

Horn's Mill Locational Knowledge Progression

Curriculum intent:

At Horn's Mill, we want children to leave us as confident Geographers, with an understanding of their locality and their place in the world. We have created progression in locational knowledge throughout the school to ensure that knowledge, skills and concepts are built upon, year after year. Learning about the UK on a regular basis will help build and deepen children's understanding. By working with our local feeder high school and Geography experts, we aim for our growing geographers to understand, create and develop maps, detailing their understanding of the UK and the wider world.



Locational Knowledge (UK):

- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas
- 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)
- Use basic geographical vocabulary to the key physical features, including: **beach, cliff, coast, forest, hill, mountain, sea, river.**
- Use world maps, atlases and globes to identify the United Kingdom and its countries.

EYFS

Develop children's understanding of **place** within the world and that our world is made up of **land** and **water**. Add a globe to the environment and locate the **land** where we live. Introduce that we live in the country, **England** and that there are lots of countries all over the world. **Book links:** *Hey, Water!* (Antoinette Portis), *Hurray for fish* (Lucy Cousins), *One day on our blue planet: In the ocean* (Ella Bailey), *A first book of the sea* (Nicola Davies), *Life the flap atlas* (Lonely Planet Kids), *Teatime around the world* (Denyse Waissbluth).

Add a world floor map to the construction area for children to explore. Introduce the idea of **landmarks** around the world and in **England**.

Year 1

Book links: *The bear in a cave* (Michael Rosen), *We are Britain* (Benjamin Zephaniah), *Window* (Jeannie Baker), *Coming to England* (Floella Benjamin), *Wee granny's magic bag* (Sarah McKay), *The fourth bonniest baby in Dundee* (Michelle Sloan), *Hamish the hairy haggis* (A.K.Paterson), *Wales on the map* (Elin Meek), *Our wee place* (Sophie Kirtley),

Autumn: Following from EYFS, focus on where we live and the **land** we live on. Look at a globe of the world (**land and sea/ocean**) and then find the **UK**. Show the UK as the land mass and then as the four separate **countries**. These countries have been united for hundreds of years. Using playdough, create the countries and then join them together. Use an **atlas** to create the country shapes **accurately** and look where the countries **border** one another and how there is water around them. Look at how **Northern Ireland** borders the Republic of Ireland but that this is not part of the UK. Add in a flag of where **Helsby** is in **England**. Add a picture of this map to your environment.

Spring: Following from Autumn, children will show what they know by using playdough to create a map of the UK and labelling any countries they remember and where Helsby is. After completing, use an **atlas** to increase the accuracy of their maps. Look at the seas surrounding the UK and label these: **North Sea, English Channel, Celtic Sea, and Irish Sea**. Add a picture of this map to your environment.

Create human maps outdoors, where children stand in **England, Wales, Scotland** and cross the **Irish Sea to Northern Ireland**. Introduce the idea that each country has a flag that represents the country. Give flags for the children to hold. Get them to give directions using the 4 compass points.

Summer: Following from Spring, children will show what they know by using playdough to create a map of the UK and label the 4 countries and seas, and our school town: Helsby. Revisit the flags of the countries of the UK. After completing their playdough maps, use an atlas to increase the accuracy. Add a picture of this map to your environment. Children will then create their own map drawings of the UK and will label the 4 countries, Helsby and the 4 seas.

Introduce the idea of **scale** and understanding the size of the UK compared to the rest of the world. Use a floor map (with countries to scale) and have a cut out version of the UK and the 4 countries separate (to scale with the rest of the map). Look at fitting the UK into other countries and pick out some that are similar, and those that are bigger and smaller. Repeat with just the countries as the UK is a collection of countries. Use **Google Earth** to explore **scale** further: show the UK and zoom out for the rest of the world.

