




Progression in Geography




	Nursery		
	Autumn	Spring	Summer
Unit	Autumn 1: Me! Autumn 2: Journeys	Spring 1: Dinosaurs Spring 2: Growing and Changing	Summer 1: Animals and their Babies Summer 2: Heroes and Adventurers
Disciplinary Knowledge			
Geographical Skills and Fieldwork	Find where things are and what they can see around them. Give simple directions in a familiar setting	Explain , where things are around them Explain how to get to the playground.	Discuss , a map drawn of the classroom. Create a small world from a simple map
Locational Knowledge	Draw a picture of a place that is familiar to them such as their bedroom, classroom or outdoor area and being able to talk about key features. . To be able to talk about familiar places to them outside of home or school eg. Nanny's house, ASDA etc.	Compare and contrast their bedroom in relation to the classroom.	Relate landmarks to places that are familiar to them in their local area.
Human and Physical Geography	Name weather Name clothes needed in different weather conditions.	Listen and engage in discussions around stories about different countries and cultures. Explain weathers that are not the same	Predict the weather for the following day. Make a generalisation between the weather in summer and the weather in winter.
Substantive Knowledge			
Geographical Skills and Fieldwork	Know the purpose of a map. Know that a map is about a place. Know that directions can be followed and lead to different places.	Know about what is on a map. Know about where the place might be on the map i.e school street. Know that directions can be followed and lead to different places.	Know how to get to a place in the school. Know how to give directions to a place.
Locational Knowledge	Know what type of home they live in.	Know about the features of their home.	Know that all homes are different.
Human and Physical Geography	Know that weather changes according to the seasons. Know that we need to dress accordingly to keep ourselves safe.	Know that weather changes according to the seasons. Know the clothes to be worn according to different weather conditions.	Know about the weather changes according to the seasons. Know why we need to dress accordingly to keep ourselves safe
Vocabulary	House, flat, caravan, place, shop, school, nursery, classroom, inside, outside, seasons, spring, summer, autumn, winter Positional and Directional Language: On, in, on top of, under, next to, in front of, behind, beside, between		





Progression in Geography



	Reception		
	Autumn	Spring	Summer
Unit	Autumn 1: All About Me Autumn 2: Transport	Spring 1: Space Spring 2: Growing and Changing	Summer 1: Kings and Queens Summer 2: Stories from the Past
Disciplinary Knowledge			
Geographical Skills and Fieldwork	<p>Define vocabulary such as 'near' and 'far' to talk about places that are familiar to them.</p> <p>Interpret simplified maps of familiar areas for a specific context such as a treasure hunt.</p>	<p>Explain, using vocabulary such as 'near' and 'far' to talk about places that are familiar to them.</p> <p>Use simplified maps of familiar areas for a specific context such as a treasure hunt.</p>	<p>Discuss, using vocabulary such as 'near' and 'far' to talk about places that are familiar to them.</p> <p>Create simplified maps of familiar areas for a specific context such as a treasure hunt.</p>
Locational Knowledge	<p>State landmarks or places that are familiar to them in their local area.</p>	<p>Compare and contrast landmarks or places that are familiar to them in their local area.</p>	<p>Relate landmarks to places that are familiar to them in their local area.</p>
Place	<p>Listen and engage in discussions around stories about different countries and cultures.</p> <p>Describe similarities and differences between life in this country and life in another country using stories, non-fiction texts and – when appropriate – maps.</p>	<p>Explain what they have heard in discussions around stories about different countries and cultures.</p> <p>Explain the similarities and differences between life in this country and life in another country using stories, non-fiction texts and – when appropriate – maps.</p>	<p>Reflect on discussions around stories about different countries and cultures.</p> <p>Make a generalisation between life in this country and life in another country using stories, non-fiction texts and – when appropriate – maps.</p>
Substantive Knowledge			
Geographical Skills and Fieldwork	<p>Know that directions can be verbal, pictorial or written.</p> <p>Know that symbols and signs can represent objects that do not move on a map.</p>	<p>Know that directions can be verbal, pictorial or written.</p> <p>Know symbols and signs can represent objects that do not move on a map.</p>	<p>Know directions can be verbal, pictorial or written.</p> <p>Know symbols and signs can represent objects that do not move on a map.</p>
Locational Knowledge	<p>Know the country that they live in.</p> <p>Know that more than one house is a village or town.</p> <p>Know where they live in relation to their house number, road/street, town etc.</p> <p>Know that every house has an address.</p>	<p>Know about the country that they live in.</p> <p>Know that more than one house is a village or town.</p> <p>Know and be able to discuss where they live in relation to their house number/ road/street, town etc.</p> <p>Know their own address.</p>	<p>Know about the country that they live in.</p> <p>Know the similarities and differences between a village or town.</p> <p>Know the address of someone significant to them</p>
Place Knowledge	<p>Know that not all countries are the same.</p>	<p>Know of a country that is not the same as ours.</p>	<p>Know the similarities and differences between ours and a country that is not ours.</p>
Human and Physical Geography	<p>Know weather changes according to the seasons and where we are in the world.</p>	<p>Know about weather changes according to the seasons and where we are in the world.</p>	<p>Know about weather changes according to the seasons and where we are in the world.</p>
Vocabulary	Road, street, address, shop, school, hospital, town, map, key, country, weather, seasons, spring, summer, autumn, winter. Left, right, up, down, near, far.		





