Geography

Locational knowledge Geographers can recall and locate locations around the world.	**Place knowledge** Geographers explore how a places' location affects its geographical features.	**Human and physical geography** Geographers know and describe the human and physical features of an environment	**Geography skills and fieldwork** Geographers collect, analyse and communicate a range of data gathered through experiences of fieldwork.	**Vocabulary** Geographers use appropriate subject-specific vocabulary.

	Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geography skills and fieldwork**	**Vocabulary**
N		Disciplinary Knowledge To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	Disciplinary Knowledge To show care and concern for living things and the environment. Substantive Knowledge To develop an understanding of growth, decay and changes over time.		To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work.
Rec			Substantive Knowledge To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Disciplinary Knowledge To look closely at similarities, differences, patterns and change.	
Year 1	Substantive Knowledge Name and locate the four countries of the United Kingdom on a map or globe. Find and name some continents on a world map.	Disciplinary Knowledge Identify the similarities and differences between the local environment and one other place.	Disciplinary Knowledge Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. Explain what changes are taking place in the local environment. Ask and respond to questions about places/environments. Substantive Knowledge Name the four seasons and describe typical weather conditions for each of them. Describe how pollution (e.g. litter) affects the local environment. Describe in simple terms how wind or water has affected the geography of an area. Locate hot and cold areas of the world.	Disciplinary Knowledge Collect data during fieldwork such as number of trees/houses. Draw a simple map labelling particular features. Use maps, pictures and stories to find out about different places. Substantive Knowledge Name, describe and group features of the home/school environment from first hand observations, responding to simple questions.	Use the correct terms for simple geographical features in the local environment. Use basic geographical knowledge to name physical and human features of familiar places. Physical: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Human: city, town, village, factory, farm, house, office, port, harbour, shop. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. World, travel, sea, flag, United Kingdom, England, Scotland, Wales, Northern Ireland, seasons, Summer, Winter, Autumn, Spring, Africa, Asia, Europe, North America, South America, Australasia, Antarctica, location, scenery, houses, fields, shops, maps, roads, paths, towns, village, housing, flat, people, human, physical, features, man-made, similarity, difference, landmark, detached, cottage, terraced, bungalow, residential, aerial, pattern.
Year 2	Substantive Knowledge Name and locate the capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans on a world map or globe. Locate continents and oceans on a world map.	Disciplinary Knowledge Describe and compare the physical similarities/differences an area in the United Kingdom and one of a contrasting non-European country. Describe and compare human and physical features seen in their local environment and other non-European places in the world. Substantive Knowledge Explain how a place has changed over time. Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	Disciplinary Knowledge Use given information and observations to ask and respond to questions about the environment, recognising how people affect this. Substantive Knowledge Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment). Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas. Locate the Equator and the North and South Poles.	Disciplinary Knowledge Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why these show changes at different times). Use information texts and the web to gather information about the world's human and physical geography. Collect and organise data from first and second hand sources including fieldwork. Draw simple maps or plans using symbols for a key. Identify and describe geographical human and physical features using an aerial photograph. Substantive Knowledge Use compass directions (North, South, East and West) and directional language to describe the location of geographical features and routes on a map.	Use geographical vocabulary to name features of familiar and unfamiliar places. map, country, UK, England, Scotland, Wales, Northern Ireland, France, USA, Australia, North Pole, South Pole, North America, South America, Australasia, Antarctica, human, physical, landmark, compass, north, south, east, west, direction, symbol, continent, Pacific Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, climate zone, equator, tropical, temperate, north east, north west, south east, south west, compass, northern hemisphere, southern hemisphere, tropical, adaption, key, aerial, bird's eye view, time zone, temperature, human landmark, physical landmark. Physical features : Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Human features: city, town, village, factory, farm, house, office, port, harbour, shop.