Year 2

Autumn:

Following from Year 1, children will show what they know by using playdough to create a map of the **UK**, including the **4 countries, surrounding seas** and **Helsby**. Add in the use of an atlas to improve the accuracy of their maps. Look at the **scale of Great Britain** (England, Wales and Scotland) compared to **Northern Ireland** and focus on getting the size more accurate and the location (showing the **spatial relationships** between places). Use compass directional language: Is Northern Ireland east of Scotland? Children will draw these maps and add a compass north point at the top of the map. Use this to create statements about the countries and surrounding seas, such as 'Scotland is North of England'. Add a picture of this map to your environment with the compass directions.

Get children to be explorers and create a human map of the UK, asking children to stand in the different countries. Have a 'director', to give accurate directions using an atlas, and the compass directions.

Spring:

Following from Autumn, create a large outline map of the UK together on paper. Use flags to label the countries and put labels where the seas would be. Focus on **our place in the UK**, and locate and label Helsby. Have labels of the names of the **capital cities** and **introduce** these; explain that these are very important places with lots of buildings. Look at images of the **cities** and discuss what is similar and what is different to our **village of Helsby**. Show which capital cities are for which country and place them on the floor map. Discuss if children have visited any of these places. Add these cities to the map on your wall. **Book links: Katie in London (James Mayhew), A walk in London (Salvatore Rubbino), London calls (Gabby Dawnay), Barnaby Bear investigates the UK (Emily Rotchell - scheme on the GA).**

Play capital cities, countries and flag snap: make up some sets of playing cards (16 in each set) where children need to match up the country, flag and capital city.

Links with home: ask children to bring in photographs or items (e.g. postcards/fridge magnets) that they may have picked up when on trips around the UK. Begin to add images of these to your wall map.

This would be a good place for the 'What is a village' and 'What is a town' lessons in the 'Teaching Primary Geography book (pages 78 - 80, saved in staff share).

Summer:

Following from Spring, get children to show what they know by creating a map of the UK in playdough: labelling countries, seas, Helsby and capital cities. Add the use of an atlas to improve the accuracy of their maps, discussing **location** of the cities using directional language and in comparison to each other. Encourage children to describe the size of the countries of the UK in comparison to each other. What do we know about the capital cities? Link with texts read over the year. Show images of **landmarks** in the capital cities. Play 'guess which country game': give clues to a specific country focusing on describing the size, capital city, which sea they are near and the location within the UK compared with the other countries and seas.

Landmarks:

- **London (Big Ben, Houses of Parliament, Buckingham Palace, The London Eye)**
- **Cardiff (Millennium Stadium, Cardiff Castle)**
- **Edinburgh (Edinburgh castle, Arthur's seat)**
- **Belfast (Belfast castle) also look at the famous landmark in County Antrim (Giant's causeway)**

Book links: ABC UK (James Dunn), Come to the castle: A visit to a castle in 13th century England (Linda Ashman), This is Edinburgh (M.Sasek), Wales on the map (Elin Meek), Our wee place (Sophie Kirtley), Giant's Causeway animated story: <https://www.youtube.com/watch?v=YDE3nFdxXe0>

Year 3

Autumn: Book links: *A walk in London* (Salvatore Rubbino), *We are Britain* (Benjamin Zephaniah), *ABC UK* (James Dunn)

Following from Year 2, children will show what they know by using playdough to create a map of the **UK**, including the **4 countries** and **capital cities, surrounding seas** and **Helsby**. Discuss the **spatial relationships** between the countries (we should now be seeing more accuracy in the size and shape of the countries). Add in an atlas to increase accuracy.

Use digital mapping (Google Earth) to mark the capital cities on a map of the UK, and to locate Helsby and nearby cities that children would have visited (**Chester, Liverpool, and Manchester**).

Discuss the location of these cities in comparison to what children already know about the UK, using compass direction language. Make comparisons between a village (Helsby) and a city.

Using Google Earth, look at size comparisons and further develop understanding of **scale**.

On your map in your classroom, have all previous knowledge labelled and images of the landmarks looked at in Year 2 around the map.

