Bushbury Hill Primary Geography Progression			
Subject Leader			
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This document aims to give guidance on the progression of geographical knowledge and skills across the year groups at Bushbury Hill Primary School **It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GDS pupils).** **In Geography, the following approaches should be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:**			
Teaching Sequence in Geography. **Every year group's unit of work should include:**	**Geographical Enquiry** When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. **Where is this place? What is it like? And why? How and why is it changing? How does this place compare with other places? How and why are places connected?**	**Behaviourism**	**Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.**
	Locational Skills Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.	**Constructivism**	**Enquiry-based learning**
	Vocabulary – human and physical features to be included Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their knowledge organisers and knowledge walls within the classroom.	**Social Constructivism**	**Teacher modelling; questioning; mix of individual, paired and group instruction**
	Application-outdoor learning Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.	**Liberationism**	**Pupil-led learning; opportunities to showcase learning**
	Apply their knowledge from their topic to the world around them locally and globally. **What could/should the world be like in the future?** **What can we do to influence change?** *These connections can be made across other subject areas (history/PSHE/science)*	**Learning, working and talking like a geographer**	**Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.**

Early Years

Early Years Foundation Stage (EYFS)

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World.

Knowledge and Understanding of the World.

The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Geography makes a significant contribution in developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, making and tasting food from different countries and looking closely at our local environment and using and developing our immediate school environment.

KS1 National Curriculum Objectives

Pupils should be taught about:

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 UK, and 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, 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

KS2 National Curriculum Objectives

Pupils should be taught about:

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

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Knowledge	To be able to contribute to making a whole class map based on a shared experience	To be able to contribute to making a whole class map based on a shared experience.	To be able to make and read a simple plan. To be able to read a map of the UK to identify its countries, capital cities and surrounding seas – What can I find around my school? To begin to able to read a map that shows the World's seven continents and five oceans. – Where in the World is Barnaby Bear? To be able to follow a simple map of the local area, with support What can I find around my school?	To be able to read a map of the UK to identify its countries, capital cities and surrounding seas. Would you like to live in the Caribbean? To be able to read a map that shows the world's seven continents and five oceans. How can we survive...whatever the weather? To be able to follow a simple map of an area. Would you like to live in the Caribbean?	To be able to read a map of the UK's countries and cities. What is wonderful about Wolverhampton? What is it like to be beside the Seaside? To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle. How and why did Egyptians mummify people? – Location of Egypt on world map. To be able to read and follow a simple map of the local area, highlighting their route. What is wonderful about Wolverhampton?	To be able to read a map of the countries of Europe (including Russia) Around the world in 80 days! Could you become Willy Wonka's next apprentice? To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle. Around the world in 80 days! Could you become Willy Wonka's next apprentice? To be able to read a map that they study in relation to their areas of interest; Mexico and Peru Could you become Willy Wonka's next apprentice?	To be able to locate the countries of South America. Could you survive in the jungle? To be able to navigate a route of the local area, highlighting their route, noting landmarks that they pass. Where are our football teams from? How did Ironbridge get its name?	To be able to lead their own mapping skills and presenting their finding in their preferred way. I'm a Year 6 pupil… GET ME OUT OF HERE? To be able to use a map to highlight tectonic plates. How does the World get Angry? To be able to navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area. The children should be able to reason their decision based on spatial awareness. I'm a Year 6 pupil… GET ME OUT OF HERE?
Map Skills	They can talk about the features of their own immediate environment and how environments might vary from one another. -photographs -videos -walks in the community	Follow verbal directions including N,S,E,W	Follow a given route on a map using N, S, E, W	Use eight compass points to follow or give directions using a known route	Use eight point compass points well planned using a map	Use eight point compass points well and applying them into a context when navigating	Use eight point compass points confidently and accurately within a practical context when navigating their own route	
		Have experience of maps and attempts to make own, real or imaginary	Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo	Use letters or number grid reference to locate features on a map	Begin to use four figure grid reference to locate features on a map	Use four figure grid reference to locate features on a map, using a key	Begin to use six figure grid reference to locate features on a map, using a key	
		Use own symbols on imaginary map	Use an infant atlas and globes to locate place	Use a junior atlas to locate places and begin to look at OS maps	Begin to recognise symbols on a OS map	Recognise and use OS map symbols	Recognise and use OS map symbols and describe features shown on a OS map	

