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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Main concept: identity: **Continuous concepts:** chronology, significance, similarities and differences **Is everybody unique?** What makes me unique?	**Main concept:** difference: **Continuous concepts:** similarities, differences, community, values, morality **Can we be the same and also have differences?** Is everybody different? Is it okay to be different?	**Main concept:** choices: Morality, values **What is choice?** Do you want to play with lots of people or one special friend? How do I make a really hard choice? If we can choose, why are there somethings I have to do? Can I choose how I feel?	**Main concept:** change & growth **Continuous concepts:** working scientifically, cause and effect **When we grow do we change?** Do all things grow? Why do we grow up/ why do we change? Do some things stay the same when we grow? Why can't I stay the same? Will I be the same person when I grow up or a different one?	**Main concept:** Life & nature **Continuous concepts:** morality, values, community **What will our world look like if….?** What does life look like?	**Main concept:** Exploration **Continuous concepts:** Location, place, chronology **What similarities and differences do you notice between…?**

Understanding the World	**Intent** To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Wolstanton is special, have an awareness of other people's cultures and beliefs.		
	Educational Programme Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
	Concepts: Identify and Difference **People, Culture and Communities** To find out and talk about my community.	Concepts: Choices and Changes and Growth **People, Culture and Communities**	Concepts: Life and Nature and Exploration **ELG: People, Culture and Communities**

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	To begin to know that there are different countries in the world and talk about differences they have seen or experienced. To find out about different homes across the world. **The Natural World** To find out and comment about our school by looking at maps. To find out and comment about our local area of Wolstanton by looking at maps. To explore change in seasons from Autumn to Winter. To know characteristics of the different seasons.	To begin to recognise some environments that are different to the one in which I live. **The Natural World** To understand the need to respect and care for the natural environments and living things. To explore change in seasons. To know characteristics of the different seasons.	- To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** - To explore the natural world around me, making observations and drawing pictures of animals and plants; - To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; (Draw information from a simple map and identify landmarks of our local area walk and compare with a different locality).

Year 1: Essential Characteristics of a Geographer

✓Knowledge of where places are and what they are like.
✓Base of geographical knowledge and vocabulary.
✓Involvement in geographical enquiry and the ability to apply questioning skills.
✓Ability to reach conclusions.
✓Levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
✓Frequently utilised fieldwork and other geographical skills and techniques.
✓A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
Ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
1	**Wolstanton**	**Key concepts;** **Location** **Place** **Human and Physical processes**	Within early years the children focused their geography on the school community they will now begin to look at the wider area of Wolstanton, the location of the school and where the majority of the children live. Looking at an area that they are familiar with but from the eye of a geographer, they will be introduced to the physical and human features. The children will develop their knowledge of basic fieldwork skills by observing both the human and physical features of their environment understanding how these features form the area. The children will become familiar with basic maps and identify the United Kingdom.	**Location** • where they live and be able to tell someone their address. **Place** • how to plan a route around school. **Human and Physical Processes** ▪ the names of key human features: including: city, town, village, factory, farm, house, office and shop. ▪ the names of key physical features including, forest, hill, mountain, river, valley, vegetation, season and weather.	**Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Place** • that a place relates to an opinion and meaning that people attach to a location. **Human and Physical Processes** • that places have distinct physical and human characteristics. • that the concept of physical and human processes looks at natural and man-made features in the world.	**Location** • use world maps, atlases and globes to find where they live and identify the United Kingdom. • plan a route around school using directional language eg. Forwards, backwards, behind, next to. **Place** • draw a map of the different areas of school and the local area. • identify land use around the school. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • describe geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. **Human and Physical Processes** • observe, measure and record the human and physical features in the local environment using a range of methods including sketch maps, plans and maps. • Identify the key features of a location in order to say whether it	Forest, hill, mountain, river, soil, valley, vegetation, season and weather. city, town, village, factory, farm, house ,post office, and shop Atlas, globe, similar, different, aerial view, features, location, near, far, route, location