Year 3	Disciplinary Knowledge Locate geographical features on a map or atlas using symbols shown in a key. Substantive Knowledge Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.	Disciplinary Knowledge Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside). Make comparisons of the same geographical feature in different countries. Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features. Provide reasons for their observations, views and judgements regarding places and environments.	Disciplinary Knowledge Identify changes in the local and global environment. Compare and contrast areas of vegetation and biomes in two different locations. Substantive Knowledge Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. Sequence and explain the features pf a physical weather process, such as the water cycle.	Disciplinary Knowledge Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. Locate appropriate information, needed for a task, from a source material. Draw sketch maps and plans using agreed symbols for a key. Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences. Substantive Knowledge Use the eight points of a compass to describe the location of a country or geographical feature.	Use technical and geological vocabulary to describe geographical processes. Scotland, England, Northern Ireland, Wales, united Kingdom, north, south, east, west, compass, North Atlantic Ocean, North Sea, English Channel, Irish Ocean, biome, vegetation belt, rainforest, map, atlas, equator, Tropic of Cancer, Tropic of Capricorn, climate ,weather, season, temperature, rainfall, habitat, temperate forest, deciduous forest, coniferous forest, evaporate, condense, water cycle, emergent layer, canopy, deforestation, climate change, humidity, conservation.
Year 4	Substantive Knowledge Locate the countries of Europe (including Russia),. Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.	Disciplinary Knowledge Compare and contrast how areas of the world have capitalised on their physical or human features. Describe and explain how physical processes have changed the characteristics of a landscape, country or continent. Describe how changes, in the features of a place, can affect the lives and activities of the people living there. Substantive Knowledge Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.	Disciplinary Knowledge Explain how extreme climates affect the lives of people living there and the human and physical geography. Explain how people try to sustain environments Offer reasons for their own views and recognise that other people may hold different views. Discuss and comment on a range of views people hold about environmental interaction and change. Substantive Knowledge Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing processes. Identify how people both damage and improve the environment. Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	Disciplinary Knowledge Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Draw sketch maps and plans using standardised symbols and a key. Plot a route on a map or globe from one place or another, identifying countries or significant landmarks that are passed. Suggest which source material to use for a specific task, locating the information needed. Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them. Substantive Knowledge Locate and name geographical features on an Ordnance Survey map.	Explain views on a geographical issue using appropriate vocabulary. cities, rivers, mountains, features, human, physical, landmarks, infrastructure, agriculture, longitude, latitude, topography, temperature, Europe, European Union, governance, monarchy, oceans, rivers, mountains, continent, population, culture, communities, life expectancy.
Year 5	Disciplinary Knowledge Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space). Disciplinary Knowledge Locate the countries of North and South America Substantive Knowledge Name and locate countries and cities of the United Kingdom, identifying and describing their human and physical characteristics. Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	Disciplinary Knowledge Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. Substantive Knowledge Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.	Disciplinary Knowledge Using land use and geographical features on different types of maps. Explain how things change by referring to the physical and human features of the landscape. Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there, including the distribution of natural resources including energy, food, minerals and water. Substantive Knowledge Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. Describe how physical and human processes give a continent its unique characteristics. Describe how weather and climate effects land use and food production.	Disciplinary Knowledge Use four and six figure grid references to locate features on an Ordnance Survey map. Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies. Use search engines, index, contents and other research techniques to locate and interpret information. Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place by studying an aerial image of it.	Ask and answer geographical questions using correct geographical vocabulary. continent, country, river, ocean, climate, equator, physical, human, features, rainforest, populations, tropical, subtropical, temperate, tundra, subarctic, trade, economy export, agriculture, humid, arid, tectonic plates, crust, topographical, hydroelectricity.

