

Locational Knowledge



EYFS

- Where do we live? What is it called?
- What is it like to be Cornish?
- Celebrations – Feast Day
- Learn about Celebrations around the world?
- Look at world maps and globes?
- What is the blue on a globe? Discuss names of Oceans.
- What is planet earth? What does the Universe mean?
- Learn about space Read 'Martha's Maps'.

Year 1

- LK2 – Using a map, identify the 4 countries of the United Kingdom?
- LK2 – What are the 4 Capital Cities of the 4 countries within the UK?
- LK1 – What are the waters that surround the UK?



- LK1 – Focusing on the physical characteristics of world countries, where are Volcanoes located around the world.
- LK1 – Using maps what are the major countries in Europe, (including the location of Russia)?
- LK1 – Using Maps, Globes, Atlases, what are the major countries within North and South America?
- LK2 – Where are the tallest Mountains in the 4 separate Countries of the UK.
- LK3 – Where does the Arctic and Antarctic Circle lie on a map?

Year 3

- Recap - LK2 – What are the 4 Capital Cities of the 4 countries within the UK?
- LK1 – Name and locate the world's 7 Continents.
- LK1 – Name and locate the world's 5 Oceans.
- LK1 – Review of Africa as a continent and the Ocean surrounding it.



Year 2



Year 4

- LK2 – What are the differences between the British isles, Great Britain and the United Kingdom?
- LK2 - Name and locate counties and 6 major cities of the United Kingdom.
- LK2 – Describe the key human and physical characteristics of the county of Cornwall, including Land use patterns.
- LK2 – Compare key topographical features of Cornwall and Wales (Snowdonia).
- LK3 – Identify Northern and Southern Hemispheres on Maps and Globes.
- LK2 – What are the natural resources that supply our energy and how have these changes over time?

Year 5

- LK3 – Identify the key lines of Latitude on the Earth.
- LK3 – Identify on the map the Northern and Southern Hemisphere, the Equator and the Tropics of Cancer and Capricorn.
- LK3 - Explain that longitude lines are imaginary lines that divide the Earth running from North to South.
- LK1 – Focusing on North or South America, focus on Geographical similarities and differences within those regions, compared to St Day.



- LK2 – Recap Yr4 What are some of the Counties, Capital Cities, and 6 major cities within the UK.
- LK2 - Use a map to distinguish between Counties and distinguish between Capital and Major cities.
- LK2 – Using Topographical maps, locate the following mountains, hills, rivers, all coasts of the UK, Ben Nevis, Snowden, Sca Fell Pike, Lake District, River Severn, Thames, North Atlantic Oceans, North Sea, Irish Sea and English Channel.
- LK3 – Recap Longitude and Latitude.
- LK3 – Why do we have different time zones on Earth and how does longitude and latitude relate to this?
- LK1 – In relation to human and physical characteristics, what are the similarities and differences of 3 chosen locations around the world.

Year 6



Place Knowledge

EYFS

- Get to know the school environment. Name the different areas of the outside environment
- What are our favourite places? Why?
- Walk around the village –name the local landmarks e.g. **Clock Tower and Old Church**, shops



Year 1

- Understand the geographical similarities and differences by studying the human and physical geography of St Day.
- Field trip to the **beach** or to a **farm**



Year 3

- Study the human and physical geography of St Day and Carharrack.
- A study of the geographical similarities and differences by studying the human and physical geography of **St Day** and a small area within **Africa**.



Year 2



- Understanding geographical similarities and differences through the study of the physical geography subject area of **volcanoes and earthquakes** within **European countries**.
- Understanding geographical similarities and differences, through the study of the human and physical geography of **London** compared to **St Day**



Year 4

- Understanding Geographical similarities and differences of topographical features within **Cornwall and Snowdonia** in Wales.
- Understanding Geographical similarities and differences through the study of the physical and human geography by comparing a region within **Italy** and a region within **England**.



Year 5



- Compare 3 countries from around the world, to understand geographical similarities and differences through the study of human and physical geography of regions within those countries.



Year 6

- Understanding Geographical similarities and differences through the study of the physical and human geography within a region of **North or South America**.



Human and Physical Geography

EYFS

- Observe and experience seasonal changes through active outside learning.
- Know and understand the concept of the four **seasons**.
- Understand the difference between physical and human features of our local surroundings and outside environment.



Year 1

- HPG1 – Identify the **Equator, North and South poles on a Globe**.
- HPG1 – Identify four seasons and daily **weather patterns** in the UK.
- HPG2 – Use basic geographical **vocabulary** to refer to key physical features of the local area – St Day. Key Human features relating to village, farm, house, shop. **Visit a Beach or a Farm**.
- HPG2 – Physical features to include beach, cliff, sea, season and weather.



Year 3

- HPG1 – Identifying the **hot and cold areas of the world in relation to the Equator, North and South Poles**.
- HPG1 – Identify some of the ways the world's **climate is changing**.
- HPG2 – Identify physical and human features in **St Day and Carharrack**. The children should understand the natural things that are physical features, whilst man-made things are human features. Consider which of each type can be found in St Day and use the appropriate language.
- HPG2 – Introduce new vocabulary, village, town, **settlement**.