Links with home: ask children to bring in photographs or items that they may have picked up when visiting different landmarks around the UK. Add these items around your map.

This would be a good place for the ‘What are cities like?’ lesson in the ‘Teaching Primary Geography’ book (page 81, saved on staff share). You will need the website

https://en.wikipedia.org/wiki/List_of_songs_about_cities for one of the activities.

Spring:

Following from Autumn, create a large floor map of the UK (in the hall) using string as the outline. Use Google Earth on the big screen, and type in ‘The United Kingdom’ which outlines the edges in red. This can be used to focus on the accuracy of the edges. Children could work in country teams, with their own laptop to improve the accuracy of their country outline (if a particular country is typed in, then only that country will have a red outline). Discuss what the edges of the UK are (coasts) and that the UK is surrounded by seas. This means that if you travel by land, you will end up at the coast whichever direction you travel in. In pairs/smaller groups, get children to explore the edges of the UK on Google Earth and describe what they see (beach, cliffs). Have any of them been to the seaside in the UK? What was it like? Name some seaside places that children have visited and locate these on Google Earth, including what country in the UK they are found in. Plot these on your map of the UK in your classroom. **Book links: *At the beach* (Roland Harvey),**

Get children to draw their own sketch map of the UK, including the **4 countries, capital cities, surrounding seas, Helsby, Chester, Liverpool, Manchester and some of the seaside places**.

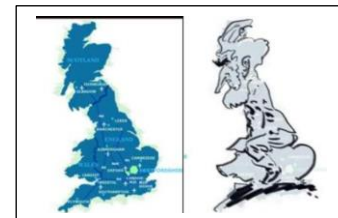
Encourage the use of an atlas to look at the **shapes of the coast** and improving the accuracy of the edges.

Summer:

Following on from Spring, get children to show what they know by creating a map of the UK in playdough (cover your class map). Explain that you want them to think carefully about the shapes of the edges and think about the coastline of all the countries (give them cutters to help improve accuracy). On the board, have the **country names, flags, capital city names, sea names, Helsby, Chester, Liverpool and Manchester** and explain that you would like them to label/draw these on paper (they could use cocktail sticks and sticky labels). Can children remember where any of the local seaside places were in the UK that you looked at in Spring? **West Kirby, New Brighton, Blackpool and any other seaside places**. Uncover your class map and use atlas’ to improve the accuracy of their playdough maps. Focus on **scale** and country sizes in comparison to one another. Can the children see any shapes that could represent something else, for example **Great Britain** as a man riding a pig? Or that **Wales** could be the shape of a pigs head? This might support memory of the ‘sticky out parts’ of the land.

Create a UK jigsaw game where children have to match up the coastlines to create the UK. Add in flags to represent the countries.

Play human map games where you ask a children to stand still and say that they are a city/town/country/landmark/seaside town that you have looked at and then ask children to move in relation to that place, e.g. *If that is where Big Ben is, where would Edinburgh Castle be? Or If that is Helsby, where would Chester be?* Encourage children to initially estimate and then introduce maps and get children to use compass directions to move children into the correct place.



Year 4

Autumn:

Following from Year 3, ensure that you have a UK map in your classroom detailing everything learned so far, including **N, S, E and W** compass points. During this term, children will initially be increasing their knowledge of **compass directions** and locate places nearby using **OS Maps**. (OS maps saved in staff share) Look at the lesson (saved on staff share) on compass points in 'Teaching Primary Geography' (Page 97-98). There are 2 OS maps saved in staff share (topographic and satellite). Get children to use the labelled OS map to locate places nearby to school on the satellite image. Discuss the difference in the two maps and explain that they are the same **scale** but different types of maps. Explain that you are going on a walk. Use map of HM with a closer scale, (saved on staff share). Have this map up on the board and show where you are going to walk by drawing on the roads that you will walk down. Go on a walk around the block of our local area by school (this map just details our immediate locality). Give all children a copy of this map and a clipboard. As children walk, get them to label anything else they see that isn't already on the map (e.g. shops, bins, postboxes, crossings, etc). Compare findings back in class. Discuss 'What can we find in our area around school?' Add **Frodsham** and **Elton** to your map of the UK (these may just be small pins and the label would be next to the UK).

