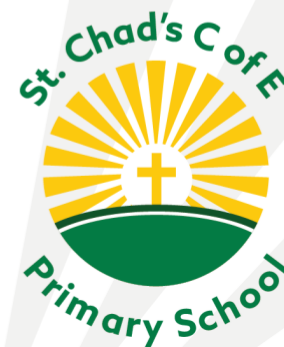


St Chad's C of E Primary School

# Geography Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower



A member of





## **Geography Curriculum: St Chad's Primary School**

At St Chad's Primary we aim to give each and every child a sense of identify and contextual knowledge of local and globally significant places. Keeping in line with our schools aims and vision we aspire to create inquisitive and analytical minds and lifelong learners and seekers of knowledge. During their time at St.Chad's Primary, students will be encouraged to link their geographical knowledge with the geographical skills and processes in order to understand and appreciate the human and physical aspects of geography.

In order to deepen their experiences and understanding of geography all children will be immersed in a broad and rich curriculum which will provide them with opportunities to partake in fieldwork and develop their knowledge of cartography. They will also be encouraged to ask questions and use a variety of sources, including photos, books, stories and maps. The children will also be using both primary and secondary sources to investigate further.

### **Purpose of study**

A high-quality Geography education should inspire in pupils a sense of curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Greater Depth:**

In order to cater for the children who are working at greater depth we will be encouraging them to further deepen their substantive knowledge without which they will be unable to further develop their analytical skills. the strategies used for creating depth of knowledge will include:

- Strategic questioning- this will require the learner to think about the unit of work on a more profound level and go and allow them to understand a higher order of questioning. Lower down in school the concept of sustained shared thinking will be used, where the child's thinking is further developed by the use of 'serve and return' method. This is essentially a conversation with the child using open ended questions. Thus, also improving the child's oracy.
- Considering Learning Roles - In this scenario the child will be encouraged to argue from an alternative perspective, not necessarily a perspective they agree with. This will allow the child to also develop empathy with different viewpoints and garner an understanding and respect for other viewpoints.



- Build on interests to extend – The children working at greater depth will also be provided with suitable materials and encouraged to independently increase the knowledge and become experts in their field.

## Key Curriculum Principles

### 1. **The Bigger Picture: Progression of knowledge should be clear**

The knowledge that children will learn through each geography unit is clear and develops their understanding of location and place knowledge, human and physical geography and geographical skills and fieldwork. Creating and using maps will be central to children's understanding of local and global locations.

### 2. **Enrichment: Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.**

Pupils will develop the skills and processes necessary to find out more about their immediate and distant environment Children will be equipped with a broad and rich curriculum which will provide them with skills set they need to succeed.

### 3. **Deliberate Practice:** Pupils will be taught to look at and use reliable primary and secondary sources and cartography. They will begin to evaluate answers by thinking.

- Have I got all the evidence I need?
- Is it a reliable source?

### 4. **Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the geography curriculum, so that learners can further develop ideas; and articulate them to their peers.

## Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a



deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Aims**

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through

## **Subject content Key stage 1**

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- 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 Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather



- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Key stage 2

Pupils should be taught to: Locational knowledge

- 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
- 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
- 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)

## Place knowledge

- 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 Human and physical geography
- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Implementation**

### **Attainment Targets**

#### **Early Years:**

When teaching Geography in Early Years we will be taking a holistic approach in embedding conceptual knowledge and allowing the children to develop their skills and natural curiosity in order to understand the world around them. We understand that each child's physical and cognitive development is a unique journey and therefore geographical concepts and skills will be taught implicitly through a number of activities and discussions throughout their time in Early Years, thus enhancing the children's understanding of place, space and environment allowing them to gain the prerequisite knowledge and skills to understand geography in KS1 onwards.

#### **Key stage 1**

Pupils should develop a sense of identity and location using common words and phrases relating to place, space and environment. They should be able to pin point where they live and identify similarities and differences between their locality and other national and global destinations. They should use a wide vocabulary of everyday geographical terms and ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key information about human and physical geography.

In planning to ensure the progression described above through teaching about place, space and environment outlined below, teachers are often introducing pupils to geographical units that they will study more fully at key stages 2 and 3.

#### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## EYFS

At St Chad's we develop young children's sense of identity through history by allowing them to explore the past through their environment, family and story. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for history within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the Specific Area of Learning: **Understanding the World**. The Understanding the world EYFS Statutory Educational Programme outlines:

*"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension". - EYFS Framework (2021), pg 10.*

EYFS History DM/ELG		History Skills (links to NC)	Vocabulary	Key Stories/Texts	
3–4 Years Nursery	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Knowledge and Understanding of events, people and changes.</li> <li>• Presenting, organising and <b>communicating</b>.</li> </ul>	Little, big, baby, brother, sister, mum, dad, grandma, grandad, today, yesterday, tomorrow, Morning, lunchtime, night time. Went, was.	
Reception	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Knowledge and Understanding of events, people and changes.</li> <li>• Presenting, <b>organising</b> and <b>communicating</b>.</li> </ul>	Old, young, new, older, younger, first, next, after that, finally, before, after. Once upon a time, a	

		<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical interpretations</li> </ul>	<p>long time ago, same/different, order, compare, change, People, lives, history. Future, past, present. Winter, summer, spring, autumn, seasons.</p>	
ELG	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Knowledge and Understanding of events, people and changes.</li> <li>• <b>Presenting, organising and communicating.</b></li> <li>• Historical interpretations</li> <li>• Historical investigations</li> </ul>		

Children develop at different rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. Age/stage bands may overlap as these are not fixed age boundaries but suggest a typical range of development.





In the EYFS the teaching of Geography is embedded in our daily routines and practices which support a child's understanding of change and the passing of time. Examples include:

- Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.
- Encouraging investigative behaviour and raising questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Using language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'.
- Reading stories that introduce a sense of time and people from the past

Geography is also taught more explicitly through topics/themes focused upon developing a child's understanding of the World around them. See below.

## **Whole-School Long Term Plan**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Weather and Climate		United Kingdom		Local Area Study
Year 2		Continents and Oceans		Hot and Cold Places		Contrasting Locality: Mugumareno Village, Zambia
Year 3		Where Does our Food Come From?		Volcanoes		Rio and Brazil
Year 4		Rivers		Mountains		Rainforests
Year 5		North America		European Region		South America: The Amazon Basin
Year 6		Energy and Sustainability		Climate Zones		United Kingdom

### Links to Prior Learning

During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.

### Year 1: Weather and Seasons

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know the months of the year and recognise the seasons.</li> <li>-To know the differences between the seasons.</li> <li>-To know which seasons we are in.</li> <li>-To know the types of clothing worn in the different seasons</li> <li>-To know what types of weather we have in the UK and record the daily weather in our area.</li> <li>-To know how the weather affects different jobs in society.</li> </ul> <p style="color: green;">Deeper Learning: Create a weather forecast and explain what clothing is needed in each season, using technical vocabulary.</p>	<ul style="list-style-type: none"> <li>-Draw and label pictures to show location</li> <li>-Express pupils' own view about place, people, and the environment.</li> <li>-name and locate the four countries of the UK and their capital cities when studying weather and climate in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Name some types of weather and describe the weather associated with the four seasons.</li> <li>-Ask questions about the weather and seasons.</li> <li>- Observe and record e.g. draw pictures of the weather at different times of the year.</li> <li>- Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.</li> </ul>	<ul style="list-style-type: none"> <li>-Make a simple map.</li> <li>-Use photos to locate a familiar place.</li> <li>-Look at a simple map of the local area and identify the things they know and have seen.</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Seasons</li> <li>Summer</li> <li>Winter</li> <li>Autumn</li> <li>Spring</li> <li>Wind</li> <li>Rain</li> <li>Snow</li> <li>Hail</li> <li>Sleet</li> <li>Fog</li> <li>Sun</li> <li>Hot</li> <li>Warm</li> <li>Cold</li> </ul>

**Links to Prior Learning**

During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.

**Year 1:  
United  
Kingdom**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know where the four countries of the United Kingdom are on the map.</li> <li>-To know where the four capitals of the United Kingdom are.</li> <li>-To know the differences between human and physical features of the UK are.</li> <li>-To know the human and physical features of one of the UK's capital cities.</li> </ul> <p style="color: green;">Deeper Learning: Share the most important facts about the United Kingdom using presentational talk.</p>	<ul style="list-style-type: none"> <li>-Name and locate the four countries of the UK and their capital cities.</li> <li>-Draw and label pictures to show a location in the UK.</li> <li>-Express own views about a place, people and environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Use basic geographical vocab to refer to key physical features, such as: beach, coast, forest, mountain, sea, river.</li> <li>- Use basic geographical vocab to refer to key human features, such as: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.</li> </ul>	<ul style="list-style-type: none"> <li>-Make a simple map of the UK.</li> <li>-Use photos to locate a familiar place in the UK.</li> <li>- Observe and record information about the UK.</li> </ul>	<ul style="list-style-type: none"> <li>United Kingdom</li> <li>England</li> <li>Northern Ireland</li> <li>Scotland</li> <li>Wales</li> <li>Coast</li> <li>City</li> <li>Town</li> <li>Village</li> <li>Monarchy</li> <li>Population</li> <li>Forest</li> <li>River</li> <li>Mountain</li> <li>Countryside</li> </ul>

