and in particular the climate of South Africa;
 - find and locate UK within the continent of Europe and Zimbabwe and South Africa within the continent of Africa on a globe and/or map;
 - locate the equator and understand that if countries are close to the equator they are likely to have hot climates;
 - use world maps to identify countries and continents and understand the difference between continents and countries;
 - name and locate seven of the world's seven continents;
 - know the meaning of 'country', 'continent', 'climate' and 'equator'.
- (Refer to Hamilton Trust: Weather Experts, Block F, Block A)**

B3: Weather Experts: Cold, Cold, Cold; Daily Weather News

Pupils will learn to:

- use compass directions and locational and directional language to describe routes using maps;
- use globes and atlases to name and locate the world's seven continents & the North and South Pole;
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- identify and locate the polar regions, talk about how humans are able to live there, understand what the climate is like and what wildlife lives there;
- locate the UK and Antarctica on a world map and find the best route between the two;
- collect and present facts about Antarctica;
- know some differences and similarities between the Arctic and Antarctic;
- begin to understand what climate change is;
- understand that climate change is affecting the polar regions and other parts of our world;
- find ways of making changes to help limit climate change, including in our everyday lives.
- To create a weather forecast for the UK using a map showing the main countries and capital cities and using weather symbols.

(Refer to Hamilton Trust: Weather Experts, Block D, E)