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						is a city, town, village, coastal or rural area. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • identify seasonal and daily weather patterns in the UK; • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
1	**Staffordshire (Etruria-linked with history and Wedgewood) and UK countries**	**Key concepts;** **Location** **Communities /Settlement**	After being introduced to the physical and human features of the local area the children will widen their geographical knowledge and begin to develop mapping knowledge and skills. They will locate Staffordshire as an area within the United Kingdom before studying and identifying the four countries and capital cities that make up the United Kingdom and its surrounding seas. The children will explore the key features of the city of Stoke-on-Trent and describe what it was like as a settlement in Wedgewood's time compared to now.	**Location** • the names of the four countries and capital cities of the United Kingdom and its surrounding seas. **Communities /Settlement** • The key features of settlements.	**Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Communities /Settlement** • that people settle and move into and from areas for various reasons. • that settlements change over time.	**Location** • locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map. **Communities /Settlement** • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Physical features, forest, hill, mountain, river, soil, valley, vegetation, season and weather. human features, city, town, village, factory, farm, house, post office, shop, atlas, globe, similar, different, aerial view, features, location, near, far, route, location, grid references, north, south, east, west.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
1	UK Capitals (London: linked with history -QEII) Compare and contrast Kenya	**Key concepts;** **Location** **Place** **Human and Physical processes**	Building on their prior learning of physical and human features and the United Kingdom the children will look at the capital cities in the UK particularly London and the features which identify it as a capital city. The children will then compare the UK with Kenya looking at similarities and differences of both locations. They will use world maps to find not only the United Kingdom but also Africa beginning to recognise landmarks and features.	**Location** • the names of the four countries and capital cities of the United Kingdom and its surrounding seas. • the name and location of the world's continents **Place** • the differences between two localities. **Human and Physical processes** • the names of key human features: including: city, town, village, factory, farm, house, office and shop. • the names of key physical features including beach, coast, forest, hill, mountain, ocean, river, valley, vegetation and weather.	**Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Place** • that a place relates to an opinion and meaning that people attach to a location. **Human and Physical processes** • that places have distinct physical and human characteristics. • that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	**Location** • locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map. **Place** • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • describe geographical similarities and differences between a small area in the UK and a contrasting non-European country. • ask and answer geographical questions (such as: What is this place like? What or who will I see	Capital city, London, United Kingdom, location, place, human and physical features, surrounding seas, difference, city, town, village, factory, office, shop, beach, coast, vegetation, man-made, aerial image, maps, country, ocean, grid reference, weather.

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						in this place? What do people do in this place?). **Human and Physical processes** • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	

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Year 2: Essential Characteristics of a Geographer

- ✓ Knowledge of where places are and what they are like.
- ✓ Base of geographical knowledge and vocabulary.
- ✓ Involvement in geographical enquiry and the ability to apply questioning skills.
- ✓ Ability to reach conclusions.
- ✓ Levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- ✓ Frequently utilised fieldwork and other geographical skills and techniques.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

Ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
2	**United Kingdom** and the rest of the World	**Key concepts;** **Location** **Human and Physical Processes**	In this unit the children will look at the seven continents and five oceans of the world before identifying a location (London) in terms of a designated area (a locality such as a town, city or country). This will develop the children's mapping skills further and provide a basis for the children's learning in key stage 2 where over the years they will develop a broader understanding of the different countries within each of the seven continents.	**Location** • the names of the four countries and capital cities of the United Kingdom and its surrounding seas. • the name and location of the world's continents and oceans. **Human and Physical Processes** • the names of key human features: including: city, town, village, factory, farm, house, office and shop.	**Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Human and Physical Processes** • that places have distinct physical and human characteristics. .	**Location** • locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, city, town, village, factory, farm, house, office, port, harbour and shop,

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			. .			**Human and Physical Processes** • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Location, London, near, far, route, location, grid references, north, south, east, west, climate, hot, cold, country, capital, equator

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
2	**Comparing international localities.**	**Key concepts;** **Environment** **Location** **Human and Physical Processes** **Place**	After being introduced to comparing in year 1 the children will continue to compare various countries in relation to the habitats of animals so will look at the differing environments. They will look beyond the human features that were the main focus of year 1 and look closely at the physical features which define each country.	**Environment** • of ways to look after the environment. **Location** • the name and location of the world's continents and oceans. **Human and Physical Processes** • the names of key physical features including beach, coast, forest, hill, mountain, ocean, river, valley, vegetation and weather. **Place** • the differences between two localities.	**Environment** • that people effect the world and have the ability to change it. • that the natural world can be changed in many ways. • that the environment maintains and enhances life. **Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Human and Physical Processes** • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	**Environment** • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). **Location** • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • identify hot and cold areas of the world in relation to the Equator and the North and South Poles. **Human and Physical Processes**	Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, city, town, village, factory, farm, house, office, port, harbour and shop, natural world, environment, weather patterns.