After this, use website <https://maps.nls.uk/> and click the 'map finder' section. Type in Helsby and explore the OS map, looking for place names, comparing size, amount of houses. Use the compass directions to locate places North of Helsby, East/South/West. Show them how to zoom in to have a smaller scale and find more detail (road names, etc) and zoom out for a larger scale to just focus on the village/ town/city names. Let the children explore themselves and note down places that they locate and their position in relation to Helsby. They may also spot rivers.

Spring:

Following from Autumn, get children to show what they know about the UK by creating a playdough map. They should think about the shape of the coastlines, and be able to plot cocktail sticks to represent the **4 countries, surrounding seas, capital cities, Helsby, Chester, Liverpool, Manchester, West Kirby, New Brighton, Blackpool and any other seaside** places. Discuss the shapes of parts of the UK. Use stick labels to label the cocktail sticks. Look at your class map and see if they can plot **Frodsham** and **Elton** using 2 sticks. Give them time to improve the accuracy of their maps using your class map and an atlas. Ask them to create statements about the places in relation to one another using the compass directions: '*Edinburgh is far/directly north of Cardiff.*' Write some of these statements down to add around your map.



Explain that you are going to be learning about the largest cities in the UK (by population) and use the website <https://www.thegeographer.com/uk-cities-population-100/> to explore them. Get children to see if they recognise any and what they notice about the country they are in (majority English cities). Use the basic map of the UK (which has some of the main cities plotted) for children to annotate around detailing what country they are in. Get children to use laptops to research the cities on the map and annotate the map with any famous landmarks or key facts about that city. Get the class to help you plot these cities onto your class map using compass directions in relation to other places already plotted.

Summer:

Following from Spring, create cards of city names (inc Chester), flags, images and names of city landmarks and country names. Get children to play a game with the cards, where they match up the city to a landmark, a country and a flag. Give them a blank map outline of the UK and show what they know by plotting the cities. Then give them the map of the cities (used in Spring) to increase the accuracy of their maps - you may decide to give them 2 blank maps for this (one without the map and one with).

Ask the class to use <https://maps.nls.uk/> and Google Earth to pretend that they are taking a new student from abroad on a sight-seeing tour of the city of Chester. Challenge them to create a list of around 6 places that they would take them to visit around Chester. Use side by side view on <https://maps.nls.uk/> where you can have an OS map and a satellite image next to each other (see image). Get children to think about the **route** that they would take them on to visit the different places. **Add River Dee to the class UK map** by drawing the river line and where it runs through the UK. Discuss **physical and human characteristics** that the new visitor would see on their tour.



Explain that most cities have a football team. Look at the current top 10 teams in the Premier League. Which cities do the football clubs belong too? Discuss if they are all cities. Plot any cities that we don't yet have on the map and use club badges to stick near their city. Compare this with the top 10 in the women's super league table. Again add any new cities.

As a final task, get children to draw a sketch map of the UK, detailing what they know. Have the names of **countries, surrounding seas, capital cities, cities labelled on class map, Helsby, Frodsham, Elton, River Dee and West Kirby, New Brighton, Blackpool** for children to label. After children have done this, let them improve the accuracy of their maps by using various atlases and maps. Ask questions such as, 'What is the most northern/southern city that you've labelled?' 'What's your closest city south of Chester?'

Year 5

Autumn:

Following from Team 4, create a city 'word chain' in which the last letter of one city becomes the first letter of the next one. For example, London ends in 'n' so we might say 'Newcastle' next. Challenge tables to create the longest city word chain that they can. Put up a blank map of the UK on your board and ask children to direct you to plot places and seas that they already know. Encourage the use of compass direction language. Reveal your class UK map, which has all details of previous place knowledge plotted: compare and improve your map on the board.

