Question:

Why is Kensington Primary School a necessity to our local area?

National Curriculum Link:
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical. Identify key human and physical features. begin to use geographical skills, including first-hand observation to enhance locational awareness. Use simple compass directions and directional language, e.g. near/far/left/right to describe the location of features and routes on a map.

International Baccalaureate Learner Profile Link:
Knowledgeable.
What do I know already?

Thinkers
How can I stretch myself by thinking deeply about the area we live in?

Previous Learning: EYFS	New Learning: Year 1	Future Learning Year 2
-Notices detailed features of objects in their environment.	-Name the four countries of the UK, capital cities and surrounding seas. -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK. -Begin to know simple features of the countries of the UK. -Use aerial photographs to recognise and describe the basic human and	-Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator

	physical features of Liverpool -Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.	and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.
-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc. -Know the physical features of our local area of Kensington including, Welsh hills and rivers. -Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas.	-Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into

		'natural' and 'man-made' - Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.
-Looks closely at similarities, differences, patterns and change.	local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc. -Know the physical features of our local area of Kensington including, Welsh hills and rivers. -Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas.	
-Children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how	Use world maps, atlases and globes to locate the United Kingdom and its countries.	

environments might vary from one another.	-Use simple fieldwork and observational skills to study the geography of their school and its grounds; -Observe and identify the key human and physical features of its surrounding environment. Know and use the terminology of left, right, above, below, next to. -Plan a simple route around the local area using a map and key vocabulary.	

Knowledge, Skills and Understanding

G1: * Locate, using a map of the local area, (church, shops, park, houses semi - detached/ detached/flats). Recognise symbols on a map.

G2: Describe local area and to explain what they like/dislike about their locality *Ask questions about local locality. * What does Kensington need to improve resources? *Why would people visit Liverpool? Indicate locations of interest. * Describe locality using words or pictures.

 G3: Name key features associated with a town, e.g., church, farm, shop, tourist attraction.
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Challenge

Name key features of their local area, eg, churches, houses, shops. What would improve local locality?

Resources: Google street view, to find their home. Laptops/ICT suite Immersion Room (to Visit Liverpool) Maps of local area.	**Websites** **https://www.instantstreetview.com/** Mr Tumble episode when he visits Liverpool. http://www.youtube.com/watch?v=TfjmtOWHMmY **http://www.youtube.com/watch?v=q7ozXIW3Stk (Liverpool)**
	Extended Writing Opportunities: **What does our local area need?** **How can we improve our local area?** **What to people do to destroy our area?**
Vocabulary: Building, Map, local, globe, village, city, shop, land, world, key features, human features, natural	**Numeracy skills:** Map reading skills, describing locations of houses/churches. Compass Directions. Bee-bots, map of Kensington. Tally Chart of the local area eg number of shops**.**
Suggested Quality Texts: Follow that map. Scot Richie	**WOW Experience:** . Explore our local area, trip to the local park, identify human and physical features of our local area.

Cross Curricular Links:
Computing**:** Bee-bots, map of school and local area.
Philosophy question: what makes a good learning environment? Does a school building make a learning environment? Design Technology:
Create a table top map