						• use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Place** • describe geographical similarities and differences between a small area in the UK and a contrasting non-European country.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
2	**Coastal comparison** – features of the Seaside	**Key concepts;** **Location** **Place** **Human and Physical Processes**	Completing a coastal comparison study will build on the prior learning where the children have focussed on the local area and then provide an opportunity to look at a contrasting location. They will identify coastal areas on a map identify features using aerial photographs. This will then lead to the children constructing a simple map using a key and grid reference. This then forms a basis for the children constructing more complex maps in Key Stage 2.	**Location** • the names of the four countries and capital cities of the United Kingdom • the name and location of the world's continents and oceans. **Place** • the differences between two localities. **Human and Physical Processes** • the names of key human features: including: city, town, village, factory, farm, house, office and shop. • the names of key physical features including beach, coast, forest, hill, mountain, ocean, river, valley, vegetation and weather.	**Location** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. **Place** • that a place relates to an opinion and meaning that people attach to a location. **Human and Physical Processes** • that places have distinct physical and human characteristics. • that the concept of physical and human processes looks at natural and man-made features in the world.	**Location** • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map. **Place** • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • ask and answer geographical questions (such as: What is this place like? What or who	Coast, costal town, sea, location, place, aerial image, maps, landmark, United Kingdom, North Atlantic Ocean, Irish Sea. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, city, town, village, factory, farm, house, office, port, harbour and shop, location, near, far, route, location, grid references, north, south, east, west, climate, hot, cold, country, capital, equator, compare

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						will I see in this place? What do people do in this place?). **Human and Physical Processes** • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • observe, measure and record the human and physical features in the local environment using a range of methods including sketch maps, plans and maps.	

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Year 3: Essential Characteristics of a Geographer

- ✓ An excellent knowledge of where places are and what they are like.
- ✓ An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- ✓ An extensive base of geographical knowledge and vocabulary.
- ✓ Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- ✓ The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- ✓ Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- ✓ Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- ✓ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
3	**Investigating the geographical features of places** Earthquakes and Volcanoes	**Key concepts;** **Location** **Human and Physical Processes** **Place**	The children will focus on the physical features earthquakes and volcanoes. They will identify the differences between living in the UK and a Mediterranean country before focusing on Italy and Mount Etna(Vesuvius).	**Location** • name counties and cities of the UK. • the difference between the British Isles, Great Britain and the United Kingdom. • the names of the main islands surrounding the UK. • the name and location of the world's continents and oceans. **Human and Physical Processes** • types of settlement and land use. • the names of key human features: including: city, town, village, factory,	**Location** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time. **Human and Physical Processes** • that human processes can be defined in terms of how	**Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features. • describe some of the characteristics of the geographical areas known. • create a map of a geographical area including basic symbols, compass points and a key.	volcanoes, eruption, dormant, ash fall, lava, magma earthquakes, crust inner core, mantle, epicentre, fault line. Mediterranean, Vesuvius, Mount Etna. Patterns, places,, regions characteristics, major cities, land-use, change, settlement, economic activity.

