

Early Years Structure

Key Stage 1 readiness skills

- Using language that relates to place
- Talk about places they have been to
- Talk about places in stories
- Talk about places when looking at books and watching tv/videos
- Talk about some of the similarities and differences they notice when they are in different places

Organisation of knowledge:

Knowledge of the places special to them and around them

Distinguishing features of places special to them and around them

Key Stage 1 Structure

Disciplinary knowledge to be developed within all units:

1. Where is/are the place/s we are studying located?
2. What is special about the place(s)?
3. How does the location compare to where we live?
4. Is the location in the UK or a different part of the world?
5. What is the climate like in this location?
6. What are the human / physical features of the place we are studying?

Geographical skills and field work to be developed in all units:

- To be confident in using atlases, maps and globes to locate the countries of the United Kingdom and the locations studied beyond the UK
- To be confident in creating simple sketch maps and labelling maps and plans with relevant geographical information, drawing on knowledge and observations made beyond the classroom
- To be confident in using aerial photographs, street level photographs, plans and information sources to describe the physical and human features of various places

Organisation of knowledge:

Locational knowledge

For locations studied, know the relevant information in this sequence:

Town / city name → county → country & capital city → continent

Be able to locate places on a map / globe using the above language

Describe relative position of spaces using 4 compass points

Place knowledge

Recognise similarities and differences between places studied, including across the UK, and places beyond the UK

Human features and physical features

Exploring seasonal and daily weather patterns experienced at home, and understanding that different places around the world have different weather patterns.

Learning about the climate of different places across the world, and exploring patterns in climate related to polar, equatorial and temperate regions

Exploring and using the identified geographical vocabulary accurately when discussing and writing about location, place and human & physical features

Lower Key Stage 2 Structure

Disciplinary knowledge to be developed within all units:

1. Where is/are the place/s we are studying located?
2. What is important about the place(s)?
3. What are the key physical features of this locality?
4. What are the key human features of this locality?
5. How have humans impacted on this locality?
6. How does the location compare to where we live?
7. How do the locations compare to other places that we have studied?

Geographical skills and field work to be developed in all units:

- To be accurate in using maps, atlases, globes and digital mapping systems to find and locate places within the UK and around the world.
- To accurately use lines of longitude and latitude when reading maps.
- To be accurate in creating and labelling sketch maps, plans, graphs and digital images to record significant information about the human and physical features of places that they know and visit.
- To be precise in comparing and contrasting places studied, using a wide range of available information

Organisation of knowledge:

Locational knowledge	Place knowledge	
<p>For UK locations studied, know the relevant information in this sequence: Town / city name → county → region → country & capital city → continent → hemisphere → climate zone</p> <p>For non-UK locations: Town / city name → country & capital city → continent → hemisphere → climate zone</p> <p>Locate places on a map / globe using the above language.</p> <p>Describe relative positions of places using 8 compass points.</p>	<p>Precisely compare and contrast the features of places studied, recognising similarities and differences to their known environment and between different places across the world, including topography and landmarks.</p> <p>Apply this knowledge to places including those in the UK, Europe -including a specific region within an EU country, a location in North and South America.</p>	
	Human features	Physical features
	<p>Learning about different settlements and how land is used in each. Northern England, East Anglia (glacial deposits)</p> <p>Learning about different ways that humans interact with the physical environment.</p>	<p>Learning about the different climate zones and time zones around the world, and what is significant about each.</p> <p>Knowing and understanding the water cycle and why it is important for the planet and using this in developing knowledge of rivers.</p>

Upper Key Stage 2 Structure

Disciplinary knowledge to be developed within all units:

1. Where is/are the place/s we are studying located?
2. What is significant about the place(s)?
3. What are the key physical features of this locality?
4. What are the key human features of this locality?
5. How have humans impacted on this locality?
6. How does the location compare to where we live?
7. How do the locations compare to other places that we have studied?

Geographical skills and field work to be developed in all units:

- To be accurate in using maps, atlases, globes and digital mapping systems to find and locate places within the UK and around the world.
- To be accurate in creating and labelling sketch maps, plans, graphs and digital images to record significant information about the human and physical features of places that they know and visit.
- To be precise in comparing and contrasting places studied, using a wide range of available information

Organisation of knowledge:

Locational knowledge	Place knowledge	
<p>For UK locations studied, know the relevant information in this sequence: Town / city name → county → region → country & capital city → continent → hemisphere → climate zone</p> <p>For non-UK locations: Town / city name → country & capital city → continent → hemisphere → climate zone</p> <p>Locate places on a map / globe using the above language.</p> <p>Describe relative positions of places using 8 compass points.</p>	<p>Precisely compare and contrast the features of places studied, recognising similarities and differences to their known environment and between different places across the world.</p> <p>Apply this knowledge to places including those in the UK, Europe -including a specific region within an EU country, a location in North and South America.</p>	
	Human features	Physical features
	<p>Learning about different settlements and how land is used in each.</p> <p>Learning about different ways that humans interact with the physical environment.</p> <p>Learning about economic activity, including trade between localities and how the physical geography influences this.</p> <p>Learning about the distribution of natural resources (food, minerals, energy and water) and how this influences human behaviour.</p>	<p>Learning about the different climate zones around the world, and what is significant about each.</p> <p>Learning about different biomes and vegetation belts across the world, and what is significant about each.</p> <p>Learning about different geological features including volcanoes, mountain ranges and earthquakes, including what causes each of them.</p>



Ecton Village Primary Academy - History Strategy