**Links to Prior Learning**

During their time in Early Years, pupils have started to understand the world around them; understanding key people and places in their community and understanding similarities and differences between different communities. They have also compared environments to the one in which they live; including seasonal changes in these environments. They will also have further developed this conceptual understanding of Geography through the vocabulary they have learnt. They can also now explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. This learning from early years prepares pupils well for the National curriculum, and studying discrete units of Geography will give them a greater understanding of the world in which they live.

**Year 1: Local Study**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know the differences between rural and urban areas and know what type of settlement I live in.</li> <li>-To know the features of the school ground and its surrounding area.</li> <li>-To know journeys through my local area.</li> <li>-To know the symbols used in an Ordnance Survey map.</li> <li>-To know how to create a map of my local area.</li> </ul> <p style="color: green;">Deeper Learning: Create your own map of a regular route through school/ to school.</p>	<ul style="list-style-type: none"> <li>-Draw and label pictures to show location.</li> <li>-Express your own views about a place, people and environment.</li> <li>-Compare places and locations in contrasting countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that different countries and places that have different types of human and physical features.</li> <li>- Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season.</li> <li>- Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.</li> </ul>	<ul style="list-style-type: none"> <li>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</li> <li>GSF1.2-Make a simple map.</li> <li>-Make a simple map.</li> <li>-Use photos to locate a familiar place.</li> <li>- Observe and record information about the local area e.g. how many shops there are near the school?</li> <li>- Look at a simple map of the local area and identify the things they know and have seen.</li> </ul>	<ul style="list-style-type: none"> <li>Local Area</li> <li>House</li> <li>Route</li> <li>Arial View</li> <li>North</li> <li>East</li> <li>South</li> <li>West</li> <li>Compass</li> <li>Urban</li> <li>Rural</li> <li>Village</li> <li>Town</li> <li>City</li> <li>Countryside</li> </ul>

**Links to Prior Learning**

Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.

**Year 2:  
Continents  
and Oceans**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know where we are in the world. -To know where the seven continents are on a map. -To know where the different continents are located. -To know the different human and physical features of the different continents. -To share my understanding of a continent.  <i>Deeper Learning: Select a human/physical feature studied and give details on its location and why it is significant, using independent reading/ research.</i>	-Name and locate the 5 oceans using maps and globes. - Use both maps and globes and identify the coldest places in the world – The North and South pole, related to their study of the Arctic. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes and preferences.	-Understand that different countries have different climates. - Use basic geographical vocab to refer to key human features.	- Draw own maps, include a key on a map using my own symbols. - Collect data using observations and record it in a table.	Atlas Continent Globe Human Ocean Physical North South East West South Pole North Pole Hemisphere Ocean Human Physical Globe

**Links to Prior Learning**

Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.

**Year 2:  
Hot and Cold  
Places**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know where hot and cold places are on a map.</li> <li>-To know the features of a hot or cold place.</li> <li>-To know that different animals live in hot and cold places and know how they have adapted to the climate.</li> <li>-To know which items you would need when travelling to a hot or cold place.</li> <li>-To know what you would see in a hot or a cold place.</li> </ul> <p style="color: green;">Deeper Learning: Select a place studied and explain why you would prefer to live there giving details and using technical vocabulary.</p>	<ul style="list-style-type: none"> <li>-Use both maps and globes and identify the hottest and coldest places in the world – The North and South pole, related to their study of the Arctic.</li> <li>- Make comparisons between the UK and life in another country.</li> <li>- Study pictures/videos of two differing localities.</li> <li>- Express own views about a place, people and environment.</li> <li>- Give detailed reasons to support own likes, dislikes and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that different countries have different climates.</li> <li>- Use basic geographical vocab to refer to key human features.</li> </ul>	<ul style="list-style-type: none"> <li>- Use locational and directional language to describe the location of features and routes on a map.</li> <li>- Draw simple diagrams with labels.</li> <li>- Compare two photos and make suggestions for the cause of differences in people from contrasting countries and lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Desert</li> <li>Habitat</li> <li>Iceberg</li> <li>Rainforest</li> <li>Savanna</li> <li>Antarctic Circle</li> <li>Arctic Circle</li> <li>The Equator</li> <li>North Pole</li> <li>South Pole</li> </ul>

