



Crossflatts Geography Curriculum – Place Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Conker tree, evergreen Beck Dingley Dell Playground MUGA Water Plants Hot Cold Sand	River shop Hill harbour Forest house Mountain Valley Distance Time Physical Human Man-made Created	Countries, United Kingdom, climate, hot, cold, equator, South Pole, North Pole compare contrast	Continent, Europe, United Kingdom, France, Landmarks, Climate, human features, physical features, region, town, city, compare, similarities, differences, tourism, impact.	Address County District Grid reference Postcode Region Code Land use zone	Sustainable development Urban Rural Climate Human features Physical features Third world The tropics	Fair trade, port, harvest, economic/economy.
N.C. Objectives	Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.				
Key Learning/ Evidence of working at the expected standard	Know where I go to school. Know what type of house I live in – is this the same/ different to others in my class? Know key features of the school environment – the beck, goat house, chicken house, playgrounds, track, fields. Compare where we live to story locations – discuss similarities and differences. On trips to the wildlife park and the seaside discuss similarities and differences to school and home environments.	Understand the human and physical geography of where I live (Crossflatts).	Understand the human and physical geography of a small area of the UK (e.g. the City of Bradford and compare to the small town of ‘Hawes’) Understand the human and physical geography of a small area of a contrasting Non-European country (e.g. the Serengeti in Tanzania).	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (e.g. London) with a region in a European country (e.g. Trouville Sur Mer).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire), and a region in a European country (Rome)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. York), and a region in a South American country (e.g. Brazil/ Amazon rainforest).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. Scotland), and a region in North America (San Francisco/ fault lines), and Mexico.
Possible evidence of greater depth understanding	To explain why differences occur between places.	Can suggest ways in which altering a way of coming to school could impact upon the journey. eg what if everyone walked, biked, came on a bus, came in a car etc... Can describe the main features of the school grounds, make observations, and use this as evidence to suggest ways in which it could appeal to different people. Eg. Beegu the alien and his people	Begin to see how physical and human features impact upon the way that people live. Can suggest reasons why people choose to live in Crossflatts but work elsewhere e.g. human features – train line connectivity, physical features – open space and moorland – uncrowded etc...	Children can use their knowledge of physical and human features to describe ways in which tourism impacts both positively and negatively on the human and physical features of locations	Why did the Roman Empire go no further? Why was Britain so difficult to conquer? Use data to make informed analysis of similarities between UK and Italy.	Evaluate the differences and similarities between a region in the UK and one in S America (e.g. the Amazon) e.g. explaining how humans have impacted on the areas. Clearly and comprehensively apply their understanding when comparing one place and another.	Can evaluate a range of different physical environments for potential settlements and offer human solutions to physical shortcomings eg – digging wells for water and irrigation of farmland, constructing roads for transport to a river source. Apply this knowledge to a case study of the development of an American city and how this developed over the course of history. Can outline the advantages/disadvantages of visiting a part of North America compared to a part of Europe using a range of information about the physical and human environment.