Progression in Geography



Year One				
		Autumn	Spring	Summer
Unit				
Disciplinary Knowledge				
Geographical Enquiry	<p>List changes in weather over both short and long periods of time.</p> <p>Describe their immediate surroundings. Begin to develop an understanding of the town/ city they reside in.</p> <p>Ask simple questions about their environment.</p> <p>Begin to identify and sort human and physical features of their locality.</p>	<p>Sequence changes in weather over both short and long periods of time.</p> <p>Classify their immediate surroundings. Begin to develop an understanding of the town/ city they reside in.</p> <p>Explain the answer to simple questions about their environment.</p> <p>Begin to identify and sort human and physical features of their locality.</p>	<p>Predict changes in weather over both short and long periods of time.</p> <p>Evaluate their immediate surroundings. Begin to develop an understanding of the town/ city they reside in.</p> <p>Formulate simple questions about their environment.</p> <p>Begin to identify and sort human and physical features of their locality.</p>	
Mapping (including drawing)	<p>Describe simple maps of their immediate surrounds.</p> <p>Find key aspects of the locality on a map, e.g. office, classroom, hall.</p> <p>Match simple maps of the surroundings, such as classroom, school, playground.</p> <p>Begin to name simple keys using symbols.</p>	<p>Analyse and Explain simple maps of their immediate surrounds.</p> <p>Explain key aspects of the locality on a map, e.g. office, classroom, hall.</p> <p>Create simple maps of the surroundings, such as classroom, school, playground.</p> <p>Begin to create simple keys using symbols.</p>	<p>Design simple maps of their immediate surrounds.</p> <p>Locate key aspects of the locality on a map, e.g. office, classroom, hall.</p> <p>Use (a partners) simple maps of the surroundings, such as classroom, school, playground.</p> <p>Begin to use simple keys using symbols.</p>	
Location and Direction	<p>Name their locality and significant features/ landmarks.</p> <p>Name the four compass points.</p> <p>Begin to use language relevant to direction, such as: up, down, forward, left, right, far, near, next to, between.</p>	<p>Produce a mind map of their locality.</p> <p>Compare the four compass points.</p> <p>Begin to sequence directions direction, such as: up, down, forward, left, right, far, near, next to, between to get to a certain point.</p>	<p>Create a map of their locality.</p> <p>Create a route using the four compass points.</p> <p>Use and evaluate (partners sequence of directions), such as: up, down, forward, left, right, far, near, next to, between to get to certain point.</p>	
Place	<p>Understand and discuss the similarities and differences within a small area of the United Kingdom.</p>	<p>Compare and contrast the similarities and differences within a small area of the United Kingdom.</p>	<p>Give reasons for the similarities and differences within a small area of the United Kingdom.</p>	
Physical Geography	<p>Identify and name types of weather, including: rain, snow, cold, warm, sunny, cloudy, windy.</p> <p>Identify and name common physical features in their surroundings, including, tree, field, river, stream, hill, season, weather, vegetation.</p>	<p>Ask questions about different types of weather, including: rain, snow, cold, warm, sunny, cloudy, windy.</p> <p>Classify common physical features in their surroundings, including, tree, field, river, stream, hill, season, weather, vegetation.</p>	<p>Give reasons for types of weather, including: rain, snow, cold, warm, sunny, cloudy, windy.</p> <p>Give reasons for the common physical features in their surroundings, including, tree, field, river, stream, hill, season, weather, vegetation. canal</p>	
Human Geography	<p>Identify and name common human features of their local environment and town/city, including: city, town, factory, office, shop, house, train station, petrol station, school, road.</p>	<p>Ask questions about common human features of their local environment and town/city, including: city, town, factory, office, shop, house, train station, petrol station, school, road.</p>	<p>Give reason to common human features of their local environment and town/city, including: city, town, factory, office, shop, house, train station, petrol station, school, road.</p>	
Substantive Knowledge				
	<p>Know the information a map gives us..</p> <p>Know what the term ariel view means.</p> <p>Know what a feature is and how to identify different features within the classroom eg the doors, windows.</p> <p>Know prepositional vocabulary to describe the location of these features eg up, down, above, below, on, under, forward, left, right, far, near, next to, between.</p> <p>Know how to position features on a map and transfer these features to their own maps.</p> <p>Know what a simple key is, and symbols for their maps (eg for a table, whiteboard, chair).</p> <p>Know features of their school on a simple ariel view map.</p> <p>Know the features on an ariel view map e.g tree, hall, grass</p> <p>Know the names of the four compass points (cardinal points).</p> <p>Know what human and physical features are.</p> <p>Know physical and human features that they might see in their own local environment.</p>	<p>Know our locality in terms of the city/town where we live?</p> <p>Know that settlements are villages, towns, cities and other places where people live.</p> <p>Know that villages are small settlements with a small number of houses.</p> <p>Know that most villages are found in the countryside and may be surrounded by farms where food is produced and sold to people in towns and cities.</p> <p>Know that a town is a larger settlement than a village.</p> <p>Know that cities are the largest kind of settlements and often have millions of people living in them.</p> <p>Know the key features of a city.</p> <p>Know that they live in a city.</p> <p>Know the human and physical features of Wolverhampton.</p> <p>Know a selection of places on a map.</p> <p>Know what a landmark is.</p> <p>Know that towns/cities change over time.</p>	<p>Know and name the four different seasons.</p> <p>Know that Summer is the hottest season and Winter is the coldest season.</p> <p>Know that weather patterns are different in each season.</p> <p>Know when the weather changes, you need to wear the correct clothes and do different activities.</p> <p>Know that you can record the temperature using a thermometer to see how warm or cold it is.</p> <p>Know the changes that take place during the different seasons.</p>	
Vocabulary	Ariel view, human, physical, local, locality, map, symbol, improvements	City, town, tourist, landmark, settlement, Country, city, capital city, map, globe, sea, ocean, border, land, island, compass, location, atlas,		