**Links to Prior Learning**

Pupils in year one have used simple maps and simple directional language in order to understand their immediate surroundings. They also studied the United Kingdom and the four countries that it consists of, creating simple maps and using basic fieldwork skills. Pupils will now begin to look further afield, studying the world's continents and oceans and building on the foundational knowledge and skills covered in Year 1. They will also build upon their learning around weather and seasons, through studying hot and cold places globally and locating these on a map. Pupils will also study a contrasting locality, comparing their local a different location overseas.

**Year 2:  
Contrasting  
Locality  
Mugumareno  
Village,  
Zambia**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know what the contrasting human and physical features of Zambia are</li> <li>-To know where the village of Mugurameno is on the map.</li> <li>-To know how the River Zambezi is used by local people and compare this to how rivers are used in the UK.</li> <li>-To know about different foods in Zambia and how they are prepared.</li> <li>-To know how wild animals affect people's lives in this village.</li> </ul> <p>Deeper Learning: To know use photographs and text to present what everyday life is like in this village compared to the UK.</p>	<ul style="list-style-type: none"> <li>- Make comparisons between the UK and life in another country.</li> <li>- Study pictures/videos of two differing localities.</li> <li>- Express own views about a place, people and environment.</li> <li>- Give detailed reasons to support own likes, dislikes and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that different countries have different climates.</li> <li>- Use basic geographical vocab to refer to key human/ physical features.</li> <li>- Use key vocabulary to compare different lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw simple diagrams with labels</li> <li>- Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Mugumareno Village</li> <li>Africa</li> <li>River Zambezi</li> <li>Zambia</li> <li>Crop</li> <li>Farm</li> <li>Market</li> <li>Wildlife</li> <li>Flood</li> </ul>



**Links to Prior Learning**

In Year 3, pupils build on their knowledge of hot and cold places and continents and oceans, when studying where our food comes from. Pupils will explore how different food is grown in different climates zones and how this food arrives in the UK for us to purchase and eat. Pupils will also build on their knowledge of the continents, when studying volcanoes. Pupils will find these on a map and discuss the location of volcanoes and what is similar about them. Pupils will also study a particular continent in depth, broadening their knowledge of places outside the UK and making comparisons.

**Year 3:  
Where Does  
Our Food  
Come From?**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know that the food we eat comes from many different places around the world. -To know how land in temperate climates zones is used to produce food. -To know how food is produced in Mediterranean climate zones. -To know how food is produced in the United Kingdom. -To know how different trade links allow food to arrive in the United Kingdom.  <i>Deeper Learning: Track the journey of an item of food from farm to the table, explaining the main processes.</i>	- Compare both physical and humans features of contrasting countries. - Describe how people can both improve and damage an environment. - Identify features of a place using aerial photographs. - Explain how humans use physical geographical features for a variety of purposes.	- Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions about climate zones. - Explain how humans use physical geographical features for a variety of purposes.	- Ask and respond to questions about places and the environment making comparisons. - Collect data using surveys and present it in a bar chart.	Farming Sustainability Crop Yield Import Export Trade Links Economics Climate Zone

**Links to Prior Learning**

In Year 3, pupils build on their knowledge of hot and cold places and continents and oceans, when studying where our food comes from. Pupils will explore how different food is grown in different climates zones and how this food arrives in the UK for us to purchase and eat. Pupils will also build on their knowledge of the continents, when studying volcanoes. Pupils will find these on a map and discuss the location of volcanoes and what is similar about them. Pupils will also study a particular continent in depth, broadening their knowledge of places outside the UK and making comparisons.