	Use a plan view	Use large scale maps	Use large scale OS maps (approx. scale 1:1000)	Use large and medium scale OS map (approx. scale 1:1000/1:25000)	Use medium scale land range OS maps (approx. scale 1:25000/1:5000)	Draw and use maps and plan in a range of scales
	Use an Infant atlas to locate places	Use an Infant atlas to locate places	Use atlases to find out about other features of places eg mountains	Use atlases to find out about other features of places eg mountains, weather patterns	Use atlases and globes to find out about other features of places e.g. mountains, weather patterns	Use atlases to find out about other features of places e.g. mountains, weather patterns

Map Skills (Continued)		Use NF books, stories, maps, pictures, photos as sources of information	Use NF books, stories, maps, pictures, photos and internet as sources of information	Use NF books, stories, maps, pictures, photos and internet as sources of information	Use NF books, stories, maps, pictures, photos and internet as sources of information	Begin to use primary and secondary sources of information for evidence	Use primary and secondary sources of information for evidence
		Follow a route on a map using directional language such as near/far, left/right	Follow a route on a map using directional language such as near/far, left/right and understand how to use a key	Follow a route on larger scale maps	Follow a route on larger scale maps	Start to follow a short route on an OS map	Follow a short route on an OS map independently
				Begin to use maps sites on internet (google)	use maps sites on internet (google)	use maps sites on internet (google)	use maps sites on internet (google)
		Have experience of aerial photographs and try to identify known places with support	Have experience of aerial photographs and try to identify known places	Have experience of aerial photographs and identify known places	Use satellite images and aerial photographs to extend learning within topic	Continue to use satellite images and aerial photographs to extend learning within topic	Create maps using aerial photographs and satellite images.
Vocabulary	Map/ change/ same/ different	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right photographs aerial photograph sketch map locate key	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right photographs aerial photograph sketch map locate key	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/coastal/seaside North East/North East/South East/South West/4 figure grid reference/ OS map/ scale	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale large scale map/medium scale map/features	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale/large scale map/medium scale map/features satellite images/primary sources/secondary sources/evidence/OS map symbols	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale /large scale map/medium scale map/satellite/primary sources/secondary sources/evidence/OS map symbols navigate/6 figure grid reference

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Field Work Knowledge	They talk about the features of their own immediate environment and how environments might vary from one another.	They talk about the features of their own immediate environment and how environments might vary from one another. Children know about similarities and differences in relation to places, objects, materials and living things.	To be able to investigate their locality: school What can I find around my school?	To be able to investigate their line of enquiry by comparing places within their study (Hot/cold climates) How can we survive...whatever the weather?	To be able to investigate their line of enquiry about Wolverhampton: focusing on school and local grounds and possibly city centre. What is wonderful about Wolverhampton? To be able to investigate their line of enquiry by comparing seaside location to city. What is it like to be beside the Seaside?	To be able to investigate their line of enquiry about the wider world using secondary sources to support them Around the world in 80 days! Could you become Willy Wonka's next apprentice?	To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion How did Ironbridge get its name?	To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, and the purpose of land. How does the world get angry? I'm a Year 6 pupil… GET ME OUT OF HERE?
Field Work Skills	Investigate their surroundings and discussing what they can see. - community walks - local environment		Investigate their surroundings	Begin to collect and record evidence with modelled support	Begin to collect and record evidence	Collect and record evidence	Collect and record evidence	Collect and record evidence in their preferred way
			Make observations about where things are e.g. around school and local area	Use simple fieldwork and observational skills to study school and grounds – Weather diary/ wind/rain gauge.	Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location (comparison to be made between past and present Wolverhampton and Wolverhampton and seaside location)	Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life	Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it
			Express their own views about places and the local area.			Begin to use a variety of sources of evidence to express views about the	Use a variety of sources of evidence to express views about the local area	