Progression in Geography



Year Two			
	Autumn	Spring	Summer
Unit	The UK and British Isles	Continents and Oceans	Comparative Study: Jamaica
Disciplinary Knowledge			
Geographical Enquiry	<p>Observe changes over times, including weather and their local human and physical environment.</p> <p>Ask and answer more focused geographical questions, such as: where is ? What is like? Is it the same as ?</p> <p>Give descriptions during a widening field of study.</p> <p>Develop a secure understanding of their country.</p> <p>Name and Identify human and physical features in their locality, the UK and a non-European location.</p> <p>Label images, including aerial images to investigate places of study.</p> <p>Begin to use formal maps, globes and atlases.</p>	<p>Explain changes over times, including weather and their local human and physical environment.</p> <p>Analyse more focused geographical questions, such as: where is ? What is like? Is it the same as ?</p> <p>Explain what they see during a field of study.</p> <p>Develop a secure understanding of their country.</p> <p>Explain human and physical features in their locality, the UK and a non-European location.</p> <p>Use, including aerial images to investigate places of study.</p> <p>Compare the information found in formal maps, globes and atlases.</p>	<p>Evaluate changes over times, including weather and their local human and physical environment.</p> <p>Prove more focused geographical questions, such as: where is ? What is like? Is it the same as ?</p> <p>Prove a widening field of study.</p> <p>Develop a secure understanding of their country.</p> <p>Evaluate human and physical features in their locality, the UK and a non-European location.</p> <p>Create, including aerial images to investigate places of study.</p> <p>Evaluate the effectiveness of formal maps, globes and atlases, for different purposes.</p>
Mapping (including drawing)	<p>Find simple continental globes to locate the 7 continents and 5 oceans.</p> <p>locate the four countries and their respective capital cities on a map of UK</p> <p>On maps and atlases to name the seas surrounding the United Kingdom.</p> <p>Locate the key human and physical features of a location, using increasingly more complex maps.</p> <p>Begin to recognise and use more formal keys and symbols.</p>	<p>Explain simple continental globes to locate the 7 continents and 5 oceans.</p> <p>Give explanations, using maps of the United Kingdom the location of the four countries and their respective capital cities.</p> <p>Explain positions of the seas using North, South East and West maps and atlases to name the seas surrounding the United Kingdom.</p> <p>Use a map to locate key human and physical features of a location, using increasingly more complex maps.</p> <p>Recognise and use more formal keys and symbols.</p>	<p>Evaluate simple continental globes to locate the 7 continents and 5 oceans.</p> <p>Create own map of the United Kingdom to name and locate the four countries and their respective capital cities.</p> <p>Create own map which names the seas surrounding the United Kingdom.</p> <p>Create a map using key human and physical features of a location, using increasingly more complex maps.</p> <p>Use more formal keys and symbols.</p>
Location and Direction	<p>Name and locate the 7 continents of Earth.</p> <p>Name and locate all of Earth's five Oceans.</p> <p>Name and use the four compass points.</p> <p>Identify directions using a compass.</p> <p>Name the four countries of the United Kingdom.</p>	<p>Explain the 7 continents of Earth.</p> <p>Compare and contrast all of Earth's five Oceans.</p> <p>Give explanations using the four compass points.</p> <p>Identify directions using a compass.</p> <p>Name the four countries of the United Kingdom.</p>	<p>Ask Questions and evaluate the 7 continents of Earth.</p> <p>Discuss all of Earth's five Oceans.</p> <p>Use and apply knowledge of the four compass points.</p>
Place	<p>Understand and discuss the similarities and difference between a small area of the United Kingdom and a non-European country.</p>	<p>Compare and contrast the similarities and difference between a small area of the United Kingdom and a non-European country.</p>	<p>Give reason for the similarities and difference between a small area of the United Kingdom and a non-European country.</p>
Physical Geography	<p>Identify hot and cold areas on the Earth and relate this to the Equator and the North and South Pole.</p> <p>Identify and name physical features in a broadening field of study, including: river, coast, sea, ocean, hill, soil, sand, beach, weather, season, mountain, vegetation.</p>	<p>Compare and contrast hot and cold areas on the Earth and relate this to the Equator and the North and South Pole.</p> <p>Compare and physical features in a broadening field of study, including: river, coast, sea, ocean, hill, soil, sand, beach, weather, season, mountain, vegetation.</p>	<p>Evaluate hot and cold areas on the Earth and relate this to the Equator and the North and South Pole.</p> <p>Identify and name physical features in a broadening field of study, including: river, coast, sea, ocean, hill, soil, sand, beach, weather, season, mountain, vegetation.</p>
Human Geography	<p>Identify and name common human features in a broadening field of study, including: city, town, factory, office, shop, house, train station, petrol station, school, road, port, harbour, train line.</p>	<p>Identify and name common human features in a broadening field of study, including: city, town, factory, office, shop, house, train station, petrol station, school, road, port, harbour, train line.</p>	<p>Identify and name common human features in a broadening field of study, including: city, town, factory, office, shop, house, train station, petrol station, school, road, port, harbour, train line.</p>
Substantive Knowledge			
	<p>Know the four countries of the United Kingdom and describe their position.</p> <p>Know the location of the UK.</p> <p>Know that the UK have a flag that is specific to our country and what it looks like.</p> <p>Know North, South, East and West compass directions.</p> <p>Know what is land and sea on a map.</p> <p>Know a selection of features on a map.</p> <p>Know what an island is.</p> <p>Know the four capital cities of United Kingdom and say which country they are in.</p> <p>Know some of the landmarks that can be used to identify the capital cities of the United Kingdom.</p> <p>Know some local and regional landmarks.</p> <p>Know the seas around the UK.</p> <p>Know where the water is in relation to the land.</p>	<p>Know the names of the seven continents: Africa, North America, South America, Antarctica, Europe, and Oceania.</p> <p>Know that a continent is a large, solid area of land.</p> <p>Know where each continent can be found on a map.</p> <p>Know the location of each continent using four compass points.</p> <p>Know the names of the five oceans.</p> <p>Know the location of hot and cold areas of the world.</p> <p>Know what the equator is.</p> <p>Know that there are North and South Poles.</p> <p>Know the temperature of chosen countries.</p> <p>Know the physical features of a desert.</p> <p>Know that deserts are very dry places with very little rainfall.</p> <p>Know that plants and animals have adapted to live in these conditions.</p> <p>Know the similarities and the differences between the North and South Pole.</p> <p>Know that the Arctic is not a continent.</p>	<p>Know where Montego Bay is on a map.</p> <p>Know where Europe is on a map.</p> <p>Know where North America is on a map.</p> <p>Know where Jamaica is on a map.</p> <p>Know that Jamaica is much smaller than England and that Montego Bay is a city in Jamaica (just like Wolverhampton is a city)</p> <p>Know the physical features of Montego Bay and Wolverhampton.</p> <p>Know the weather patterns between two settlements on different parts of the globe.</p> <p>Know where Montego Bay and Wolverhampton are in relation to the equator.</p> <p>Know that Montego Bay is warmer because it is closer to the equator.</p> <p>Know the vegetation of both places.</p> <p>Know the human features of two settlements.</p>
Vocabulary	Land, town, city, direction, sea, boundary, surface, atlas, compass	Continents, location, equator, Antarctic Circle, Arctic Circle, Desert, Tundra, Temperate, ocean	Tropical, vegetation, North America, Europe, Montego Bay, Physical features, human features, travel, compare, ariel view, settlement.





