

# St Chad's Curriculum 2022

## Locational and place knowledge

	END OF EYFS	END OF KS1	END OF LKS2	END OF UKS2
Classroom and school grounds	<p>Learn to find their way around the pre- and school areas indoors and outdoors.</p> <p>Become familiar with where particular features, areas and resources are inside and outside.</p> <p>Use photographs to find features inside and outside and talk about what is near them.</p>	<p>Develop vocabulary to refer to relative directions and name features and locations.</p> <p>Say where features are and what they are next/near to in their classroom, using appropriate vocabulary.</p> <p>Follow and give relative directions in their classroom from different locations to others.</p> <p>Follow directions and routes to names locations in the school and grounds.</p> <p>Name and talk about what can be seen on a large-scale aerial photograph of the school grounds, outside and in class.</p> <p>Use outside and in class simple (picture) maps and plans of the room and grounds to identify features of locate them.</p> <p>Point out direction of particular features in class and the grounds.</p> <p>Develop confidence in using relative location vocabulary, and being introduced to the four compass points.</p>	<p>Use alpha-numeric grid references on class and school ground maps.</p> <p>Being to talk familiarly about the features, layout, locations of and directions and routes in their classroom, school buildings and grounds.</p> <p>Use appropriate vocabulary to describe features, locations and routes, using both relative directional and locational language and the eight compass points.</p> <p>Use 4 figure grid referencing on maps of their class and school site.</p>	<p>Use 6 figure grid referencing on maps of their class and school site.</p>
Local area to wider region	<p>Visit specific sites locally to be able to say what it is and name what is there.</p>	<p>Visiting specific sites locally to be able to say what it is and name what is there, and what is next to features and facilities.</p>	<p>Name various familiar features and areas in the local area and being able to say what is nearby and how to reach them.</p>	<p>Be familiar with aerial photographs and a variety of maps of different scales and types of their neighbourhood and local area.</p>

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		<p>Observe and talk about and sequence features and areas passed.</p> <p>Build a sense of direction about the way home and to some familiar places.</p>	<p>Be introduced to a large-scale aerial photograph and a map of the local area and discussing what can be seen.</p> <p>Use a legible local street map to locate streets and indicate routes.</p> <p>Be aware, from their travels, of places that are outside the neighbourhood and even beyond the wider local area, and being able to name features there and give some idea of where else they are near.</p> <p>Use alpha-numeric grid references on some maps of the local area.</p>	<p>Identify and describe features, locations and routes with which they are familiar, and on maps relative to other features and sites locally.</p> <p>Become familiar with maps of the wider region in which they live and being able to identify features, locations and routes and build a sense of key places in relation to each other.</p> <p>Use relative locational and directional language and the eight compass points.</p> <p>Use 6 figure grid references on maps of the local area and wider region.</p>
<p>Nationally to globally</p>	<p>Play with a soft globe among play toys and learning it is named the Earth and World.</p> <p>Handle an inflatable globe and talk about what can be seen, encountering the notions of land and sea.</p>	<p>Become familiar with a variety of globes, inflatable and on stands, knowing they are models of the Earth.</p> <p>Name and locate the Earth's continents and oceans.</p> <p>Recognise the shape of their country and becoming aware of key features such as the capital city, and where they live, linked to some nearby urban and/or rural centres.</p>	<p>Recognise the shape of their continent and where their country lies within it.</p> <p>Make use of atlases, wall maps, table maps and other resources to identify the continents and oceans and their own country.</p> <p>Become aware that there are and naming some significant physical features on the Earth's surfaces and that other countries and cities exist.</p> <p>Use alpha-numeric grid references on atlas maps.</p> <p>Develop their understanding of symbols and keys used on globes and atlas maps, including what they show and do not show.</p>	<p>Be familiar with globes and atlases so as easily to find their way around them to locate places and features, and to know the locations and directions of and between key places and features.</p> <p>Be familiar with a range of countries, cities, islands, mountains and rivers across the world and where they are.</p> <p>Be introduced to the nature and role of latitude and longitude to describe location, and to key lines of latitude such as the Equator, the tropics and polar circles and the prime meridian as a line of longitude, as well as to the international date line and the existence of time zones.</p>

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## Physical, Environmental and Human geography.