This term, we are going to further develop children's knowledge of maps by learning about **grid squares** and by further exploring human and physical features. Look at the 'Grid Squares' lesson in the 'Teaching Primary Geography' book (Pages 99 - 100, saved on staff share) and take children through this lesson. For the comparison part, use the website <https://maps.nls.uk/> rather than digimaps.

Spring:



Following from Autumn, use the website, <https://wtp2.appspot.com/wheresthepath.htm>, to explore the UK using grid squares. With this website, there are OS and satellite maps side by side but with the grid squares on the OS map. Zoom out and then zoom in and locate Helsby, encourage the children to do this based on what they know, whereabouts Helsby will be near. Explore land use and what physical and human features we can see. Can they locate Helsby hill, Helsby brook, the M56. Get them to create a list of physical features and human features that they spot. They can use this website to continue to make comparisons to other local areas and then parts of the UK. Ask questions such as, 'Do we live in a flat or hilly area? Are there any rivers, hills or mountains in our area? Do we have any dramatic landscape features such as waterfalls, mountain peaks or rock faces?'

Using the website, change 'OS' to 'terrain' in order to identify the rocky landscapes in the UK. Zoom out so that you can see the whole UK and make comparisons between the landscape in reference to rocky/mountainous and flat areas. Which countries have more or a rocky landscape than others? **Key vocab: peak, ridge, rocky outcrop, river, stream, valley.**

Get children to research the highest mountain peaks in each of the countries of the UK and their location. Use atlases in school to locate these mountains and the country that they are in. Add these mountain names to your class map of the UK. Look at images of these mountains and other mountains around the UK. Discuss the features that they can see. Annotate the picture with mountain words such as peak, ridge, steep slope, cliff, stream and rocky outcrop. Give children a similar picture to do the same.

Get children to create a map of the UK (using playdough or a sketch map) labelling everything we know so far with the addition of **Ben Nevis, Scafell Pike, Slieve Donard and Snowdon**. Add images of these mountains around your class map.

Summer:

Following on from Spring, create a card matching game with country names, flags, city names, landmarks and the 4 mountain names from Spring. Get children to play this matching card game and see if they can match up the flags, city, landmarks and mountains to the country they are found in.

Create class scale models of some of the tallest mountains in the UK using cubes. Initially look at a list of the tallest mountains and in pairs, rounding them to the nearest 100m. Then when they create the mountain model out of cubes to represent the mountain, 1 cube = 100m. Children should first label and compare the models, ordering them from highest to lowest before placing the models as accurately as they can on a UK floor map. This could lead to the class being split into 2 - 4 groups and they have a challenge with string, paper, pens and cubes to create a floor map of the UK, labelling everything we know so far and creating models to represent various mountains in the UK to also place on the map. Children should then be given atlases to look how accurate their floor maps are and the other groups. Do any places need changing? Using compass directions to discuss what places/features need to move.

Year 6

By Year 6, children should be able to create a map of the UK with simple coastline details and can locate the following seas/places/features on a blank map: England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Celtic Sea, Irish Sea, North Sea, English Channel, Helsingør, Elton, Frodsham, Chester, Liverpool, Manchester, Southampton, Bristol, Birmingham, Nottingham, Sheffield, Leeds, Newcastle, West Kirby, New Brighton, Blackpool, Ben Nevis, Scafell Pike, Slieve Donard and Snowdon. They should be able to name some physical and human features that make up the UK and have an awareness of landscape they live on/near. All of these details should be displayed on a class map of the UK in the classroom.

Autumn:

Following on from Team 5, children to use playdough to create a map of the UK to show what they know. Give them an atlas to improve accuracy.

This term, children are going to learn about counties across the UK. Using the book, 'Teaching Primary Geography,' teach lesson on UK counties (pages 107 - 108, saved on staff share).