Progression in Geography



Year Three			
Autumn		Spring	
Unit			
Disciplinary Knowledge			
Geographical Enquiry	<p>Locate settlements and identify their physical features. Use reference books, stories, photos, digital devices to find and begin to interpret information. Begin to collect evidence about a location. Begin to use field work to observe, measure and record information about a location. Describe data using graphs and tables, including bar charts, pictograms. Begin to present information using digital technologies. Name human and physical features, identifying how one can impact on the other.</p>	<p>Begin to explain why settlements might be located where they, in relation to physical features. Use reference books, stories, photos, digital devices to find and interpret and analyse information. Begin to collect evidence about a location. Use field work to observe, measure and record information about a location and analyse findings. Interpret and analyse data using graphs and tables, including bar charts, pictograms. Begin to present information using digital technologies. Make links between human and physical features, identifying how one can impact on the other.</p>	<p>Begin to draw conclusions for why settlements might be located where they, in relation to physical features. Use reference books, stories, photos, digital devices to find and to interpret information and draw conclusions. Begin to collect evidence about a location. Begin to use field work to observe, measure and record information about a location and evaluate findings. Evaluate data using graphs and tables, including bar charts, pictograms. Begin to present information using digital technologies. Give reasons for links between human and physical features, identifying how one can impact on the other.</p>
Mapping (including drawing)	<p>Locate countries and key cities of the Europe, inc: Russia, using a map. Use large scale maps and atlases, to locate and name key rivers within the United Kingdom and Europe. Use large scale maps and atlases to locate a widening range of human and physical features of the UK, including: topographical features, settlements and land use. Use maps to list key changes of periods of time. Use keys and symbols relevant to the resources being used. Use large scale maps and atlases to locate countries and capital cities of European nations. Annotate maps with labels and symbols.</p>	<p>Use political globes to locate countries and key cities of the Europe, inc: Russia. Use globes, large scale maps and atlases, to compare and contrast key rivers within the United Kingdom and Europe. Use large scale maps and atlases to compare and contrast a widening range of human and physical features of the UK, including: topographical features, settlements and land use. Use maps to compare and contrast changes of periods of time. Use keys and symbols relevant to the resources being used. Use large scale maps and atlases to make comparisons and contrasts between countries and capital cities of European nations. Use labels and symbols on maps to find information.</p>	<p>Compare and contrast key cities of Europe. Use globes, large scale maps and atlases, to locate and name key rivers within the United Kingdom and Europe and evaluate their features. Use large scale maps and atlases to make generalisations about a widening range of human and physical features of the UK, including: topographical features, settlements and land use. Use maps to critique Changes of periods of time. Use keys and symbols relevant to the resources being used. Use large scale maps and atlases to make generalisations about countries and capital cities of European nations. Design labels and symbols for own maps</p>
Location and Direction	<p>Name and locate countries within Europe. Name and locate the capital cities of larger European nations, including Russia. Name and locate counties, cities and regions of the United Kingdom. Identify key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts. Identify how places have changed over time. Identify and talk about the difference between United Kingdom, Great Britain and the British Isles – including Ireland.</p>	<p>Examine countries within Europe. Examine the capital cities of larger European nations, including Russia. Examine counties, cities and regions of the United Kingdom. Describe key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts. Identify why places have changed over time. Compare the difference between United Kingdom, Great Britain and the British Isles – including Ireland.</p>	<p>Compare and contrast countries within Europe. Compare and contrast the capital cities of larger European nations, including Russia. Compare and contrast counties, cities and regions of the United Kingdom. Investigate (develop ideas) key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts. Compare and contrast changes of places have changed over time. Present findings of the difference between United Kingdom, Great Britain and the British Isles – including Ireland.</p>
Place	<p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country. Identify and locate key cities, regions of the United Kingdom and Europe. Identify and locate key topography features of the UK – rivers, coasts, mountain ranges. Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>	<p>Examine the key similarities and differences between a region of the United Kingdom and a region in a European Country. Examine key cities, regions of the United Kingdom and Europe. Describe key topography features of the UK – rivers, coasts, mountain ranges. Compare the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>	<p>Compare and contrast the key similarities and differences between a region of the United Kingdom and a region in a European Country. Compare and contrast key cities, regions of the United Kingdom and Europe. Investigate (Develop ideas) key topography features of the UK – rivers, coasts, mountain ranges. Present findings the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>
Physical Geography	<p>Identify topographical features of the United Kingdom, including: river, mountain, coast, hill, height. Use relevant vocabulary.</p>	<p>Identify topographical features of the United Kingdom, including: river, mountain, coast, hill, height. Use relevant vocabulary.</p>	<p>Identify topographical features of the United Kingdom, including: river, mountain, coast, hill, height. Use relevant vocabulary.</p>
Human Geography	<p>Describe and understand the types of settlements and how land has been used. Describe and understand the distribution of resources within the United Kingdom. Use vocabulary related to the settlements of the United Kingdom and Europe.</p>	<p>Examine the types of settlements and how land has been used. Explain the distribution of resources within the United Kingdom. Define vocabulary related to the settlements of the United Kingdom and Europe.</p>	<p>Compare and contrast the types of settlements and how land has been used. Investigate the distribution of resources within the United Kingdom. Select appropriate vocabulary related to the settlements of the United Kingdom and Europe.</p>
Substantive Knowledge			
	<p>Know the term coast and some of the features of the coastline.</p> <p>Know the shape of the UK on a map and globe.</p> <p>Know that water is blue and land is other colours on a map.</p> <p>Know the coastal lines of a map of this British Isles.</p> <p>Know the features of a coast, including dunes, cliffs and different types of beaches (stone, sand etc).</p> <p>Know what an island is and use maps to locate and name some around the United Kingdom.</p> <p>Know some high and low land areas.</p> <p>Know that map key can give us different types of information.</p> <p>Know what a lake is and use a map to locate and name lakes in the United Kingdom.</p> <p>Know a selection of lakes.</p> <p>Know what a river is and name key ones in the United Kingdom.</p> <p>Know that a river is natural flow of water travelling to a sea/lake/other river.</p> <p>Know that rivers can vary in size.</p>	<p>Know major cities within the UK and where they are.</p> <p>Know what a city is.</p> <p>Know a selection of regions in the UK.</p> <p>Know that England has nine regions (North East, North West, Yorkshire and the Humber, East Midlands, East of England, South East, South West, West Midlands, London Region).</p> <p>Know that a county is smaller than a region.</p> <p>Know the counties within the UK.</p> <p>Know the similarities and difference between two counties in England.</p> <p>Know how counties in the UK have changed over time.</p>	<p>Know a selection of European countries.</p> <p>Know that a country is an area of land.</p> <p>Know key European cities.</p> <p>Know that a city is a large town with lots of people living in it.</p> <p>Know that London is the capital city of the UK.</p> <p>Know the capital cities of Wales, Scotland and Ireland.</p> <p>Know a selection of European Cities.</p> <p>Know a selection of European rivers.</p> <p>Know a selection of seas and oceans in Europe.</p> <p>Know key mountain ranges within Europe.</p> <p>Know some of the average temperatures of European cities</p> <p>Know the difference in temperature between some of the European cities.</p>
Vocabulary	Coast, island, isle, rivers, mountain, lake, topography, locate, key, surrounded	Coast, county, region, rivers, mountain, lake, city, population, tourism, trade, rural, urban	Continents, Europe, river, ocean, sea, country, city, capital city, atlas, map, globe, key, settlement, mountain