	END OF EYFS	END OF KS1	END OF LKS2	END OF UKS2
<b>Physical Geography</b>	<p>Children are not expected to differentiate between physical and human geography and should be encouraged to explore a holistic view of the world, observing and describing features in their local environment, exploring things outside such as puddles, different surfaces, trees and pebbles, and investigating changes in the shape of the environment such as slopes.</p> <p>They should observe and feel built features such as walls and windows, notice types of shops and play areas, and explore some of the things that people do for work and leisure.</p> <p>Explore phenomena such as the effect of wind on bubbles and streamers etc.</p> <p>They will develop their vocabulary by using terms such as shop, apartment, home, town, village, road etc.</p> <p>They can discuss weather, means of transport and their food likes and dislikes.</p>	<p>Develop an awareness of a variety of physical features in the environment locally and through photographs, stories and vocabulary, such as stream, river, beach, cliff, coast, wood and forest, hill, mountain, sea, ocean, soil, slope, valley, plants, animals, rain, sun, cloud, wind.</p> <p>Study weather patterns and seasons, with simple weather records.</p> <p>Become aware of hot and cold places on Earth.</p> <p>Explain the main features of hot and cold places.</p> <p>Explain the key features of a town or village.</p> <p>Describe some places which are close to school and further away from school.</p> <p>Describe a non-European country using geographical words.</p>	<p>Develop knowledge and understanding of the natural environment.</p> <p>Examine landscape features such as slopes and extend awareness of particular natural features such as rivers, mountains and lakes.</p> <p>Study volcanoes and earthquakes and look at patterns over the Earth.</p> <p>Develop an awareness of different climates and seasons.</p> <p>Develop the idea of climate zones.</p> <p>Study ways in which a climate may affect the weather in particular places.</p> <p>Develop knowledge of some key physical features nationally.</p> <p>Describe the water cycle.</p> <p>Describe the physical features in a locality.</p> <p>Describe the main features of a city.</p> <p>Describe the main features of a village.</p> <p>Locate the Mediterranean and explain why it is a popular holiday destination.</p>	<p>Continue to extend and deepen knowledge and understanding of natural features and environments.</p> <p>Develop the idea of biomes and vegetation belts, looking at their patterns across the world and the processes creating them.</p> <p>Develop knowledge of a selection of physical features in your country and around the world.</p> <p>Explain why many cities in the world are located next to rivers.</p> <p>Explain how the water cycle works.</p> <p>Give extended description of the physical features at different places around the world.</p>
<b>Environmental Geography</b>		<p>Introduce children to connections between physical and human geography and how one can affect the other. Eg. how flooding in coastal towns might affect homes or how cutting down trees destroys the habitat of plants, animals and insects.</p>	<p>Continue to develop awareness and understanding of the interrelationships and interactions between the natural environment and human activities, how processes and events in each affect both. Eg. explore how people have changed</p>	<p>Deepen understanding of the interrelationships between physical and human geography through enquiries into matters such as 'lifestyle' dilemma of buying out-of-season fresh fruit and flowers in our supermarkets daily, the</p>

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		<p>Consider how environments change and can be cared for.</p>	<p>environments, such as mining, and consider the beneficial and damaging effects.</p> <p>Examine examples of ways to look after and sustain the Earth.</p> <p>Investigate ways people choose to live close to an active volcano despite the threat that it will erupt.</p>	<p>cost in 'food' miles in rapid and timely transportation, and the effect on the livelihood of those working to supply these cash crops.</p> <p>Consider how natural, rural and urban environments can be managed and improved sustainably.</p>
<h3>Human Geography</h3>		<p>Enable children to develop their vocabulary and initial knowledge of the built environment and human activities.</p> <p>Encourage vocabulary development, such as street, city, town, village, factory, farm, house, apartment, block, office, port, harbour, store, park.</p> <p>Investigate a range of these in the local environment and come across others through picture stories, information books and web sources.</p> <p>Know something about the people who live in hot and cold places.</p> <p>Describe some human features in their own locality such as the jobs people do.</p> <p>Understand that the jobs that people do may be different depending on where they live in the world.</p> <p>Explain what facilities a town or village might need.</p>	<p>Introduce different types of settlements.</p> <p>Consider where goods are bought and come from to introduce ideas about trade.</p> <p>Investigate a natural resource, such as coal and consider where it is found, why it is important for us, how it is provided for people and how people use it.</p> <p>Explain why people are attracted to live in cities.</p> <p>Explain why some people would rather live in a village than a city.</p> <p>Explain how locality has changed over time with reference to human features.</p> <p>Describe how volcanoes and earthquakes have an impact on people's lives.</p> <p>Describe human features in a locality.</p> <p>Explain how the lives of people living in the Mediterranean would be different from their own.</p>	<p>Deepen and extend knowledge and understanding of human-created features and activities, including a range of types of settlement and land use, and the reasons for them being located where they are.</p> <p>Examine a specific focus on selected economic activities such as local trading patterns or global trading patterns.</p> <p>Find out about one or more natural resources that we use, such as minerals, water and wind: why they are important for us, where they are distributed, how we obtain them and the processes involved, what they are used to produce, how we access and use them.</p> <p>Explain why some people are attracted to live by rivers.</p> <p>Give an extended description of the human features of different places around the world.</p> <p>Map land use with their own criteria.</p>