Create a counties jigsaw game: can children use an atlas to put all the cut up counties of Great Britain back together? Look at a counties map of Great Britain to check. Reference counties with any new books that are read in lessons.

Book links: [Maps of the United Kingdom \(Rachel Dixon\)](#)

This would be a good opportunity to further develop this knowledge with the lesson 'All about the UK' in 'Teaching Primary Geography' (page 108-109, saved in staff share)

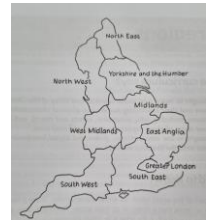
Spring:

Following on from Autumn, have a cities and counties quiz, reviewing previous knowledge. Play 'Pictionary' or 'Rapidough' style game, where children are given either a city or county within the UK and they have to draw or make out of playdough items that represent this place.

This term, children are going to be learning about regions of the UK. There are 9 regions in England, along with Wales, Scotland and Northern Ireland.

To begin learning about what regions are (an area or part of the world that has similar characteristics), use the lessons in 'Teaching Primary Geography' (lessons 1 and 2 - pages 113-115, saved on staff share). These lessons will support children to understand what regions are and how people use the land.

English counties online game: <https://online.seterra.com/en/vqp/3146>



Summer:

Following on from Spring, ask children to create a sketch map of the UK to show what they know one last time. Explain that you would like them to add any locations that they can identify, counties and/or regions (this could be a key). Around their sketch maps, they can draw images of landmarks that they know about. Encourage the labelling of seas and any rivers that have been taught in other Geography lessons.

This would be a good place to take part in the 'Landscapes of the UK' in the 'Teaching Primary Geography' book (page 115-116, saved on staff share) to look at various landscape regions.

Useful resources: <http://projectbritain.com/regions/index.htm>,

Locational Knowledge (World):

- Name and locate the world's 7 continents and 5 oceans
- 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
- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this stage
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.

EYFS

Using the large floor map in construction and the class globe, teach the understanding that the Earth's surface is split into **land** and **water** (as a basic understanding) and that most of the **surface** is water which is why it is sometimes called the 'blue planet'. Teach the water as seas and oceans (an ocean is defined as a vast expanse of salt water. Oceans are also very deep, unlike seas which are shallow in comparison). Introduce the names of some of our oceans of our planet and use the song:

<https://www.youtube.com/watch?v=X6BE4VcYnqQ> to help with this.

Year 1

Following on from EYFS, have a globe in the classroom to reinforce the idea that our planet is made up of land and water. Locate the land where we are located on the globe and link this in with any teaching about **England** and the **UK**. Continue to develop knowledge of the **5 oceans** using the song <https://www.youtube.com/watch?v=X6BE4VcYnqQ>. Develop their understanding of the differences between the **seas** that children have learned around the UK and these oceans (see comments above for comparison) and use the lesson ideas in 'Teaching Primary Geography' on 'UK coasts, seas and oceans' (Page 24-25, saved in staff share).

Children may begin to identify the largest oceans and the smallest on our planet.

Year 2

Following on from Year 1, children will learn 'What else can we learn from a globe?' and take part in 'The globe' lesson in 'Teaching Primary Geography' (page 15 - 16, saved on staff share). Children will recap oceans learned in Y1 but learn the continent names in Y2. Use the song <https://www.youtube.com/watch?v=X6BE4VcYnqQ> and the **continents rhyme on page 15** (saved on server) to support the recall of the continent names and ocean names. Refer back to their understanding from Y1 about the difference between seas and oceans.

Show children a 'book of maps' (atlas) and discuss the difference between the globe and this 2D map. Explain that flat maps are easier to see in books but ensure that children are clear that our planet Earth is round like the globe. Using the maps, get children to order the continents in size order. Discuss the **UK** and the country that we live in, **England**, being in the continent of **Europe**.

