

Local Area Progression

These areas can be taught in stand-alone local area units or in any other unit of work from the year.

	Reception	Year 1 and 2	Year 3 and 4 – added onto LTP	Year 5 and 6
Geography	<p>Our School and our homes</p> <ul style="list-style-type: none"> • Visiting, using and describing spaces around their classroom and school. • Using role-play areas that reflect local experiences. • Visiting places in the village e.g. the church. • Describing and comparing places. • Talk about places they have visited in the local area. • Describe and model homes. • Explore how the school changes in different seasons. • Explore how we take care of the school environment – recycling. • Explore how people travel out of the local area and around it. • Use directional language – left, right, forwards and backwards. • Follow trails. <p>Map Making</p>	<p>Our school, village and county.</p> <ul style="list-style-type: none"> • Describe what they see locally. • Identify local landmarks. • Understand the difference between Stanion – a village – and Corby – a town. • Describe the landscape features in the local areas e.g. urban, rural, forests, rivers and streams, parks, shops, factories, homes, natural or man-made. • Comparing rural and urban. • Identify land use e.g. residential, industrial, recreational, agricultural. • Use aerial photographs. • Use Google Earth. • Explore teacher drawn maps, peer drawn maps, globes and atlases. • Compare their journeys to school and to places of interest. • Use language near or far. • Understand and describe the position of 	<p>Our school, village and county.</p> <ul style="list-style-type: none"> • Describe local climate, biomes, rivers, mountains/hills. • Describe types of settlement to include hamlets and cities. • Compare types of settlement. • Compare land use in different types of settlement. • Investigate county economic activity and country economic activity. • Investigate county and country natural resources. • Explore local man-made features like canals and reservoirs. (In Rivers and Water Cycle unit) • Use hand drawn maps, aerial photos, atlases, ordnance survey maps. • Describe the local area in relation to 	<p>Our school, village, county and country.</p> <ul style="list-style-type: none"> ▪ Describe the hills, mountains, rivers and coasts of the UK. ▪ Name and locate counties and cities. ▪ Explore how Stanion, Corby, Northampton and the UK have changed over time. ▪ Use a range of map types as well as historical maps. ▪ Explore local statistics e.g, population, number of houses, unemployment, land use. ▪ Explore the human and natural cause of change within the UK. <p>Map Making</p> <ul style="list-style-type: none"> ▪ In addition to previous years: ▪ Draw small-scale maps (maps of a large area like a county or country)

	<ul style="list-style-type: none"> • Making plans of the school and their homes. • Using own marks to make plans. • Make models using junk, lego, blocks etc • Talk about the meaning of their marks and models. • Describe what they see and observe closely. • Use giant footsteps to create routes. 	<p>the local area within the UK.</p> <ul style="list-style-type: none"> • Find out how long journeys take and which places are near and far. • Follow directions and begin to write directions. • Explore the use of colour on a map and what it can represent. • Explore the symbols used in an atlas. <p>Map Making</p> <ul style="list-style-type: none"> • In addition to previous year: • Collect and record experiences and observations of an area. <ul style="list-style-type: none"> ▪ Draw pictorial maps from observation showing features of the area. ▪ Use a birds eye view ▪ Use symbols and keys on maps. ▪ Begin to use some of the symbols used in atlases. ▪ Use compass points to locate landmarks. ▪ Use grid references to locate landmarks. ▪ Make models using a range of resources. ▪ Draw maps on overlays of aerial photos. ▪ Map fictional settings. 	<p>the rest of the country.</p> <ul style="list-style-type: none"> • Begin to explore historical maps and how the area has changed. • Follow a journey on a map. • Find possible locations for a new service on a map e.g. a new football stadium. <p>Map Making</p> <ul style="list-style-type: none"> • In addition to previous years: • Draw large scale maps (maps of a small area like a neighbourhood) <ul style="list-style-type: none"> ▪ Begin to use symbols from ordnance survey maps alongside symbols from atlases. ▪ Use 8 compass points to locate landmarks. ▪ Draw and create own grid references. ▪ Use 4 and 6 digit grid references to locate landmarks. ▪ Begin to think about and use simple scales. 	<ul style="list-style-type: none"> ▪ Draw and create own grid references including 4 digits with support. ▪ Use simple scales. ▪ Use colour to represent land height ▪ Use NASA Earth visible light map.
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History	<ul style="list-style-type: none"> • Talk about their families and friends. • Compare their families and friends to themselves. • Talk about their school day, week, term. • Talk about activities that have done in the past. • Talk about important events in the calendar like Christmas, bonfire night, birthdays • Use past, present and future tense. • Describe some traditions. • Retell/tell story events in order. 	<ul style="list-style-type: none"> • Begin to link nationally significant events to local significant events. • Compare events and their impact. • Discuss and explore why are local events may be less well known. • Discuss and explore what makes an event significant. • Find out about local sources of information e.g. archives, census, houses and gardens, museums, relatives. • Investigate parents, grandparents and other relatives' experiences within the village/town/county. 	<ul style="list-style-type: none"> • Link nationally significant events to local history. • Link local history in chronologically to British history. • Compare local changes to national changes. • Investigate what caused local changes to take place. • Use local sources of information e.g. archives, census, fieldwork and images of local landmarks. • Explore old maps and photographs to identify change. 	<ul style="list-style-type: none"> • Link nationally significant events to local history. • Link the causes and effects of local and national change. • Link local history in chronologically to British and world history. • Reflect on how the local area has been influenced by British and Global change. • Identify continuity and change in the local area. • Make deductions about the past using local sources of information.

	<ul style="list-style-type: none"> • Explore how the school changes in different seasons. 	<ul style="list-style-type: none"> • Explore old maps and photographs of the region. • Investigate changes in the local area. • Find out about how the school has changed. Talk to past pupils/teachers. • Find out about some local significant people e.g. Robert Catesby, The Tresham family, Charles Wicksteed, Charles Robinson, Owen Robinson. • Investigate local statues and buildings. E.g. Boughton house, Burghley house, Statue of King Charles link to rebuild after the Great Fire, All Saints church, Village buildings. 	<ul style="list-style-type: none"> • Ask questions about local history and use sources to find answers. • Find out about some local significant people e.g. William Knibb, Charles Wicksteed, • Investigate local statues and buildings. E.g. Rockingham castle, Grand Union canal, Corby Iron Works, Northampton Castle, Fotheringhay Castle 	<ul style="list-style-type: none"> • Make decisions about who or what is to be considered important in local history. • Find out about some local significant people e.g. William Knibb, Walter Tull, Mick Mannock, The Tresham family, Spencer Percival, Margaret Bondfield. • Investigate local statues and buildings. E.g. Lyvden New Build, boughton house, Eleanor cross
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