Progression in Geography



Year Four			
Autumn		Spring	
Summer			
Unit			
Disciplinary Knowledge			
Geographical Enquiry	<p>Identify why settlements might be located where they, in relation to physical features.</p> <p>Use reference books, stories, photos, digital devices to find and begin to interpret information.</p> <p>Begin to collect evidence about a location.</p> <p>Begin to use field work to observe information about a location.</p> <p>Present and interpret data using graphs and tables, including bar charts, pictograms.</p> <p>Begin to find using digital technologies.</p> <p>Begin to collect information about fields of study from the evidence collected.</p> <p>Begin to identify differences between human and physical features, identifying how one can impact on the other.</p>	<p>Examine why settlements might be located where they, in relation to physical features.</p> <p>Give reports using reference books, stories, photos, digital devices to find and begin to interpret information.</p> <p>Begin to collect evidence to describe a location.</p> <p>Begin to use field work to measure information about a location.</p> <p>Present and interpret data using graphs and tables, including bar charts, pictograms.</p> <p>Begin to present information using digital technologies.</p> <p>Begin to organise about fields of study from the evidence collected.</p> <p>Begin to identify links between human and physical features,</p>	<p>Begin to draw conclusions for why settlements might be located where they, in relation to physical features.</p> <p>Investigate other reference books, stories, photos, digital devices to find and begin to interpret information.</p> <p>Begin use evidence to judge about a location.</p> <p>Begin to use field work to record information about a location.</p> <p>Present and interpret data using graphs and tables, including bar charts, pictograms.</p> <p>Begin to analyse information using digital technologies.</p> <p>Begin to draw conclusions about fields of study from the evidence collected.</p> <p>Begin to identify links between human and physical features, identifying how one can impact on the other.</p>
Mapping (including drawing)	<p>Use political globes to locate countries and key cities of the Europe, inc: Russia.</p> <p>Use globes, large scale maps and atlases, to locate and name key rivers within the United Kingdom and Europe.</p> <p>Use large scale maps and atlases to locate a widening range of human and physical features of the UK, including: topographical features, settlements and land use.</p> <p>Use maps to identify changes of periods of time.</p> <p>Use keys and symbols relevant to the resources being used.</p> <p>Use large scale maps and atlases to locate countries and capital cities of European nations.</p> <p>Annotate maps with labels and symbols.</p>	<p>Use political globes to locate countries and key cities of the Europe, inc: Russia.</p> <p>Use globes, large scale maps and atlases, to describe key rivers within the United Kingdom and Europe.</p> <p>Use large scale maps and atlases to describe a widening range of human and physical features of the UK, including: topographical features, settlements and land use.</p> <p>Use maps to identify changes of periods of time.</p> <p>Use keys and symbols relevant to the resources being used.</p> <p>Use large scale maps and atlases to discuss location of countries and capital cities of European nations.</p> <p>Annotate maps with labels and symbols.</p>	<p>Use political globes to locate countries and key cities of the Europe, inc: Russia.</p> <p>Use globes, large scale maps and atlases, to compare and contrast key rivers within the United Kingdom and Europe.</p> <p>Use large scale maps and atlases to describe a widening range of human and physical features of the UK, including: topographical features, settlements and land use.</p> <p>Use maps investigate changes of periods of time.</p> <p>Use keys and symbols relevant to the resources being used.</p> <p>Use large scale maps and atlases to assemble information and location of countries and capital cities of European nations.</p> <p>Annotate maps with labels and symbols.</p>
Location and Direction	<p>Name and locate countries within Europe.</p> <p>Name and locate the capital cities of larger European nations, including Russia.</p> <p>Name and locate counties, cities and regions of the United Kingdom.</p> <p>Identify key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts.</p> <p>Identify how places have changed over time.</p> <p>Begin to discuss the 8 points of the compass.</p> <p>Begin to use four figure coordinates to locate places on a map.</p>	<p>Discuss location of countries within Europe.</p> <p>Discuss the capital cities of larger European nations, including Russia.</p> <p>Discuss counties, cities and regions of the United Kingdom.</p> <p>Implement knowledge key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts.</p> <p>Identify how places have changed over time.</p> <p>Begin to use the 8 points of the compass to give directions .</p> <p>Begin to use four figure coordinates to locate places on a map.</p>	<p>Compare and contrast countries within Europe.</p> <p>Compare the capital cities of larger European nations, including Russia.</p> <p>Compare counties, cities and regions of the United Kingdom.</p> <p>Investigate and present information about key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts.</p> <p>Identify how places have changed over time.</p> <p>Begin to follow instructions the 8 points of the compass.</p> <p>Begin to use four figure coordinates to locate places on a map.</p>