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				farm, house, office and shop etc. • the names of key physical features of volcanos and earthquakes	human involvement has affected the world. • why certain areas are populated an others not as much. • that humans have a significant impact on the earth. • that the environment determines the use of land.	• use and read four figure grid references on a map. **Human and Physical Processes** • ask and answer geographical questions about the physical and characteristics of a location including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. **Place** • describe geographical similarities and differences between countries.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
3	**UK Mapping**	**Key concepts;** **Location** **Human and Physical Processes** **Spatial Interaction**	In key stage 1 the children focussed their mapping work to look at the various countries of the world. This term, the children will focus their mapping work upon particular cities and counties. This will be built upon across the key stage as more counties and cities are introduced to the children. The children will begin to use the eight points of a compass to explore a space and use four-figure grid references to locate features on a map adding more detailed symbols onto a key to build upon previous knowledge. They will also be introduced to Ordinance survey symbols.	**Location** • name the countries and capital cities of neighbouring European countries. • the names of the world's most famous mountainous regions. • the names of key countries linked to studies in other subject areas. **Human and Physical Processes** • types of settlement and land use. • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc. **Spatial Interaction** • Where there have been movements of people over time (linked to cross-curricular studies).	**Location** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time. **Human and Physical Processes** • that human processes can be defined in terms of how human involvement has affected the world. • why certain areas are populated an others not as much. • that humans have a significant impact on the earth. • that the environment determines the use of land. **Spatial Interaction** • that spatial interactions are the studies of the flows, movements	**Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features. • locate the countries of Europe and identify their main physical and human characteristics. • locate many of the world's most mountainous regions on a map. • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. **Human and Physical Processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land	Patterns, places, fieldwork, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, zones, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map, topographical features, UK counties (relevant to focus area)

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					or exchanges that link places together. • that an incident in one area can have an effect on a different area and become interconnected.	use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. **Spatial Interaction** • ask and answer geographical questions about the physical and human characteristics of a location.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
3	Global Mapping	**Key concepts;** **Place** **Location** **Human and Physical Processes**	The children will revisit their local area and world location knowledge and look at the various different countries which pupils and staff are from within the world. This will allow the children to gain a perspective of the proximity, size, position and features of other countries. They will further develop their fieldwork skills and their recording and presentation skills.	**Place** • the difference between a hamlet, village, town and city. **Location** • name counties and cities of the UK. • the difference between the British Isles, Great Britain and the United Kingdom. • the names of key countries linked to studies in other subject areas. • the names of the main islands surrounding the UK. • name the countries and capital cities of neighbouring European countries. • the names of key countries linked to studies in other subject areas. **Human and Physical Processes** • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc.	**Place** • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. **Location** • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). **Human and Physical Processes** • why certain areas are populated an others not as much.	**Place** • describe geographical similarities and differences between countries. **Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features. • locate the countries of Europe and identify their main physical and human characteristics. • describe some of the characteristics of the geographical areas known. • use and read four figure grid references on a map. • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge	Patterns, places, Europe, Russia, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, position, significance, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, climate zones, rivers, mountains, volcanoes, human geography, rivers, eight point compass, northeast/west, southeast/west, grid references, symbols, key, ordnance survey map,

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						of the United Kingdom and the world. **Human and Physical Processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	

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Year 4: Essential Characteristics of a Geographer

- ✓ An excellent knowledge of where places are and what they are like.
- ✓ An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- ✓ An extensive base of geographical knowledge and vocabulary.
- ✓ Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- ✓ The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- ✓ Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- ✓ Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- ✓ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
4	Egypt (linked to history)	**Key concepts;** **Location** **Physical and Human processes** **Place** **Communities and Settlement**	Linked to the study of Egypt, the children will revisit the location of the world's lands, countries and continents. They will look at why people settled in particular locations. They will describe human processes in terms of how human involvement has affected the world and ask geographical questions surroundings the characteristics of a location. Their focus will be on rivers and	**Location** • the names of key countries linked to studies in other subject areas. **Human and Physical Processes** • types of settlement and land use. • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc. • the names of key physical features including rivers.	**Location** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time. **Human and Physical Processes** • that human processes can be defined in terms of how	**Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features (focusing on Europe, Russia, and North and South America). • describe some of the characteristics of the geographical areas known. use and read four figure grid references on a map. • create a map of a geographical area including basic	Patterns, places, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, Equator, Tropics, time zones, climate zones, rivers, mountains, volcanoes, earthquakes, water cycle, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, eight point compass, northeast, northwest, southeast,

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					human involvement has affected the world. • why certain areas are populated and others not as much. • that humans have a significant impact on the earth. • that the environment determines the use of land. **Communities and Settlement** • that communities use natural resources to meet their basic needs	symbols, compass points and a key. • use and read four figure grid references on a map. **Physical and Human Processes** • ask and answer geographical questions about the physical characteristics of a location including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. **Place** • describe geographical similarities and	southwest, grid references, symbols, key, ordnance survey map,

