



## Crossflatts Geography Curriculum – Locational Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Crossflatts Primary School, my house, tree, canal, garden, park, field, Dingley Dell, Beck, bike track, classroom, hall, toilets, shared area, playground, seaside, sea, beach, pier, snow, ice, sea, cold mud, rocks, puddles, bark, twigs	Street Address Road House Flat Canal Bungalow Local Postcode	Continents, oceans, locate, equator, north, south, east, west	Europe, Asia, North America, South America, Africa, Oceania and Antarctica. England, Scotland, Wales, Northern Ireland and Republic of Ireland. Ocean Equator Hemisphere Tropic of Cancer, Tropic of Capricorn Tropical region, Climate, hot and humid, Equator, Tropic of Cancer and Tropic of Capricorn, Russia, Canals, rivers, landscape, man-made, natural	Convection Jungle Logging Rainforest Ranching Moors Valleys Countryside Cities Polar Savannah Wildlife Conservation Endangered	Rural Urban Land use	population density, time zone, daylight saving, latitude, longitude, city, region, Greenwich Mean Time, topography
<b>National Curriculum Objectives</b>	Know about similarities and differences in relation to places.  Talk about the features of their own immediate environments and how environments might vary from one another.	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>				
<b>Key Learning/ evidence of working at the expected standard</b>	Describe the place I live.  Know where I go to school  Compare the place I live to a different place. (Polar regions, seaside minibeast habitat)	To know my address and where I live.  Learn the names of the four countries of the United Kingdom.  Name the capital cities of the 4 UK countries.  Identify and discuss a key landmark in each of the capital cities.  Name the seas that surround the UK.	Name and the world's seven continents  Name and the world's five oceans.  Identify characteristics of the 4 UK countries.  Understand the meaning of 'equator'.	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on the environmental regions, key physical and human characteristics, and major cities.  Locate and name West African countries linked with the Cocoa trade (Ivory Coast, Ghana and Nigeria) and where these countries are in relation to the Equator and the Northern/ Southern Hemisphere.	Name and locate the counties and cities in and around Yorkshire, comparing their geographical regions and their identifying human and physical characteristics.  Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.  Identify longest rivers in the world, largest deserts, highest mountains compared with UK.	Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, and major cities.  Identify the Tropics of Cancer and Capricorn and the countries that lie within them.  Locate and name the main counties (e.g. <i>Yorkshire, Northumberland, Cornwall, West Midlands, Kent, London</i> ) and cities in England (e.g. <i>Bradford, Newcastle, Birmingham, Manchester, Glasgow, Liverpool</i> ), comparing their geographical regions and their identifying human and physical characteristics.  Compare 2 different regions in UK - rural/urban.	Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, and major cities (San Francisco and Mexico City)  Name and locate the key topographical features of the UK (including hills, mountains, coasts and rivers)  Identify land use patterns of the UK and understand how these aspects have changed over time.  Identify the position and significance of latitude/longitude and the Prime/ Greenwich Meridian and time zones (including day and night)
<b>Possible evidence of greater depth understanding</b>	To explain why areas vary from one another.  To create a creature and suggest where it might live linked to what it eats, how it moves etc.	Child can locate countries from the UK by investigating where items are made or come from – eg – 4 nations Rugby teams, food, famous people Can identify similarities and differences between the capital cities of London, Edinburgh, Cardiff and Belfast from looking at Pictures	Can recognise and name the continents and oceans on a map of the world or globe and locate places that they know about, stating which continent they are in and where the nearest ocean would be.  Can investigate how other continents are related to the UK and begin to understand scale and distance. Eg. where some of our food comes from, and how long it would take to get here if it were to be transported on foot by car, boat or aeroplane.	Can describe why knowing the basic locational geography of the UK is a useful thing to have for planning holidays or excursions. Can locate two contrasting places in the UK to go for a weekend break – city break and adventure break – and describe the location and contrasting features of the two places.	Can explain why having basic knowledge of European geography is important. Can apply knowledge of locational geography of Europe to plan a holiday or family break. Can use Jet2 and google maps to discover where you can get to from LBA – research 1 place and cite evidence as to why it would be a good place to visit, using locational geography to position the place within Europe.	Child can write a detailed explanation about the importance of categorising the globe in these ways: eg. Explain to a Y2 child why the Ashes cricket from Australia starts at midnight GMT, but is actually at 11:00am the following day Australian time. eg. Explain the importance of longitude in historical exploration. Explain why the tropics have 2 seasons, while temperate latitudes have four seasons.	Can analyse a series of statements and prove or disprove them using evidence that has been taught linked to this learning objective. Eg. Definitely, Maybe or No Way Lance says you do not need to go anywhere else in the world to live because the Africa has it all. OR Can create an accurate QR code quiz about Africa referencing the learning objectives taught in the unit of work.



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