Year 2

- HPG1 – Describe and understand the key aspects of **mountains, volcanoes and earthquakes**.
- HPG1 & HPG2 – What are the main human and physical geographical differences between **London and St Day**. (i.e. City compared to a rural village).



Year 4

- HPG2 – Describe the key Human characteristics of the **County of Cornwall** including land use and **economic activity** i.e. Farming, Mining, Fishing and Lighthouses.
- HPG1 – Describe the key physical characteristics of **Cornwall** i.e. landscape, hills and coast. Compare the results to **Snowdonia in Wales**.
- HPG2 – Describe and understand the key aspects of **settlements**.
- HPG1 & HPG2 – Understand the key aspects of key human and physical features on an Ordnance Survey Map of the local area.



Year 5



- HPG1 & HPG2 – Choose a region within **North or South America** to describe and understand the key aspects of physical and human geography.
- HPG1 – Compare physical features of the chosen location and **identify rivers, mountains, biomes and vegetation belts**.
- HPG2 – Compare types of settlements, villages, towns and land use in the above location. Look at human impact on land, drilling for oil, deforestation.
- HPG2 – Compare **renewable and non-renewable energy sources**.
- HPG1 – What are the key physical features of a **river** and describe how rivers shape the land.

Year 6

- HPG1 – Describe the physical aspects of **Climate Zones, Biomes and Vegetation belts**.
- HPG1 & HPG2 – Choose 3 locations across the world and describe the human and physical features, what are the similarities and differences.
- HPG2 – In relation to key human geographical aspects, what are the differences between **Natural, Agricultural and Geographical resources**.
- HPG2 – **Recap, what is Trade?** Ask if **trade is fair?** Enquiry based investigation looking at the distribution of natural resources. Focus on **Energy, food, minerals and water** from around the world.



Geographical Skills and Fieldwork

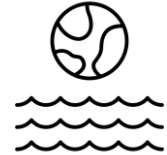
Images courtesy of nounproject.com

EYFS

- Explore outside spaces using observational skills and discuss key human and physical features of the local area. Photograph and make observational drawings.
- Go for walks around the **St Day**
- What is a map? Draw simple maps.

Year
1

- GSF2 – Identify the four directions on a Compass (N,S,E,W) and use directional language. i.e. near, far, left and right.
- GSF4 – **Fieldwork & observational skills** - study the geography of the School and the local area of St Day.
- GSF4 - **Fieldwork & observational skills** – visit **Beach and Farm**.
- GSF3 – Use Aerial Photographs to recognise landmarks and basic human and physical features of the local area.
- GSF1 – Use world maps, atlases and globes to identify the United Kingdom.



Year
3



- GSF3 - Use Aerial Photographs to identify key human and physical features of the local area.
- GSF4 – **Fieldwork and Observational skills** – walk around local area – St Day with a list of landmarks to identify on a map with a number key, in preparation for map making.
- GSF3 Devise a simple map of the local area using basic symbols in a key.
- GSF2 – Use **simple compass directions** on maps created above, to describe the location of features.
- GSF1 - Use world maps, atlases and globes to identify the United Kingdom , continents and oceans.

Year
2



- GSF1 – Use Maps, Atlases, Globes and Digital Computer/mapping to locate earthquakes, volcanoes and mountains.
- GSF1 - Use Maps, Atlases, Globes to identify major countries within Europe, (include Russia), North & South America.
- GSF3 – **Fieldwork & Observation Skills** – Human Geography study, Suggested activity – traffic survey to identify the amount and type of traffic in St Day. Record findings in a graph and compare to another area i.e. London.

Year
4

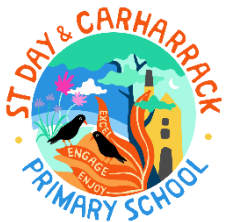
- GSF2 – Using Digi maps, plan a journey from St Day to a Major City within the UK, using the **8 points of a Compass**.
- GSF2 – Use of Ordnance Survey map to study human and physical features within Cornwall.
- GSF3 – Locating St Day and School Hill on the map, make a record of the symbols used in the local area using lists and drawings.
- GSF3 – **Fieldwork and Observational skills** – Monitor and record temperature in two different locations over the period of a week in the school grounds. Interpret the patterns observed in the collection of the data.

Year
5



Year
6

- GSF1 – Using maps, describe the features studied within a region of North or South America.
- GSF3 - **Fieldwork and Observational skills** – Use Fieldwork equipment to measure, observe and record the following different physical geographical characteristics of weather, rainfall, temperature and ground moisture.
- GSF3 – Record the results from above in an appropriate form.



- GSF2 – Use OS Maps to identify key locations using 6 figure grid references, symbols and keys.
- GSF1 & GSF3 – Using Maps, Atlases, globes locate 3 locations across the world to identify the similarities and differences of human and physical features.
- GSF3 - **Fieldwork and Observational skills** – looking at local natural, agricultural and geographical resources observe, measure and record findings from a local trip. E.g. Identifying minerals such as sand, bricks, stones, gravel or concrete, use photographs, add descriptions and labels to a map.