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						differences between countries. **Communities and Settlement** • explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
4	Investigation of places (linked to history - Vikings)	**Key concepts;** **Location** **Spatial interaction** **Communities / Settlement** **Human and Physical processes**	Looking at the various places where the Vikings settled, linked to understanding of Anglo Saxon settlements, the children will question why these locations and apply their understanding of topographical knowledge and patterns to give reasons. Looking at the various settlements will also add to the children's global mapping skills when noticing the interconnections through land and seas. This will provide a springboard to look at the connections within Europe when the children look at interconnections during WWII. The children will identify how settlement is affected by the physical features of a location and explore how these can change over time. They will continue to build upon their mapping skills by using digital mapping to explain why the Vikings settled in Britain.	**Location** • the names of the countries and capital cities of neighbouring European countries. • the names of key countries linked to studies in other subject areas. **Spatial Interaction** • Where there have been movements of people over time (linked to cross-curricular studies). **Human and Physical Processes** • types of settlement and land use. • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc.	**Location** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time. **Spatial Interaction** • that spatial interactions are the studies of the flows, movements or exchanges that link places together. • that an incident in one area can have an effect on a different area and become interconnected. **Communities / Settlement** • that communities use natural resources to meet their basic needs • that communities and settlers can have a positive and negative impact upon an area	**Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features (focusing on Europe, Russia, and North and South America). • describe some of the characteristics of the geographical areas known. • create a map of a geographical area including basic symbols, compass points and a key. • use and read four figure grid references on a map. • locate the countries of Europe and identify their main physical and human characteristics. **Spatial Interaction** • ask and answer geographical questions about the physical and	Patterns, places, Europe, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, rivers, mountains, volcanoes, earthquakes, water cycle, geography, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map, topographical features, UK counties (relevant to focus area)

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					• that people, products, ideas and elements change in location, this can be through travel or flow. • that movement has a significant impact in how land is changed over time. **Human and Physical Processes** • that human processes can be defined in terms of how human involvement has affected the world. • why certain areas are populated and others not as much. • that humans have a significant impact on the earth. • that the environment determines the use of land.	human characteristics of a location. **Communities / Settlement** • explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. **Human and Physical Processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
4	The Potteries (linked to history – Power of the Potteries)	**Key concepts;** **Location** **Place** **Human and Physical Processes** **Communities and Settlement**	Last term the children looked at land in relation to place and its spatial interactions the children will now focus on a localised view of land use. They will look at how the natural resources of the land in the local area shaped its history and the input of human features and its location influences now and its possible future usage again looking for patterns. The children will develop field work skills by mapping the local area as it is today and comparing that to maps of the past. They will link this knowledge to the use of the physical features of a location.	**Location** • the names of counties and cities of the UK. • the difference between the British Isles, Great Britain and the United Kingdom. • the names of the main islands surrounding the UK. **Place** • the difference between a hamlet, village, town and city. **Human and Physical Processes** • types of settlement and land use. • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc. • the names of key physical features including volcano, earthquakes etc. **Communities and Settlement** • how trade with other countries influences the economy in Great Britain.	**Location** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time. **Place** • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. **Human and Physical Processes** • why certain areas are populated and others not as much. • that the environment determines the use of land. **Communities and Settlement**	**Location** • use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features (focusing on Europe, Russia, and North and South America). • describe some of the characteristics of the geographical areas known. • create a map of a geographical area including basic symbols, compass points and a key. • use and read four figure grid references on a map. • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	Patterns, places, fieldwork, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, climate zones, , rivers, mountains, volcanoes, earthquakes, water cycle, geography, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map, topographical features, UK counties (relevant to focus area)

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					• that trade can bring about change in communities and settlements • that communities use natural resources to meet their basic needs • that communities and settlers can have a positive and negative impact upon an area • that people, products, ideas and elements change in location, this can be through travel or flow.	**Human and Physical Processes** • ask and answer geographical questions about the physical characteristics of a location including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	

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						Communities and Settlement • explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	