Place	<p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country.</p> <p>Identify and locate key cities, regions of the United Kingdom and Europe.</p> <p>Identify and locate key topography features of the UK – rivers, coasts, mountain ranges.</p> <p>List the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>	<p>Compare and contrast the key similarities and differences between a region of the United Kingdom and a region in a European Country.</p> <p>Discuss location key cities, regions of the United Kingdom and Europe.</p> <p>Discuss location key topography features of the UK – rivers, coasts, mountain ranges.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>	<p>Investigate and present key similarities and differences between a region of the United Kingdom and a region in a European Country.</p> <p>Assemble information about key cities, regions of the United Kingdom and Europe.</p> <p>Assemble information about key topography features of the UK – rivers, coasts, mountain ranges.</p> <p>Form a critique of the key similarities and differences between a region of the United Kingdom and a region in a European Country</p>
Physical Geography	<p>List the physical processes and features of rivers.</p> <p>List the physical processes and features involved in the Water Cycle.</p> <p>Use vocabulary relevant to rivers and the water cycle, e.g. evaporation, cycle, reservoir, precipitation.</p>	<p>Describe and understand the physical processes and features of rivers.</p> <p>Describe and understand the physical processes and features involved in the Water Cycle.</p> <p>Use vocabulary relevant to rivers and the water cycle, e.g. evaporation, cycle, reservoir, precipitation.</p>	<p>Investigate the physical processes and features of rivers.</p> <p>Investigate and present the physical processes and features involved in the Water Cycle.</p> <p>Use vocabulary relevant to rivers and the water cycle, e.g. evaporation, cycle, reservoir, precipitation.</p>
Human Geography	<p>List the similarities and differences between human features of a European locality and the United Kingdom, including: settlement type, land use, economic activity.</p> <p>Use vocabulary relevant to land use and settlements, e.g. capital cities, industrial, residential</p>	<p>Describe and understand the similarities and differences between human features of a European locality and the United Kingdom, including: settlement type, land use, economic activity.</p> <p>Compare vocabulary relevant to land use and settlements, e.g. capital cities, industrial, residential</p>	<p>Analyse the similarities and differences between human features of a European locality and the United Kingdom, including: settlement type, land use, economic activity.</p> <p>Formulate a list of generalised statements using vocabulary relevant to land use and settlements, e.g. capital cities, industrial, residential</p>
Substantive Knowledge			
	<p>Know the difference between a canal and a river.</p> <p>Know some physical features of a river.</p> <p>Know that a canal is manmade and designed for transporting boats.</p> <p>Know that a river is a natural flow of water that travels to the sea, another river or a lake.</p> <p>Know the push and pull factors to settling by a river.</p> <p>Know how human actions can impact on a river.</p>	<p>Know the role of the water cycle and its importance for life on Earth.</p> <p>Know the role of evaporation in the water cycle.</p> <p>Know the role of condensation in the water cycle and name the types of precipitation produced due to this.</p>	<p>Know how to find places of significance.</p> <p>Know where Italy and the UK are on a map.</p> <p>Know the topography of Italy and the West Midlands.</p> <p>Know the similarities and differences between Italy and Wolverhampton.</p> <p>Know some precipitation data for Italy and West Midlands.</p> <p>Know the population of two comparative regions.</p> <p>Know transport links between two comparative locations.</p> <p>Know the landmarks in the regions of Italy and West Midlands.</p> <p>Know the products and produce of the two regions.</p>
Vocabulary	River, canal, source, channel, tributary, erosion, oxbow, meander, flood, pollution, sustainability	Water cycle, cycle, evaporation, precipitation, condensation, water vapour, cooling, warming, cloud, reservoir, ground water, run off, storage, glacier	Region, city, population, topography, precipitation, produce, location, conclusion, transport, landmark, data, architecture