Teacher knowledge: A continent is defined as a very large block of land. Asia is by far the largest continent. Defining the boundaries between continents is not always easy. EG - Asia is joined to Europe for historical rather than geographical reasons. Islands present a problem, especially if they are far from the coast. One continent (Oceania) is made up almost entirely of islands scattered across the Pacific Ocean which stretches the idea that a continent is a 'very large block of land'.

Book links: Five little friends (Sarah Dyer)

Year 3

Following on from Year 2, children will further develop their understanding of continents. Use the lesson 'World Maps' in 'Teaching Primary Geography' (pages 16 - 17, saved in staff share) to find out facts and features of different continents around the world.

Further develop their understanding of different physical and human features by using the lesson 'Images of the world' (pages 17-18, saved in staff share). The following website is needed for one of the activities in this lesson: <https://www.completecontrol.co.uk/project/mapping-our-world/>

Add some images of the features that you have looked at to your large class world map. Create labels for the continents of the world and add these to the sides of your class map.

Using playdough, get children to have a go at creating the shapes of the continents and order them from smallest to largest. Ask questions such as *'which continent do we live in?'* *'Which continent is south of Asia?'* You could also games in PE where team names are continents and/or oceans and use compass directions to describe their location in relation to the continents.

Use a globe to explore the continents and during your teaching about wales and migration, identify the position and significance of the southern and northern hemispheres and the equator. Use coloured string to add the equator to your world map in the classroom.

Book links: [Zoom \(Istvan Banyai\)](#) - youtube version available, [Five little friends \(Sarah Dyer\)](#), [Little Blue Planet \(Paula Owens\)](#)

Year 4

Following on from Year 3, give children outlines of continents (separately) and see if they can identify the continent by the land shape. Check using an atlas. Continue to revisit the continent names, ocean names and their location using songs and rhymes (see previous year groups). Recap the position of the Equator.

Year 4 will be further exploring landscapes across the continents and physical geography. Use the lesson on 'Teaching Primary Geography' book (pages 137 - 138, saved on staff share) which looks at how landscapes are different. Instead of the highest mountains in the UK in this lesson, give children the task of finding the highest mountains Europe (linking with other class geography learning). Look at the position of the lines of latitude on a world map/globe: Tropics of Cancer and Capricorn. Add these in on your class world map using coloured string (the equator should already be there following from Year 3). Observe where Europe is positioned in relation to the tropics of Cancer and Capricorn.

Book links: [A river: an epic journey to the sea \(Patricia Hegarty and Hanika Clulow\)](#)

Year 5

Following on from Year 4, children will show what they know by labelling a blank map of the world. Can they draw in the continent lines? Ask them to add in any information that they recall about the continents, e.g. physical features, animals. Add in the use of an atlas to improve accuracy. Recap the position of the Equator and the Tropics of Cancer and Capricorn.

Play 'guess which continent' game where someone has a continent on the board behind them and they can ask the class 'yes' or 'no' questions to try and work out which continent is behind them. (eg - *Is the continent the largest continent? Would you find penguins on this continent?*)

Year 4 will be further exploring why the Earth spins and the relevance of the equator and the poles. Use the lesson in the 'Teaching Geography' book (pages 179-180, saved in staff share).

This would also be a good place for the lesson on 'lines of longitude and latitude' (pages 180-181, saved in staff share).

Useful resources: [South Pole webcam: https://gml.noaa.gov/obop/spo/livecamera.html](https://gml.noaa.gov/obop/spo/livecamera.html),

Year 6

Following on from Year 5, children will show what they know by working in teams to create a world map, labelling the continents, oceans, Equator, Tropics, North and South Poles. Repeat the longitude and latitude game played in Team 5 (page 181). Year 6 will further develop their understanding of the tropics and the poles by completing the 'In the tropics and around the poles' lesson on pages 189-190.

Children will then be exploring how accurate the world map is using the lesson in 'Teaching Primary Geography', (Page 182, saved on staff share).