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Year 5: Essential Characteristics of a Geographer

- ✓ An excellent knowledge of where places are and what they are like.
- ✓ An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- ✓ An extensive base of geographical knowledge and vocabulary.
- ✓ Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- ✓ The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- ✓ Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- ✓ Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- ✓ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
5	Invaders and settlers (linked to history – Roman Empire)	**Key concepts;** **Location** **Human and physical processes** **Communities and Settlement** **Scale**	During the previous years the children have looked at the invasion and settlement during both the Stone age and the Viking period, they will now look at the settlement through the eyes of the Romans. They will develop their mapping skills to identify the areas that they settled and the areas which were impacted due to the building of the road (The Fosse Way) As they previously looked at how the natural resources affect the use of the land in the Potteries they will now look at how the topographical features influenced the roads that they	**Location** • name the countries and capital cities of Europe. **Human and physical processes** • know the natural resources that can be found in Great Britain.	**Location** • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places. • Understand the significance of location. **Human and physical processes** that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. **Communities and Settlement**	**Location** • confidently use a range of different types of maps, atlases, globes and digital/computer mapping to locate countries of the commonwealth and the British Empire, identifying a range of topographical features and discussing their significance on trade and climate in comparison with another area. • use the six figure grid referencing system to record and locate positions on a map.	Conclusions, locations, interrelated, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, four-figure grid references, ordnance survey map, densities,

			built and the lasting impact on the world today.		• that movement has a significant impact in how land is changed over time. • that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered. • that movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement. **Scale** • that scale can be defined as the size of something. • that (1.) on maps we use scale to determine the size relationship between the reality of something on the Earth's surface and the size it is represented on a map. • that the scale of a map influences how it can be used and is described in terms of ratio. • that (2.) scale is observational and are the descriptive size-based units which geographers divide the world to study places, regions and phenomena.	• know how to use ordinance survey maps, symbols and keys to build knowledge of the UK and the wider world. • create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. **Human and physical processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	height, interconnected, interdependent, topological maps.

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					• that scale can be describe and will refer to local, national, international, global and regional.	**Communities and Settlement** • explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. **Scale** • analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
5	Rainforest (discrete unit)	**Key concepts;** **Human and Physical Processes** **Environment**	During key stage 1 the children looked at the varying climates of different countries in the world. In key stage 2 the children have were introduced to the equator and the effects that this has upon different countries. During this term children will identify and locate rainforests on a world map and investigate the impact of their location. After previously looking at interconnections the children will investigate the relationship between the rainforests and the rest of the world and the impact deforestation could have on other locations.	**Environment** • of ways to ensure sustainability.	**Human and Physical Processes** • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. **Environment** • that the natural world can be understood in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes.	**Human and Physical Processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers. **Environment** • describe how locations around the world are changing and explain some of the reasons for change.	North and South America, Analyse, statistics, conclusions, locations, observe, measure, record interrelated, latitude, longitude, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, climate zones, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society,

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							environment, four-figure grid references, ordnance survey map, densities, height, interconnected, interdependent, topological maps.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
5	Europe (linked to history World War II)	**Key concepts;** **Movement** **Location** **Place** **Spatial Interaction**	Having previously looked at interconnections while studying the Vikings the children will again look at the interconnections through both land and sea and how this affected the movement of the fighting during WWII. After looking at the location of the Potteries in Year 4 the children will also look at how because of its location WWII affected the local area.	**Spatial Interaction** • Where there have been movements of people over time (linked to cross-curricular studies).	**Movement** • that places, people and human and physical processes have an impact on Earth. • that the environment is interrelated and together influences environmental change. • that it is important to explore sustainable growth and the impact this has on environmental interaction and climate change. **Location** • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places. • Understand the significance of location. **Place** • that as a concept, place examines the uniqueness of a space and questions what is specific about this area. **Spatial Interaction** • that interactions like migration can lead to two places becoming interdependent upon each other. • that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions.	**Movement** • identify and describe how the physical features affect the human activity within a location. **Location** ▪ confidently use a range of different types of maps, atlases, globes and digital/computer mapping to locate countries of the commonwealth and the British Empire, identifying a range of topographical features and discussing their significance on trade and climate in comparison with another area. ▪ use the six figure grid referencing system to record and locate positions on a map. ▪ know how to use ordinance survey maps, symbols and keys to build knowledge of the UK and the wider world. ▪ use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate. **Place** • identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer	Analyse, statistics, conclusions, locations, interrelated, latitude, longitude, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, population densities, height of land, observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, four-figure grid references,

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						and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). **Spatial Interaction** • describe how locations around the world are changing and explain some of the reasons for change.	ordnance survey map, densities, height, interconnected, interdependent, topological maps.