		Draw simple features they observe in the local area		Draw a sketch of a simple feature from an observation or photo	school	Use sketches as evidence in an investigation in the local area	Draw a sketch of key features of topic studied with increasing accuracy.
					Begin to use recordings for their investigation	Begin to use recordings for their investigation	Begin to use recordings for their investigation
		Experience simple scale drawings of the local area.	Try to make a simple scale drawing	Make a map of a short route experienced with features in correct order	Begin to draw a sketch map from a high view point	Make a map of a short route experienced with features in correct order	Draw a sketch map using symbols and a key
Vocabulary	From observations children will use the language whilst in the local community: house/tree/bus stop/path/road/shop/field /train track/church/ sand/grass	house/tree/bus stop/path /road/shop/field /train track/church/ sand/grass Bushbury/ Wolverhampton/school/busy/ quiet/ building/ playing field/ playground/ investigate	Bushbury/ Wolverhampton/ school/busy/ quiet/ building/ playing field/ playground/ investigate fieldwork/collect/record/ observe	Bushbury/ Wolverhampton/ city/ school/busy/ quiet/ building/ playing field/ playground/ investigate/ fieldwork/collect/record/ observe/shop/field/green space/coastal/ seaside analyse/draw conclusions/ compare	Bushbury/ Wolverhampton/ school/busy/ quiet/ building/ playing field/ playground/ investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare sources	Bushbury/ Wolverhampton/ school/busy/ quiet/ building/ playing field/ playground/ investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/Ironbridge/Telford evidence/influences	Bushbury/ Wolverhampton/ school/busy/ quiet/ building/ playing field/ playground/ investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences land use/patterns/ explain

Strand	Reception	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and Location Knowledge	Children to talk about the features of their own immediate environment. They will start to recognise how environments might vary from one another.	Children to talk about the features of their own immediate environment. Pupils to recognise how environments vary. Children know about similarities and differences in relation to places, objects, materials and living things.	Identify and describe where places are in the UK What can I find around my school? Begin to Identify and describe where the seven continents are around the world Where in the World is Barnaby Bear? To be able to identify hot and cold parts of the world Where in the World is Barnaby Bear?	Identify and describe where the seven continents are around the world – North and South Hemispheres. How can we survive...whatever the weather? Identify and locate the UK's countries and capital cities. How can we survive...whatever the weather?	Identify and describe where the seven continents are around the world - Egyptians Identify and locate the UK's countries and capital cities What is wonderful about Wolverhampton? What is it like to be beside the Seaside?	Study of human and physical geography of Antarctica, Africa (Victoria falls), North America (Grand Canyon), Australia, South America (Machu Picchu), Asia (Great Wall of China) and Europe. Around the world in 80 days! Study of human and physical geography of the region of Mexico – Mayan's civilisation. Could you become Willy Wonka's next apprentice?	Study of human and physical geography of a region South America Could you survive in the jungle? Study of human and physical geography of a local Study in to Ironbridge, Telford. How did Ironbridge get its name? Study of location of various UK towns. Where are our football teams from?	Study of human and physical geography. How does the world get angry? I'm a Year 6 pupil… GET ME OUT OF HERE?
Place Skills	Children will be able to say where they live and where their school is. They will know that they live in the country England		Make simple comparisons between features of different places.	Make simple comparisons between features of different places Recognise how places are linked to other places in the world. Compare and contrast a small area of the United Kingdom with a small area in a non-European country	Begin to identify significant places and environments Compare and contrast areas within the UK.	Begin to identify significant places and environments Identify and describe where places are around the world	Identify significant places and environments Identify and describe where places are around the world Compare and contrast areas within the UK	Confidently identify significant places and environments Identify and describe where places are around the world Compare and contrast areas within other European countries (Not UK)