**Year 3:  
Volcanoes**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
--To know about the structure of the Earth and label a diagram. -To know what happens at the boundaries between the Earth's tectonic plates. -To know and explain the features of a volcano. -To know the effects and implications of a volcanic eruption. -To know where different significant volcanoes are across the world.  <i>Deeper Learning: Evaluate the advantages and disadvantages of living near a volcano. Compare this to a region where other natural disasters occur (i.e., earthquakes)</i>	-Use an index to locate countries, cities and landmarks using an atlas. - Compare both physical and humans features of contrasting countries. - Identify features of a place using aerial photographs.	- Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions about volcanoes. - Explain how humans use physical geographical features for a variety of purposes.	- Include a key on a map using common OS symbols. - Offer explanations for the location of human and physical features in different localities. - Ask and respond to questions about places and the environment making comparisons.	Core Crust Earthquake Mantle Movement Plate Boundary Seismograph Dormant Erupt Extinct Magma Natural Hazard

**Links to Prior Learning**

In Year 3, pupils build on their knowledge of hot and cold places and continents and oceans, when studying where our food comes from. Pupils will explore how different food is grown in different climates zones and how this food arrives in the UK for us to purchase and eat. Pupils will also build on their knowledge of the continents, when studying volcanoes. Pupils will find these on a map and discuss the location of volcanoes and what is similar about them. Pupils will also study a particular continent in depth, broadening their knowledge of places outside the UK and making comparisons.

**Year 3:  
Rio and  
South- East  
Brazil**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
-To know where South America is on a world map and identify a range of its physical and human features. -To know the countries and capital cities of South America. -To know how Brazil differs from the UK. -To know what daily life in Rio might be like by using texts and photographs. -To know how our life is linked to Rio and South America.  <i>Deeper: Compare UK to Brazil, giving specific examples and using comparative language. Conduct independent research/ directed reading to complete this.</i>	- Use an index to locate countries, cities and landmarks using an atlas. - Locate countries, cities and landmarks using Google Maps and on a globe. - Identify features of a place using aerial photographs.	- Draw diagrams, produce writing and use the correct vocabulary. - Explain how humans use physical geographical features for a variety of purposes.	- Ask and respond to questions about places and the environment making comparisons. - Offer explanations for the location of human and physical features in different localities.	Brazil South America Equatorial Region Manufacturing Mining Population Trade Latitude Longitude Western Hemisphere

**Links to Prior Learning**

In Year 3 pupils have developed their knowledge and understanding around elements of human and physical Geography, through the study of volcanoes and Brazil and South America. Pupils will continue to build upon their knowledge of physical processes and fieldwork skills, through the Rivers unit in Year 4.

Pupils will also have the opportunity to develop their knowledge of physical processes when studying mountains and rainforests. This is further build upon in Year 5 with an in-depth look at the Amazon basin.

**Year 4:  
Rivers**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know what the water cycle is</li> <li>-To know what a river is and locate the world's longest rivers on a map.</li> <li>-To know how different people around the world use rivers.</li> <li>-To know what the different features of a river are.</li> <li>-To know which human activities affect rivers.</li> <li>-To know how flooding negatively affects different communities around the world.</li> </ul> <p>Deeper Learning: Present a news report around flooding in a particular part of the world and summarise why this happens and how it can be prevented through human intervention.</p>	<ul style="list-style-type: none"> <li>- Describe their location in relation to the equator, tropics, hemispheres, and the poles.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the features of the different rivers of the world and compare different rivers.</li> <li>- Compare different types of settlements and land use, and how these are often near rivers.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>	<ul style="list-style-type: none"> <li>Confluence</li> <li>Flood plain</li> <li>Meander</li> <li>Mouth</li> <li>Source</li> <li>Tributary</li> <li>Estuary</li> <li>Lower course</li> <li>Middle course</li> <li>Upper course</li> </ul>

**Links to Prior Learning**

In Year 3 pupils have developed their knowledge and understanding around elements of human and physical Geography, through the study of volcanoes and Brazil and South America. Pupils will continue to build upon their knowledge of physical processes and fieldwork skills, through the Rivers unit in Year 4.

Pupils will also have the opportunity to develop their knowledge of physical processes when studying mountains and rainforests. This is further build upon in Year 5 with an in-depth look at the Amazon basin.

Year 4: Mountains	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> <li>-To know what a mountain is and locate the world's 'seven summits' on a map.</li> <li>-To know the key features of mountains and how they are formed.</li> <li>-To know the climate of various mountains and explore mountain life.</li> <li>-To know key facts about the UK's highest mountains.</li> <li>-To know the importance of the Himalayas for the people living in that region.</li> </ul> <p>Deeper Learning: To share knowledge about a world-famous mountain or mountainous region, comparing this to other known mountains across the world.</p>	<ul style="list-style-type: none"> <li>- Locate countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map.</li> <li>- Describe the location of rainforests in relation to the equator, tropics, hemispheres, and the poles.</li> <li>- Suggest reasons for their location of rainforests.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Describe economic activity within a small area outside of the UK and the trade links between that area and the UK.</li> <li>- Compare different types of settlements and land use, and how these are often near rivers.</li> <li>- Recognise that our choices impact the lives of other people.</li> </ul>	<ul style="list-style-type: none"> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Understand how colours are used on a map to show different physical zones.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>	<ul style="list-style-type: none"> <li>Mountain</li> <li>Mountain Range</li> <li>Region</li> <li>Expedition</li> <li>Everest</li> <li>'Seven Summits'</li> <li>Himalayas</li> <li>Summit</li> <li>Climate Zone</li> <li>Environment</li> <li>Landscape</li> <li>Equatorial</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> </ul>