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Year 6: Essential Characteristics of a Geographer

- ✓ An excellent knowledge of where places are and what they are like.
- ✓ An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- ✓ An extensive base of geographical knowledge and vocabulary.
- ✓ Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- ✓ The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- ✓ Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- ✓ Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- ✓ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
6	Greek Empire (linked to history)	**Key concepts;** **Spatial interaction** **Human and physical processes** **Place**	While in year 5 the children learnt about the influence the Roman's had upon the road system in year 6 the children will learn about the influence the Greeks had upon maps. They will also develop their mapping skills to look at more detailed maps showing populations and land heights.	**Spatial interaction** • Where there have been movements of people over time (linked to cross-curricular studies).	**Spatial interaction** • that interactions like migration can lead to two places becoming interdependent upon each other. • that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. **Human and physical processes** • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. **Place** • that as a concept, place examines the uniqueness of a	**Spatial interaction** • describe how locations around the world are changing and explain some of the reasons for change. **Human and physical processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	Conclusions, locations observe, measure, record interrelated, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, densities, height, interconnected,

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					space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **Place** • identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	interdependent, topological maps,

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
6	**(Outdoor educational residential visit)** Standon Bowers	**Location**	The children's visit to Standon Bowers will offer the opportunity to apply all of the mapping skills that they have developed throughout the key stages as they use grid references, compass directions and ordnance survey maps in their tasks.		**Location** • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places.	**Location** • use the six-figure grid referencing system to record and locate positions on a map. • know how to use ordinance survey maps, symbols and keys to build knowledge of the UK and the wider world. • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. •	Random and systematic sampling. four-figure grid references, ordnance survey map,

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
6	Human and Physical geography –	**Key concepts;** **Location** **Human and Physical processes**	When previously studying Wolstanton's geographical features in year 3 and Egypt in year 4, the children have looked at the key human and physical features particular to an area, during this term the children will focus upon the key aspects of physical processes like climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle and their interaction with human features.	**Locational knowledge** • the name and location of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. **Human and physical geography** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Human and Physical processes** • use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	**Location** • collect and analyse statistics and other information in order to draw clear conclusions about locations. • use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Human and Physical processes** • use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	Analyse, statistics, conclusions, locations sampling, random, systematic, observe, measure, record interrelated, latitude, longitude, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, climate zones, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, four-figure grid references, ordnance survey map, densities, height, interconnected, interdependent, topological maps, random and systematic sampling.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
6	America (linked to history – Equality) Fieldwork project America?	**Key Concepts;** **Cultural understanding and diversity.** **Human and Physical Processes** **Place**	Focusing on North and South America the children will build on their mapping skills and look at the development of ordnance survey. Thinking about the maps that they created at the beginning of the year they will create ordnance survey type maps for America.	**Place** • name the countries of North and South America.	**Cultural understanding and diversity** • that appreciation and awareness of similarities and differences between environments, places, people and cultures helps us develop our understanding of different societies and economies. • that by developing an understanding of these similarities and differences enables us to build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. • that they are have the right to develop and justify their own values and attitudes. **Human and Physical Processes** • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. **Place** • that as a concept, place examines the uniqueness of a	**Cultural understanding and diversity** • describe geographical diversity across the world. • understand some of the reasons for geographical similarities and differences between countries. **Human and Physical Processes** • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	North and South America, Analyse, statistics, conclusions, locations, observe, measure, record interrelated, latitude, longitude, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, climate zones, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, densities, height, interconnected, interdependent, topological maps, random and systematic sampling.

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					space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	**Place** • locate the countries of North and South America and identify their main physical and human characteristics. • identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	