

	National Curriculum	Local – Little Hulton on the map	UK - Seaside	World – Manchester or Africa
Locational Knowledge	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and the five oceans 	<ul style="list-style-type: none"> Know that our school is in Little Hulton 	<ul style="list-style-type: none"> Locate seaside towns/resorts on a map Talk about famous seaside towns and their attractions 	<ul style="list-style-type: none"> Identifying where the U.K. is on a Globe and digital map and compare its size to other countries and continents Identify and locate the seven continents and five oceans: Asia (largest), Africa, North America, South America, Antarctica, Europe, Australasia. Atlantic, Pacific (largest), Southern, Indian, Arctic Label the continents and oceans on world maps - know the vocabulary associated with continents and oceans
Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country 			<ul style="list-style-type: none"> Explore and research village life in rural Africa and city life in South Africa (Cape Town and rural village) Compare life in Kenya and life in Little Hulton such as school life, houses, environment, wildlife, food and water Understanding the similarities and differences between our school and African schools. To understand the difference between village schools and city schools To address misconceptions that Africa is a poor country. Africa has poorer and richer areas just like the U.K.

<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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. 		<ul style="list-style-type: none"> To identify physical features of a beach such as the coast, sand, sand dunes, cliffs and rock pools and understand how the sea/tides create and change features. Understanding why the features are there. To identify human features of the beach such as harbors for boats, piers, entertainment. Lighthouses, boats. Why have these features been created? How humans have affected beaches - pollution, waste using before and after images, making comparisons and looking at the dangers humans cause to sea life. Understand ways to make beaches more environmentally friendly - such as reduce littering and recycling. 	
<p>Geographical skills and fieldwork.</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and ocean studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (eg near and far, left and right) to describe the location of features and routes on a map. 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 	<ul style="list-style-type: none"> Identify and name compass directions and to use them on a map (Aerial view of Little Hulton) e.g. Mapping a journey of the locality walk around Little Hulton using north, south, east or west. Use locational and directional language (eg near and far, left and right) to describe the location of features and routes on a map. Use directional language to navigate and to understand and follow directional language. Recognise familiar symbols on an OS map such as the church. To use aerial photographs to recognise places in the local environment (Peel park, the precinct, shops) and use these to give directions 	<ul style="list-style-type: none"> To investigate the amount of litter dropped in seaside towns – is it different to the litter we have near school? 	

	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Use aerial photographs of the campus to create a simple map. Use basic symbols and a key to show key features. • Conduct simple fieldwork which involves, planning, observing, collecting and communicating (eg. Plan and carry out a litter survey around school) • Show findings using a tally chart or bar chart. 		
Field work activities			<ul style="list-style-type: none"> • Record using a tally chart the different items of litter found at the seaside. 	