			– hot/cold climate				
Vocabulary	Bushbury/Wolverhampton/ England/Hot/ cold	Bushbury/Wolverhampton/ England Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/Belfast/ Edinburgh/Cardiff	Bushbury/Wolverhampton/ England /hot/ cold/ similar/ different/ Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/ Belfast/Edinburgh/Cardiff Continent/Africa/ Antarctica/ Asia/ North America / South America/Australia/ Europe/Equator/North Hemisphere/ South Hemisphere	The UK and Continents as taught in KS1 Egypt/ Nile/ Africa/ Sahara/ Skara-Brae/ Seaside/Balckpool/Weston-Super-Mare.	The UK and Continents as taught in KS1 Britain/France/Europe, Antarctica/ Africa/Australia/ South America/ Machu Picchu/Asia/ China/ North America/ Grand Canyon/Mexico	The UK and Continents as taught in KS1 South America/ Amazon Rainforest/ Brazil/Ironbridge/ Telford/Wolverhampton	The UK and Continents as taught in KS1 Pacific Ocean Ring of Fire NB: Countries will be linked to the historical knowledge

Locational Skills	They talk about the features of their own immediate environment and how environments might vary from one another.	Learn names of countries within the United Kingdom Learn names of cities and surrounding seas in the United Kingdom	Name and locate the worlds' seven continents and five oceans Learn names of cities and surrounding seas in the United Kingdom	Locate places on larger scale maps and identify where the equator, Northern and Southern Hemisphere are in relation to South America – location of Egypt.	Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.	Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them	Use latitude and longitude on atlas maps and globes.
	Children know about similarities and differences in relation to places, objects, materials and living things.	Begin to match boundaries (e.g find same boundary of a country on different scale maps.) of the UK	Begin to match boundaries (e.g find same boundary of a country on different scale map.) around the world.		Identify time zones across the world.		Identify key human and physical characteristics of the UK and how they have changed over time, within their locality study.
		Begin to spatially match places e.g recognise UK on a small scale and larger scale map		Identify land use patterns of the Wolverhampton and Seaside location.		Identify key topographical features of the UK (eg. Hills, mountains, coasts and rivers)	Identify land use patterns of the locality of their study and how it has changed over time.
				Locate and identify key human and physical characteristics of the UK - Wolverhampton & Seaside location.	Identify locations of the Mayan civilisations.		Identify key human and physical characteristics of the UK and how they have changed over time
Vocabulary	England/Bushbury/ Wolverhampton	Bushbury/Wolverhampton/ England Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/Belfast/ Edinburgh/Cardiff	Bushbury/Wolverhampton/ England /hot/ cold/ similar/ different/ Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/ Belfast/Edinburgh/Cardiff Continent/Africa/ Antarctica/ Asia/ North America / South America/Australia/ Europe/Equator/Northern Hemisphere/Sothern Hemisphere/Oceans/Pacific /Atlantic/ Arctic/Indian	The UK and Continents as taught in KS1 Wolverhampton/city/ Bushbury/ Egypt/ Sahara/ Skara-Brae/equator/ Northern Hemisphere/ Southern Hemisphere/ environment/Blackpool/ Weston-Super-Mare	The UK and Continents as taught in KS1 Britain/France/Europe, Antarctica/ Africa/Australia/ South America/ Machu Picchu/Asia/ China/ North America/ Grand Canyon /Mexico	The UK and Continents as taught in KS1 Scandinavia/ Finland/ Sweden/ South America, Peru and Mexico/ Tropic of Cancer/ Tropic of Capricorn/ topographical features	The UK and Continents as taught in KS1 The Americas (with a focus on North America) NB: Countries will be linked to the historical knowledge Pacific Ocean Ring of Fire Longitude/latitude/locality