Progression in Geography



Year Five

Unit	Autumn	Spring	Summer

Disciplinary Knowledge

Geographical Enquiry	<p>Discuss how physical features.</p> <p>Use reference books, stories, photos, digital devices, aerial images to find information.</p> <p>Collect evidence</p> <p>Identify things that they like about a location suggesting ways in which they could be improved.</p> <p>Discuss data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts.</p> <p>Draw conclusions about fields of study from the evidence collected.</p> <p>Present information using digital technologies.</p> <p>Begin to identify human features,</p>	<p>Discuss human features are inter-related.</p> <p>Use reference books, stories, photos, digital devices, aerial images to interpret information.</p> <p>Collect evidence and formulate opinions.</p> <p>Identify things that they dislike about a location, suggesting ways in which they could be improved.</p> <p>Interpret data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts.</p> <p>Draw conclusions about fields of study from the evidence collected.</p> <p>Present information using digital technologies.</p> <p>Begin to identify physical features, .</p>	<p>Suggest and draw conclusions about how physical and human features are inter-related.</p> <p>Use reference books, stories, photos, digital devices, aerial images to analyse information.</p> <p>Collect evidence and formulate opinions. Presenting evidence.</p> <p>Identify things that they like or dislike about a location, suggesting ways in which they could be improved.</p> <p>Present and interpret data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts.</p> <p>Draw conclusions about fields of study from the evidence collected.</p> <p>Present information using digital technologies.</p> <p>Begin to identify links between human and physical features, identifying how one can impact on the other.</p>
Mapping (including drawing)	<p>Discuss physical globes to locate countries, cities and physical features of the world.</p> <p>Discuss globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe.</p> <p>Discuss symbols and keys to locate key human and physical features on a map.</p> <p>Use symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations.</p> <p>Discuss maps using relevant symbols, labels and keys.</p> <p>Discuss maps to identify key lines of latitude, including: equator, tropics, arctic and Antarctic circle.</p> <p>Discuss maps to identify key lines of longitude, including: the Prime Meridian/Greenwich and the Time zones.</p> <p>Confidently notice changes over time, using maps.</p> <p>Discuss cities and topographical features across the world.</p>	<p>Use physical globes to locate countries, cities and physical features of the world.</p> <p>Use globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe.</p> <p>Recognise and use symbols and keys to locate key human and physical features on a map.</p> <p>Use symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations.</p> <p>Annotate maps using relevant symbols, labels and keys.</p> <p>Use maps to identify key lines of latitude, including: equator, tropics, arctic and Antarctic circle.</p> <p>Use maps to identify key lines of longitude, including: the Prime Meridian/Greenwich and the Time zones.</p> <p>Confidently notice changes over time, using maps.</p> <p>Compare and contrast cities and topographical features across the world.</p>	<p>Draw own physical globes to locate countries, cities and physical features of the world.</p> <p>Draw own globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe.</p> <p>Answer questions by using symbols and keys to locate key human and physical features on a map.</p> <p>Use symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations.</p> <p>Analyse maps using relevant symbols, labels and keys.</p> <p>Analyse maps to identify key lines of latitude, including: equator, tropics, arctic and Antarctic circle.</p> <p>Analyse maps to identify key lines of longitude, including: the Prime Meridian/Greenwich and the Time zones.</p> <p>Confidently notice changes over time, using maps.</p> <p>Present findings from comparing and contrasting cities and topographical features across the world.</p>
Location and Direction	<p>Discuss knowledge of the northern and southern hemispheres, in relation to key lines of latitude.</p> <p>Discuss countries across the globe.</p> <p>Discuss cities across the globe.</p> <p>Discuss key topographical features of the world, including: rivers, tectonics, volcanoes, biomes.</p> <p>Discuss the 8 points of the compass confidently.</p> <p>Discuss four figure grid references to locate places on a map.</p>	<p>Sketch the northern and southern hemispheres, in relation to key lines of latitude.</p> <p>Name and locate countries across the globe.</p> <p>Locate and name cities across the globe.</p> <p>Identify key topographical features of the world, including: rivers, tectonics, volcanoes, biomes.</p> <p>Use the 8 points of the compass confidently.</p> <p>Use four figure grid references to locate places on a map.</p>	<p>Formulate knowledge of the northern and southern hemispheres, in relation to key lines of latitude.</p> <p>Compare and contrast countries across the globe.</p> <p>Compare and contrast cities across the globe.</p> <p>Compare and contrast key topographical features of the world, including: rivers, tectonics, volcanoes, biomes.</p> <p>Follow instruction the 8 points of the compass confidently.</p> <p>Make own maps - four figure grid references to locate places on a map.</p>
Place	<p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Identify and locate key cities, regions of the United Kingdom, Europe and the rest of the world.</p> <p>Discuss key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Understand the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.</p>	<p>Find and describe the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Find and describe the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Discuss location of key cities, regions of the United Kingdom, Europe and the rest of the world.</p> <p>Identify and locate key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes.</p> <p>Compare the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Examine the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.</p>	<p>Analyse the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Compare and contrast the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Compare and contrast key cities, regions of the United Kingdom, Europe and the rest of the world.</p> <p>Analyse key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes.</p> <p>Present findings about the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Present findings of the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.</p>
Physical Geography	<p>Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics and Earthquakes.</p> <p>Use vocabulary relevant to biomes, volcanoes, biomes, tectonics and Earthquakes.</p> <p>List similarities and differences between biomes and vegetation belts.</p>	<p>Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics and Earthquakes.</p> <p>Use vocabulary relevant to biomes, volcanoes, biomes, tectonics and Earthquakes.</p> <p>Identify and describe similarities and differences between biomes and vegetation belts.</p>	<p>Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics and Earthquakes.</p> <p>Use vocabulary relevant to biomes, volcanoes, biomes, tectonics and Earthquakes.</p> <p>Investigate similarities and differences between biomes and vegetation belts.</p>
Human Geography	<p>List the interrelationship between human and physical features being studied.</p> <p>Discuss the distribution of key natural resources across the globe.</p>	<p>Describe and understand the interrelationship between human and physical features being studied.</p> <p>Describe and identify the distribution of key natural resources across the globe.</p>	<p>Investigate the interrelationship between human and physical features being studied.</p> <p>Analyse the distribution of key natural resources across the globe.</p>

Substantive Knowledge

	<p>Know what a four-figure grid reference is.</p> <p>Know the names of several nations and their capital cities from different continents</p> <p>Know where to find selected countries and their capital cities.</p> <p>Know what longitude and latitude are and name the key lines of latitude.</p> <p>Know the location of key lines of latitude, including: Equator, tropics, Arctic and Antarctic Circle.</p> <p>Know what a natural resource is and where some key resources are found on Earth.</p> <p>Know that natural resources are things that occur naturally on the planet that people use to support their lives or needs.</p> <p>Know where some types of food are produced.</p>	<p>Know that biomes are areas of the planet with similar climates, landscapes, animals and plants.</p> <p>Know that key biomes are huge and over significant parts of the world.</p> <p>Know the location of a selections biomes.</p> <p>Know the physical features of a rainforest.</p> <p>Know the layers of a rainforest.</p> <p>Know how human activity has impacted on the rainforest.</p> <p>Know the features of a desert biome.</p> <p>Know how human activity has impacted on the desert.</p>	<p>Know the basic structure of the Earth.</p> <p>Know what tectonic plates are and understand their movement.</p> <p>Know how the movement of tectonic plates causes earthquakes.</p> <p>Know the location of major earthquakes around the world</p> <p>Know that earthquakes can take place on land or under seas and oceans.</p> <p>Know how earthquakes impact more and less developed countries.</p> <p>Know the ways in which humans try to minimise the impact of an earthquake on human settlements.</p> <p>Know the features of volcanoes and locations of major volcanoes around the world.</p> <p>Know the push and pull factors for living near a volcano. (Positive and Negative reasons)</p>
--	--	--	---