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Year 6	Disciplinary Knowledge Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping. Substantive Knowledge Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems. Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe. Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.	Disciplinary Knowledge Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there. Explain how physical and human processes lead to diversity and change in places.	Disciplinary Knowledge Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others. Substantive Knowledge Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	Disciplinary Knowledge Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it. Analyse and present more complex data, from different sources, suggesting reasons why it may vary. Use the web and satellite mapping tools to find out and present geographical information about a place. Produce accurate scaled maps. Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. Substantive Knowledge Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets. Identify geographical patterns on a range of scales.	→ Present findings both graphically and in writing using appropriate vocabulary. →river, stream, hill, mountain, ridge, high ground, valley, crevasse, water cycle, sea level, upper/middle/lower course, source, spring, meander, ox-bow, erosion, tributary, scree, flood plain, estuary, transportation, deposition, features, environment, ranger, summit, hair-pin bend, avalanche, climate, tourism, Ordnance Survey.

Geography Non Negotiables

1st lesson of each topic must use mapping to create geographical context

Nursery

Add detail
Closely observe what animals, people and vehicles do
Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects and weather
Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, garages, train tracks, walking by a river or lake
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Begin to notice simple mapping through the use of stories
Themes are 'Me and my Community where children get to know one another and their school environment, I wonder what would happen if…? and 'I wonder where we're going?' where the children learn about journeys, transport and different locations through stories such as Rosie's Walk, Walking Through the Jungle, We're Going on a Bear Hunt and What the Ladybird Heard. They also explore the school grounds, walk in the local area and go on a trip to experience a new location eg a farm.

Reception

Autumn term- To know about similarities and differences between themselves and others, and among families, communities and traditions.
Spring term- Forest school- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
Story mapping- Local area, drawing roads around the school and the shop
Summer term- Design a farm- To look closely at similarities, differences, patterns and change.

Autumn	Spring	Summer
Classroom/school layout Forest area Seasonal – autumn/winter Handa's surprise – Africa to local area Diwali – India Story maps (supported)	Seasonal – spring Forest area Compare and contrast farm to local area – local walks Story maps (independent)	Maps – local area Seasonal – Summer Forest area

Year 1

Topic 1	Key Discipline: Our Local Area	Key Vocabulary: human, physical, features, natural, man-made, similarity, difference, landmark, detached, cottage, terraced, bungalow, location, city, office			
L1: Learn the features of the local environment, and how to describe them.	L2: Learn to recognise simple human and physical features on a simple aerial map.	L3: Learn to draw a simple map and label some features.	L4: Learn how pollution affects the local environment.	L5: Learn how to collect data during fieldwork. Pictogram	L6: Learn how to respond to a question about the local area, using information we know.
Topic 2	Key Discipline: Around the World	Key Vocabulary: United Kingdom, England, Scotland, Northern Ireland , Wales, seasons , Summer , Winter , Autumn , Spring , Africa, Asia, Europe, North America, South America, Australasia, Antarctica			

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L1: Learn the names and locations of countries of the UK on a map or globe.	L2: Learn to locate and name some continents on a world map.	L3: Learn where hot and cold areas of the world are. Block graph	L4: Learn to ask and respond to questions about places and environments, using what we know.	L5: Learn to use maps, pictures and stories to find out about different places.	L6: Learn to name physical and human features of familiar places.
Topic 3	Key Discipline: Africa	Key Vocabulary: climate, Safari, temperature, Africa, African, Kenya, culture, Maasai tribe, grassland			
L1: Learn to use maps and pictures as sources to find out about Africa.	L2: Learn to describe the location of geographical features on a map, using simple locational language.	L3: Learn to independently ask questions about places and environments which are new to us.	L4: Learn to independently respond to questions about places and environments, using what we have learnt.	L5: Learn to name similarities and differences between the local environment and one other place.	L6: Learn how in simple terms water has affected the geography of the area.
Year 2					
Topic 1	Key Discipline: Mapping Skills	Key Vocabulary: continent, North America, South America, Europe, Asia, Africa, Australasia, Antarctica, Pacific Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, climate, climate zone, equator, tropical, temperate, polar, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, north east, north west, south east, south west, key, aerial photograph			
L1: Learn the names and locations of continents, oceans and some countries.	L2: Learn how a country's location affects its weather.	L3: Learn to name and locate the capitals and seas of the UK.	L4: Learn how to use 4 point compass directions. Directions	L5: Learn to draw a map with symbols and a key.	L6: Learn to use aerial photographs to locate human and physical features.
Topic 2	Key Discipline: Australia	Key Vocabulary: territory, Western Australia, Northern Territory, South Australia, Queensland, New South Wales, Victoria, Tasmania, Canberra, Sydney, Melbourne, average temperature, human landmark, physical landmark, Uluru, Ayers Rock, Sydney Opera House, bushfire, outback, high-rise school, country school, outback school, School of the Air, island school			
L1: Learn the key locations in Australia, and where Australia is in the world.	L2: Learn how to use graphs to record climate data from Australia. Bar chart- 1 set of data	L3: Learn some of the human and physical features of Australia.	L4: Learn how a physical process has changed the environment (bushfires)	L5: Learn what school is like in Australia, compared to the UK.	L6: Learn how a place has changed over time.
Topic 3	Key Discipline: Weather Around the World	Key Vocabulary: climate, sleet, mist, inland, coastal, forecast, hail			
L1: Learn to collect and organise data about weather using graphs and tables.	L2: Learn to organise data and explain simple patterns. Table	L3: Learn to use maps, symbols, keys and compass directions to map the weather.	L4: Learn to locate hot and cold areas in relation to the equator and the poles.	L5: Learn to compare the physical differences between the UK and a country near the equator.	L6: Learn to compare the physical differences between the UK and a country near the North Pole.
Year 3					
Topic 1	Key Discipline: The British Isles	Key Vocabulary: North-East, North-West, South-East, South-West, climate, Irish Sea, English Channel, Atlantic Ocean, Celtic Sea, human geography, physical geography, biomes, settlements, population, land use, climate zones, vegetation belt			
L1: Learn to locate geographical features on a map using symbols shown in a key.	L2: Learn to use the eight points of a compass to locate the geographical features of Britain. Directions	L3: Learn to locate and compare different settlements.	L4: Learn to create a sketch map from an aerial image.	L5: Learn to observe, measure and record the human and physical features in the local area. Table	L6: Learn to name and locate vegetation belts across the United Kingdom.
Topic 2	Key Discipline: Rainforests	Key Vocabulary: deforestation, ecosystem, emergent, canopy, understory, layer, forest floor, Brazil, Peru, Australia, Indonesia, Bolivia, Ecuador, Guyana, India, Malaysia, Mexico, Venezuela, Amazon rainforest, Daintree rainforest			
L1: Learn to describe the location of rainforests, using the language of the eight points of a compass.	L2: Learn to compare the same geographical feature in different countries. Bar chart- 2 sets of data, 1 given	L3: Learn to describe patterns in geography and offer explanations for why they appear.	L4: Learn to observe, measure and record the human and physical features in the local area responding to a range of geographical questions.	L5: Learn how people both damage and improve the environment.	L6: Learn to compare and contrast areas of vegetation and biomes in two different locations
Topic 3	Key Discipline: Volcanoes	Key Vocabulary: explosive eruption, effusive eruption, shield volcano, composite volcano, stratovolcano (cinder/cone), dormant, crater, throat, magma reservoir, molten rock, ash cloud, pyroclastic flow, vent, conduit, calderas (volcanic crater), fault line, Mount Saint Helens, Mauna Loa, White Island, Mount Vesuvius, Popocatepetl (Smoking Mountain), Mount Krakatoa, Arthur's Seat, The Taupo Volcanic Zone, equator, Northern Hemisphere, Southern Hemisphere			
L1: Learn the names and locations of volcanoes around the world.	L2: Learn to use technical and geological vocabulary to describe the geographical processes of a volcano.	L3: Learn how active volcanos change the global environment.	L4: Learn to describe and compare different features of human and physical geography of locations close to volcanoes.	L5: Learn to make comparisons of the same geographical feature in different countries.	L6: Learn to compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.