### Links to Prior Learning

In Year 3 pupils have developed their knowledge and understanding around elements of human and physical Geography, through the study of volcanoes and Brazil and South America. Pupils will continue to build upon their knowledge of physical processes and fieldwork skills, through the Rivers unit in Year 4.

Pupils will also have the opportunity to develop their knowledge of physical processes when studying mountains and rainforests. This is further build upon in Year 5 with an in-depth look at the Amazon basin.

### Year 4: Rainforests

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>- To know what a rainforest is and locate the world's rainforests on a map.</li> <li>-To know the layers of life in a rainforest.</li> <li>-To know the features that make up a rainforest.</li> <li>-To know the impact of deforestation on the rainforests.</li> <li>-To know the importance of the rainforests on the wider world.</li> </ul> <p style="color: green; margin-top: 10px;"><i>Deeper Learning: Write a letter to a world leader, convincing them to stop deforestation and highlighting the importance on the wider world, using independent research.</i></p>	<ul style="list-style-type: none"> <li>- Locate countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map.</li> <li>- Describe locations of South America in relation to the equator, tropics, hemispheres, and the poles.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region.</li> <li>- Compare and give reasons for the different lifestyles within a country or area of a country.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe economic activity within a small area outside of the UK and the trade links between that area and the UK.</li> <li>- Recognise that people's choices impact the lives of other people.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>- Understand how colours are used on a map to show different physical zones.</li> <li>- fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>	<ul style="list-style-type: none"> <li>Biodiversity</li> <li>Biome</li> <li>Canopy</li> <li>Deforestation</li> <li>Emergent Layer</li> <li>Forest floor</li> <li>Understory</li> <li>equatorial</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> <li>Tropic of Cancer</li> <li>Tropic of Capricorn</li> </ul>

**Links to Prior Learning**

Pupils build upon their knowledge of rainforests through an in-depth study of the Amazon Basin. Here, they will consider the impact of how the Amazon rainforest is being cleared at an alarming rate, and what can be done about this. Pupils will consider the impact of farming and pollution on this region and how it affects us worldwide. Pupils also study North America and Europe, providing a more detailed view of these areas and comparing and contrasting them through the application of disciplinary knowledge.

**Year 5:  
South  
America: The  
Amazon  
Basin**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<p>To know the location of South America on a world map and identify a range of its physical and human features</p> <p>-To know the location of the countries and capital cities of South America.</p> <p>-To know that the river Amazon is the longest river in the world and identify its key characteristics.</p> <p><i>Deeper Learning: To share knowledge of the River Amazon and analyse similarities and differences with regions of the UK discovered throughout the unit.</i></p>	<ul style="list-style-type: none"> <li>- Locate physical geographical features on a map.</li> <li>- Locate mountains on a world map and identify key features and characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how physical geography influences the day-to-day life of inhabitants of an area.</li> <li>- Describe how physical geographical features are formed.</li> <li>- Describe how humans are impacted both positively and negatively by physical features.</li> <li>- Recognise that humans can have some control over the area they live in.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 6 figure grid references.</li> <li>- Explain what data which has either been collected or researched shows and the impact of it.</li> <li>- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods.</li> </ul>	<p>Agriculture</p> <p>Ecosystem</p> <p>Food chain</p> <p>Humidity</p> <p>River basin</p> <p>Volume</p> <p>Equatorial</p> <p>International Date Line</p> <p>longitude</p> <p>Prime Meridian</p> <p>Tropic of Capricorn</p> <p>Western Hemisphere</p>

**Links to Prior Learning**

Pupils build upon their knowledge of rainforests through an in-depth study of the Amazon Basin. Here, they will consider the impact of how the Amazon rainforest is being cleared at an alarming rate, and what can be done about this. Pupils will consider the impact of farming and pollution on this region and how it affects us worldwide. Pupils also study North America and Europe, providing a more detailed view of these areas and comparing and contrasting them through the application of disciplinary knowledge.