Vocabulary	Lines of latitude, lines of longitude, Tropic of Cancer, Tropic of Capricorn, continent, nation, equator	Biome, rainforest, desert, Tundra, Savannah, temperate forest, Boreal forest, grassland, climate, indigenous people, deforestation, reforestation	Eruption, extinct, dormant, Tectonic plates, active, crater, magma, lava, fault lines, chamber, core, mantle, crust
-------------------	--	---	---





Progression in Geography



Year Six				
		Autumn	Spring	Summer
Unit				
Disciplinary Knowledge				
Geographical Enquiry	<p>Discuss how physical and human features can be inter-related.</p> <p>Use reference books, stories, photos, digital devices, aerial images to find and interpret information.</p> <p>Collect evidence and formulate opinions.</p> <p>Identify things that they like about a location, suggesting ways in which they could be improved.</p> <p>Discuss data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts.</p> <p>Identify information about fields of study from the evidence collected.</p> <p>Present information using digital technologies.</p> <p>Begin to identify human features</p>	<p>Suggest and draw conclusions about how physical and human features are inter-related.</p> <p>Use reference books, stories, photos, digital devices, aerial images to find and interpret information.</p> <p>Collect evidence and formulate opinions.</p> <p>Identify things that they dislike about a location, suggesting ways in which they could be improved.</p> <p>Interpret data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts.</p> <p>Compare findings about fields of study from the evidence collected.</p> <p>Present information using digital technologies.</p> <p>Begin to identify link features.</p>		
Mapping (including drawing)	<p>Use physical globes to locate countries, cities and physical features of the world.</p> <p>Discuss globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe.</p> <p>Identify symbols and keys to locate key human and physical features on a map.</p> <p>Identify symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations.</p> <p>Discuss maps using relevant symbols, labels and keys.</p> <p>Use maps to identify key lines of latitude, including: equator, tropics, arctic and Antarctic circle.</p>	<p>Use physical globes to locate countries, cities and physical features of the world.</p> <p>Use globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe.</p> <p>Recognise and use symbols and keys to locate key human and physical features on a map.</p> <p>Use symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations.</p> <p>Annotate maps using relevant symbols, labels and keys.</p> <p>Draw maps to identify key lines of latitude, including: equator, tropics, arctic and Antarctic circle.</p>		
Location and Direction	<p>Use knowledge of the northern and southern hemispheres, in relation to key lines of latitude.</p> <p>Name and locate countries across the globe.</p> <p>Find cities across the globe.</p> <p>List key topographical features of the world, including: rivers, mountain ranges, tectonics, volcanoes, biomes.</p> <p>Identify the 8 points of the compass confidently.</p> <p>Use six figure grid reference to locate places and features on a map</p>	<p>Demonstrate knowledge of the northern and southern hemispheres, in relation to key lines of latitude.</p> <p>Discuss location countries across the globe.</p> <p>Discuss location of cities across the globe.</p> <p>Identify key topographical features of the world, including: rivers, mountain ranges, tectonics, volcanoes, biomes.</p> <p>Use the 8 points of the compass confidently.</p> <p>Use six figure grid reference to locate places and features on a map</p>		
Place	<p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Identify and locate key cities, regions of the United Kingdom, Europe and the rest of the world.</p> <p>List key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Understand the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.</p>	<p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Identify and locate key cities, regions of the United Kingdom, Europe and the rest of the world.</p> <p>Identify and locate key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes.</p> <p>Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America.</p> <p>Describe the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.</p>		
Physical Geography	<p>Identify the physical processes and features of biomes, vegetation belts, volcanoes, tectonics, Earthquakes and mountains.</p> <p>Identify vocabulary relevant to biomes, volcanoes, biomes, tectonics, Earthquakes and mountains.</p>	<p>Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics, Earthquakes and mountains.</p> <p>Define vocabulary relevant to biomes, volcanoes, biomes, tectonics, Earthquakes and mountains.</p>		
Human Geography	<p>Identify the economic links, trade and natural resources of an area of study – South America.</p>	<p>Describe and identify the economic links, trade and natural resources of an area of study – South America.</p>		
Substantive Knowledge	<p>Know where places of significance are situated.</p> <p>Know the topography in two comparative locations.</p> <p>Know temperature data for two comparative locations.</p> <p>Know the population and its distribution in two comparative locations.</p> <p>Know the patterns in trade between two comparative nations.</p> <p>Know the conservation efforts of two comparative nations.</p>	<p>Know the conservation efforts of two comparative nations.</p> <p>Know that a mountain range is a large area with many mountains all together.</p> <p>Know a selection of mountains and mountain ranges.</p> <p>Know the heights of some mountains.</p> <p>Know a selection of plateau mountains using its features and how they are formed.</p> <p>Know that a volcano is a type of mountain.</p> <p>Know a selection of fold mountains using their features and how they are formed.</p> <p>Know some of the pushes and pulls for why humans may inhabit a mountain range.</p> <p>Know how the actions of humans can impact on the environment.</p>		
Vocabulary	Trade, economy, export, import, elevation, compare, contrast, location, population, distribution, conservation, climate, temperature	Peak, summit, base, snow line, tree line, tectonic plates, range, erosion, topography, elevation		