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Year 4					
Topic 1	Key Discipline: Europe	Key Vocabulary: continent, population, European Union, government, currency, parliament, features, human, physical, culture, communities, landmarks			
L1: Learn the location of countries of Europe including Russia.	L2: Learn to suggest which source material to use for a specific task.	L3: Learn to plot a route on a map from one place to another identifying the countries that are passed. Directions	L4: Learn how the climate of Europe links to tourism. Pictogram	L5: Learn how UK and France have capitalised on their geographical features.	L6: Learn to draw sketch maps using standardised symbols and a key.
Topic 2	Key Discipline: All Around the World	Key Vocabulary: equator, Northern hemisphere, Southern hemisphere, tropic of Cancer, tropic of Capricorn, position, ordinance survey map, globe, ecology, environment			
L1: Learn the location and the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn on a range of countries.	L2: Learn how the climate of a country or continent is linked to the distribution of natural resources and tourism. Table Line graph	L3: Learn how extreme climates affect the lives of people living there and the human and physical geography.	L4: Learn how changes in the features of a place can affect the lives and activities of the people living there.	L5: Learn to suggest which source material to use for a specific task, locating the information needed.	L6: Learn how climate, ecology and people are affected by cold, and describe the freezing and thawing processes.
Topic 3	Key Discipline: Improving the Environment	Key Vocabulary: pollution, wind turbine, chemicals, climate change, atmosphere, greenhouse effect, hurricane, tornado, erosion, renewable, fossil fuels, solar, bio-mass, hydro-electric			
L1: Learn to plot air pollution levels in countries in Europe. Line graph	L2: Learn how people try to sustain environments.	L3: Learn to discuss and comment on a range of views people hold about environmental interaction and change.	L4: Learn to collect and analyse data from second hand sources, identifying and analysing patterns.	L5: Learn how physical processes have changed the characteristics of a landscape, country or continent.	L6: Learn the effect of commercial and industrial activity on the environment and suggest ways to improve it.
Year 5					
Topic 1	Key Discipline: North and South America	Key Vocabulary: tropical, subtropical, temperate, tundra, subarctic, Andes, Amazon, trade, humid, arid, tectonic plates, crust, export, agriculture, Greenland, Canada, Mexico, Caribbean , Hudson, Panama, Niagara Falls, state, Alaska, Pacific Ocean, Atlantic Ocean			
L1: Learn the countries of North and South America.	L2: Learn how vegetation belts affect the physical and human features of a place in the world.	L3: Learn to recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.	L4: Learn to locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	L5: Learn how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. Table	L6: Learn how things change by referring to the physical and human features of the landscape.
Topic 2	Key Discipline: Fieldwork	Key Vocabulary: fieldwork, leisure, aerial, residential, open space, industrial, commercial, sample, data analysis, primary data, secondary data			
L1: Learn how to show land use and geographical features on different types of maps.	L2: Learn to provide a reasonable explanation for features in relation to location.	L3: Learn how to use search engines to locate and interpret information and explain features in relation to location.	L4: Learn how to choose the best method of recording measurements. Bar and line graph- 2 sets of data	L5: Learn to ask and answer geographical questions using correct geographical vocabulary. Tally chart	L6: Learn to suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place by studying an aerial image of it.
Topic 3	Key Discipline: Ironbridge	Key Vocabulary: Jackfield, embankment, secondary road, recreational route, bridleway, grid references, source, mouth, ordnance survey map, economic benefits, Ironbridge, Shropshire, heritage, tollhouse, manufacturing, Coalbrookdale, cooling towers, tar tunnel, statue, toll house			
L1: Learn to independently name and locate countries and key cities of the UK.	L2: Learn to recognise and describe the physical and human features of Ironbridge	L3: Learn to use four and six figure grid references to locate features on an Ordinance Survey map. Grid references	L4: Learn how human processes can affect environments of places and the lives of people who live there.	L5: Learn how weather and climate effects land use and food production.	L6: Learn to provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).
Year 6					
Topic 1	Key Discipline: Rivers	Key Vocabulary: Severn, Trent, Nile, Amazon, upper course, middle course, lower course, source, spring, meander, erosion, tributary, flood plain, estuary, flow			

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L1: Learn how to analyse geographical features on a range of maps, including digital/computer mapping.	L2: Learn to make appropriate observations on the location of features, relative to others.	L3: Learn how physical and human processes lead to similarities and differences in places and the lives of people who live there.	L4: Learn how physical and human processes lead to diversity and change in places.	L5: Learn to analyse and present more complex data, from different sources, suggesting reasons why it may vary. Spreadsheet Pie chart on Excel	L6: Learn to describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.
Topic 2	Key Discipline: Mountain Environments	Key Vocabulary: Mount Snowdon, Ben Nevis, Scafell Pike, Cambrians, Grampians, range, Pennines, Himalayas, Andes, Rockies, Alps, Pyrenees, summit, observatory, mountain pass, hair-pin bend, avalanche, climate, tourism			
L1: Learn to use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it. Table	L2: Learn how to suggest where in the world an aerial photograph or satellite image shows.	L3: Learn to describe and explain geographical processes, representing these in text.	L4: Learn to describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets. Line graph- 3 sets of data Bar graph- 2 sets of data	L5: Learn to identify geographical patterns on a range of scales.	L6: Learn to present findings both graphically and in writing using appropriate vocabulary
Topic 3	Key Discipline: Mapping	Key Vocabulary: biome, time zone, human features, physical features, Mediterranean, population, capital city, climate zone, arid, temperate			
L1: Learn to independently produce maps to scale.	L2: Learn how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	L3: Learn how time zones (including day and night) of different countries around the world affect the human and physical geography of a place. Time zone graph	L4: Learn the environmental regions, key human and physical characteristics, countries and major cities of Europe.	L5: Learn to respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.	L6: Learn to analyse and present more complex data, from different sources, suggesting reasons why it may vary. Percentages