**Year 5:  
North  
America**

**Substantive Knowledge**

To know where North America is on a world map and explore identify human/ physical features.  
 -To know about the physical geography of the Rockies  
 -To know about the physical geography of Mount St Helens and the impact it has had on the surrounding areas.  
 -To know how the landscapes of North America differ.

*Deeper Learning: Compare New York City and New York State with my local area. Persuade someone that NY/ your local area is better for children to live in, giving specific examples (this could also be a debate).*

**Disciplinary Knowledge**

**Location/Place knowledge**

- Locate physical geographical features on a map.  
 - Describe the location of significant geographical features in relation to land use and look for patterns in the locations.  
 - Locate countries where there are dangerous volcanoes (and earthquakes).

**Human/Physical geography**

- Describe how physical geography influences the day-to-day life of inhabitants of an area.  
 - Describe how physical geographical features are formed.  
 - Describe how humans are impacted both positively and negatively by physical features.

**Geographical skills and fieldwork**

- Use 6 figure grid references.  
 - Explain what data which has either been collected or researched shows and the impact of it.  
 - Use less common OS symbols to show geographical features.  
 - Use fieldwork to observe, measure record and present the human and physical features using a range of methods.

**Vocabulary**

The Caribbean  
 Central America  
 Landscape  
 Mountain Range  
 Rural  
 State  
 Urban  
 Latitude  
 Longitude  
 Northern Hemisphere  
 Western Hemisphere



**Links to Prior Learning**

Pupils build upon their knowledge of rainforests through an in-depth study of the Amazon Basin. Here, they will consider the impact of how the Amazon rainforest is being cleared at an alarming rate, and what can be done about this. Pupils will consider the impact of farming and pollution on this region and how it affects us worldwide. Pupils also study North America and Europe, providing a more detailed view of these areas and comparing and contrasting them through the application of disciplinary knowledge.

**Year 5:  
European  
Region Study**

**Substantive Knowledge**

- To know the location of Europe on a world map and identify some of its characteristics.
- To know the location of some of Europe's countries and capital cities.
- To know the differences of various European cuisines.
- To know how to use persuasive techniques to convince someone to visit an area of Europe.

Deeper Learning: Compare and contrast life in the UK with that of life in another European region, using other substantive knowledge previously learned.

**Disciplinary Knowledge**

**Location/Place knowledge**

- Locate key geographical features on a world map and identify key features and characteristics.
- Locate physical geographical features on a map.

**Human/Physical geography**

- Understand geographical similarities and differences of the UK and other regions.
- Describe how physical geography influences the day-to-day life of inhabitants of an area.
- Recognise that humans can have some control over the area they live in.

**Geographical skills and fieldwork**

- Explain what data which has either been collected or researched shows and the impact of it.
- Use less common OS symbols to show geographical features.

**Vocabulary**

- Currency
- Migrant
- Retail
- Service industry
- Tourism
- Easterly
- Northerly
- Southerly
- Westerly

**Links to Prior Learning**

Using their learning from Key Stage One on the United Kingdom, pupils will now compare and contrast the countries that make up the UK. They will also look in detail at the UK's physical features and how these affect the landscape. Pupils will also learn about the main industries of the UK and their economic impact; this in turn goes hand in hand with the sustainability unit of work also in Year 6. Pupils also build on their knowledge of hot and cold places from Key Stage One through the detailed study of climate zones using technical vocabulary. Pupils also study weather patterns in different climate zones and compare and contrast these.

**Year 6:  
The United Kingdom**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know the different countries of the UK and compare and contrast these.</li> <li>-To know where I live in the UK and locate the UK's major cities.</li> <li>-To know the significant physical features of the United Kingdom.</li> <li>-To know how the population of the UK has affected the landscape.</li> <li>-To know about the different industries of the UK and describe and explain these.</li> </ul> <p>Deeper Learning: Compare and contrast the UK's main features and compare these to a previous country studied. Create a presentation around this.</p>	<ul style="list-style-type: none"> <li>-Use maps to compare the different areas of the UK.</li> <li>- Discuss how people are influenced by both physical and human geography on a local, national and global scale.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the physical features of the UK using scientific terminology.</li> <li>- Describe how geographical features change over time.</li> <li>- Analyse the positive and negative impact of a human change on both a local and global scale.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use latitude and longitude to describe location.</li> <li>- Compare aerial photos and maps.</li> <li>- Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Coastline</li> <li>Development</li> <li>Economy</li> <li>Energy source</li> <li>Industry</li> <li>Landmark</li> <li>Sustainable Development</li> <li>Offshore</li> <li>Onshore</li> <li>Great Britain</li> <li>Greater London</li> <li>London Array</li> <li>North Sea</li> </ul>

**Links to Prior Learning**

Using their learning from Key Stage One on the United Kingdom, pupils will now compare and contrast the countries that make up the UK. They will also look in detail at the UK's physical features and how these affect the landscape. Pupils will also learn about the main industries of the UK and their economic impact; this in turn goes hand in hand with the sustainability unit of work also in Year 6. Pupils also build on their knowledge of hot and cold places from Key Stage One through the detailed study of climate zones using technical vocabulary. Pupils also study weather patterns in different climate zones and compare and contrast these

**Year 6:  
Energy and  
Sustainability**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
<ul style="list-style-type: none"> <li>-To know what natural resources are.</li> <li>-To know where these natural resources can be found globally</li> <li>-To that rainforests are a natural resource and why they should be conserved</li> <li>-To know why the rainforests must be conserved and how felling these for energy damages the planet.</li> <li>-To know what clean energy and renewable energy is</li> <li>-To know how human and physical geographical processes interact to influence and change environments and the climate.</li> </ul> <p style="color: green; margin-top: 10px;">Deeper Learning: What are the effects of using non-reusable forms of energy? How does this affect our planet?</p>	<ul style="list-style-type: none"> <li>-Understand how human behaviour in terms of energy production can impact the physical geography of the world, particularly the rainforests, oceans and landfill</li> <li>-Investigate what is being done by different people to remedy this throughout the world and how human behaviour has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and understand the key changes to different environments across the world through energy production.</li> <li>-Analyse how natural resources are diminishing and what this means for us.</li> <li>-Make links with Human and Physical Geography to trade, businesses and the global economy</li> <li>-Investigate why we still use materials harmful to the environment.</li> <li>- Analyse the positive and negative impact of a human change on both a local and global scale.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare aerial photos and maps over time.</li> <li>- Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Energy</li> <li>Sustainability</li> <li>Ecosystem</li> <li>Climate Change</li> <li>Environment</li> <li>Global Warming Carbon</li> <li>Footprint Carbon Neutral</li> <li>Pollution</li> <li>Emissions</li> <li>Deforestation</li> <li>Fossil Fuels</li> <li>Natural Resources</li> <li>Renewable Energy</li> </ul>

**Links to Prior Learning**

Using their learning from Key Stage One on the United Kingdom, pupils will now compare and contrast the countries that make up the UK. They will also look in detail at the UK's physical features and how these affect the landscape. Pupils will also learn about the main

<b>Year 6: Climate Zones</b>	industries of the UK and their economic impact; this in turn goes hand in hand with the sustainability unit of work also in Year 6. Pupils also build on their knowledge of hot and cold places from Key Stage One through the detailed study of climate zones using technical vocabulary. Pupils also study weather patterns in different climate zones and compare and contrast these.				
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>			<b>Vocabulary</b>
		<i>Location/Place knowledge</i>	<i>Human/Physical geography</i>	<i>Geographical skills and fieldwork</i>	
	<ul style="list-style-type: none"> <li>-To know the different lines of latitude and longitude and understand how these are linked to climate.</li> <li>-To know the different climate zones and the locations of these.</li> <li>-To know what a tropical and temperate climate is and compare the two.</li> <li>-To know the different weather patterns in different climate zones.</li> <li>-To know the different characteristics of different climate zones.</li> </ul> <p style="color: #008000;">Deeper Learning: Write a weather forecast for a typical day in a given climate zone, using data where necessary; researching and finding out more about the given climate zone.</p>	<ul style="list-style-type: none"> <li>- Use maps to compare the different areas of the UK/ North America/ climate zones.</li> <li>- Discuss how people are influenced by both physical and human geography on a local, national and global scale.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the positive and negative impact of a human change on both a local and global scale.</li> <li>- Explain the physical features of the different climate zones using scientific terminology.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to use latitude and longitude to describe location.</li> <li>- Compare aerial photos and maps over time.</li> <li>- Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Climate Zones</li> <li>Weather</li> <li>Tropical</li> <li>Arid</li> <li>Mediterranean</li> <li>Temperate</li> <li>Polar</li> <li>Tundra</li> <li>Latitude</li> <li>Longitude</li> <li>Biome</li> <li>Climate Change</li> <li>Global Warming</li> </ul>