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Knowledge	Children know about some similarities and differences in relation to places, objects, materials and living things.	Children know about similarities and differences in relation to places, objects, materials and living things They make observations of animals and plants and explain why some things occur, and talk about changes.	To be able to understand what is meant by human and physical features. What can I find around my school? Where in the World is Barnaby Bear?	To be able to understand and compare the human and physical features of the places that they study. How can we survive...whatever the weather? Would you like to live in the Caribbean?	To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the feature and their purpose. What is wonderful about Wolverhampton? What is it like to be beside the seaside?	To be able to understand how the physical and human features of the world have shaped what we know today. Around the world in 80 days! Could you become Willy Wonka's next apprentice? Why is it good to be green?	To be able to understand how the physical and human geography of the world are affected by settlements. Could you survive in the jungle?	To be able to understand how the physical and human geography of the wider world connect to the decisions made by people in the community/ and world around us. How does the world get Angry?
Human and Physical Geography Skills	Introduction to geographical language relevant to topic. (see below) Pupils to start to recognise human and physical features.		Use appropriate geographical vocabulary related to the topic (see below)	Use appropriate geographical vocabulary related to the topic (see below)	Use appropriate geographical vocabulary related to the topic (see below)	Use appropriate geographical vocabulary related to the topic (see below)	Use appropriate geographical vocabulary related to the topic (see below)	Use appropriate geographical vocabulary related to the topic (see below)
			Recognise human and physical features in the local area	Recognise human and physical features of non-European countries studied	Understand the features and process of coastal erosion.	Recognise and describe key cities around the world.	Recognise how and why people may seek to manage environments sustainably	Identify and learn about volcanoes and earthquakes
			Recognise how places have become the way they are and how they	Identify hot and cold areas of the world in relation to the equator and the North	Locate the key human and	Recognise and describe key mountains around the world.	Recognise how people can	Investigate how decisions about places and environments

		continue to change	and South Poles.	physical characteristics of Wolverhampton	Begin to recognise how people can improve an environment or destroy it.	improve an environment or destroy it.	affect the future quality of people's lives.
				Locate the key human and physical characteristics of a seaside town.	To learn about settlements and environmental impact	To learn about distribution of natural resources including energy.	To learn about distribution of natural resources including energy.
		Identify and describe what places are like.			Recognise and describe key rivers around the world.	Recognise and describe biomes and vegetation belts around the world	To learn about distribution of natural resources including energy.
		Identify seasonal and daily weather patterns in the UK		Identify key human and physical characteristics of Wolverhampton and how they have changed over time.	Identify key human and physical characteristics of the Antarctica, Africa (Victoria falls), North America (Grand Canyon), Australia, South America (Machu Picchu), Asia (Great Wall of China) and Europe.	To learn about trade links between countries.	

Vocabulary	From observations children will use the language whilst in the local community: house/tree/bus stop/path/road/shop/field /train track/church/ sand/grass Change/ difference/ similar. Natural/ Man-made	Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop	Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop	**Types of settlement** (rural/hamlet/dispersed/scattered/nucleated) land use/ retail/rural/science park/brownfield/Market/ transportation/urban **Coastal Erosion** coast, erosion, transportation, deposition, waves, tide, rock, headland, cliff, cave, arch, stack, bay, beach, shingle, sand, groynes, sea walls, slope failure, cliff retreat, spit, longshore drift, erosion landforms, depositional landforms	**types of settlement** (rural/hamlet/dispersed/ scattered/nucleated) **mountains** (convergent boundary, fold mountains) (Himalayan mountains across China) **Introduction to climate zones:** Extreme environments hot/cold/rainforest/vast ice cover/ dry/ wet/ desert	**climate zones** (tropical/temperate/polar) **land use** (housing, recreation, educational, transport, roads, leisure, commercial) **economic activity including trade links**, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) **biomes** (tundra/shrub land/rainforest/ grassland/desert /temperate/savanna) and vegetation belts **Rainforest Eco-system** Forestation, deforestation/eco-tourism/ rainforest/ reserve/ region/ agro-forestry **The distribution of natural resources including energy, food, minerals and water** (water, gas, coal, oil, wood, iron)	**Volcanoes** Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct) **rivers** (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion) **earthquakes** divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) **types of settlement** (rural/hamlet/dispersed/ scattered/nucleated) **economic activity including trade links**, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase)