



Geography - Progression map 2022-23

EYFS

Throughout all teaching

Understanding the world involves guiding children to make sense of their physical world and their community. 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. We will introduce multi-sensory experiences linking to other cultures such as foods to try, music and dance. We will have a visit to explore Collage Lake to observe differing habitats as well as our own rich environment and local area.

	Autumn – All about me/ Let's celebrate	Spring - Where we live/ People who help us	Summer – Into the Wild/ Changes
	Key texts: <ul style="list-style-type: none"> - Pete the Cat - So Much - Pumpkin Soup - Arggh Spider - Owl Babies - Creation Story - Nativity - Roma and Sita 	Key texts: <ul style="list-style-type: none"> - On Sudden Hill - Gingerbread Man - Lost and Found - Naughty Bus - Rosie's Hat - Easter Story 	Key texts: <ul style="list-style-type: none"> - The Leopard's Drum - Handa's Surprise - Bog Baby - Tadpoles promise

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<p><u>Nursery:</u></p> <p>1) Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. 'Understand why' questions.</p> <p>2) Personal, Social and Emotional Development: Develop their sense of responsibility and membership of a community. Children can talk about similarities and differences between themselves and their friends.</p> <p>3) Understanding the World: Children observe their own features using a mirror. They can then make pictures/ paintings using the correct colours. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Visiting Church. Recognise people have different beliefs and celebrate special times in different ways.</p> <p><u>Reception:</u></p> <p>1) Communication and Language: Learn new vocabulary - Family, Diwali, Christmas, Hindu, India. Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books.</p> <p>2) Personal, Social and Emotional Development: See themselves as valuable individuals and part of a community, such as school through class rules and exploring school. Build constructive and respectful relationships. Understand that all families are different. Think about the perspective of others. Thinking about different types of celebrations and noticing similarities.</p> <p>3) Understanding the World: Comparing celebrations (Christmas/ Diwali/ birthdays). Reading about Roma and Sita. Noticing the different clothes and names. Looking at London New Year celebrations and discussion about London.</p>	<p><u>Nursery:</u></p> <p>1) Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Be able to express a point of view to debate when they disagree with an adult or friend.</p> <p>2) Understanding the World: Recognise some similarities and differences between life in this country.</p> <p><u>Reception:</u></p> <p>1) Communication and Language: Learn new vocabulary - Bungalow, detached, semi-detached, terraced, flat, arctic, world, United Kingdom, Earth, England, country, Northchurch, Berkhamsted, map. Ask questions to find out more. Engage in non-fiction books.</p> <p>2) Personal, Social and Emotional Development: Think about the perspectives of others.</p> <p>3) Understanding the World: Describe their immediate environment. Drawing own houses, visiting other houses and doing local environment walks. Comparing our local environment to China - Celebrating Chinese New Year, with food, dance and music. Explore the natural world around them making observations and drawing pictures of animals and plants. Drawing and observing daffodils.</p>	<p><u>Nursery:</u></p> <p>1) Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.</p> <p>2) Personal, Social and Emotional Development: Develop their sense of responsibility and membership of a community. Children can talk about similarities and differences between themselves and their friends.</p> <p>3) Understanding the World: Recognise some similarities and differences between life in this country.</p> <p><u>Reception:</u></p> <p>1) Communication and Language: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>2) Personal, Social and Emotional Development: Show sensitivity to their own and others needs.</p> <p>3) Understanding the World: Know some similarities and differences between the natural world around them and contrasting environments. British woodland compared to some environments in the continent of Africa → Explore countries in Africa; taste some examples of food you would find in these countries; make an African instrument; explore African fabrics and art work; compare Africa and African animals to frogs and local insects looking at habitats.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on stories (Leopard's Drum) and looking at globes and atlases. Environmental concerns such as littering and poaching. Explore the natural world around them making observations and drawing pictures of animals and plants.</p>
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Geography - Progression map 2022-23

Year 1

Throughout all teaching

- Ask questions. To foster an atmosphere of curiosity around geography
- Use geographical vocabulary e.g. environment, location, biome
- Develop geographical knowledge through research using a variety of sources including but not limited to; websites, books, maps, GIS, newspapers
- Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing.

Autumn – <u>Mapping our school</u>		Spring - <u>Our World</u>	Summer – <u>Hot and Cold Climates</u>
Core Knowledge and Skills: <ul style="list-style-type: none"> • I can use a basic compass (Four point) • I can read maps and identify map symbols • I can read directions using basic compass directions • I can identify landmarks on a range of sources (maps, images, aerial photographs) • I can identify human and physical features 		Core Knowledge and Skills: <ul style="list-style-type: none"> • I can use a world map to identify continents and oceans • I can name and locate key continents and oceans on a world map • I can use directional vocabulary accurately • I can identify landmarks on a range of sources (maps, images, aerial photographs) • I can identify some human and physical features of continents around the world 	Core Knowledge and Skills: <ul style="list-style-type: none"> • I can describe different climates • I can locate different climates on a map • I can use geographical terminology to ask questions • I can identify key physical and human features of a settlement • I can research about wildlife • I can create resources which provide information about places in contrasting climates
Key Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, human and physical geography, world maps, atlases, globes, compass, north, south, east, west, aerial, landmarks, map symbol		Key Vocabulary: World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere Journey line, route, travel, sphere, compass, directions, North, East, South, West	Key Vocabulary: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather, Weather, Climate, hot, cold, Equator, arctic, Arctic Circle, North Pole, South Pole, Volcano, fire, glacier, waterfall, ice, geyser, Northern Lights, Arctic fox, polar bear, snow hare, seals, whales, snow owls, puffins, Tropical, Humid
<ul style="list-style-type: none"> • I can identify the points of the compass. • I can use simple compass directions (north, south, east and west) • I can identify map symbols • I can use and construct basic symbols in a key • I can draw a sketch map • I can read maps to direct others using simple compass directions • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • I can describe places we have been to • I can identify local human and physical features 		<ul style="list-style-type: none"> • I can use a world map or atlas • I can identify and continents and oceans • I can use vocabulary to describe where continents and oceans are in relation to each other and where I live • I can use 4 point compass directions to navigate a world map or atlas • I can use vocabulary to communicate travel as part of a class journey • I can use aerial photographs and images to describe some physical geography features of continents • I can use aerial photographs and images to describe some human geography features of continents <p>Introduction on the UK →</p> <ul style="list-style-type: none"> • I can locate where I live on a world map • I can identify the features of the UK and the countries within it • I can label a map of the UK with it's four countries 	<ul style="list-style-type: none"> • I can define the term climate • I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • I can locate places with different climates • I can 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?') • I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • I can identify where Iceland is and what the climate is like • I can use basic geographical vocabulary to describe key physical features, • I can research the wildlife on Iceland • I can read about an animal and recall facts about it • I can create a page to contribute towards a class Icelandic wildlife fact file book • I can create a poster about a hot climate, e.g. Madagascar • I can research 5 facts about Madagascar

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Year 2

Throughout all teaching

- Ask questions. To foster an atmosphere of curiosity around geography
- Use geographical vocabulary e.g. environment, location, biome
- Develop geographical knowledge through research using a variety of sources including but not limited to; websites, books, maps, GIS, newspapers
- Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing.

Autumn – Mapping our Local Area		Spring – Asia	Summer – Our Country
Core Knowledge and Skills: <ul style="list-style-type: none"> • I can use fieldwork skills to identify human and physical features • I can identify features from a range of sources • I can begin to use geographical terminology • I can describe land use around a location • I can create a map with a key highlighting key human and physical features 		Core Knowledge and Skills: <ul style="list-style-type: none"> • I can name and locate continents and oceans • I can create maps of a different continent to Europe • I can state geographical similarities and differences between places • I can use geographical language when referring to human and physical features • I can use simple compass directions 	Core Knowledge and Skills: <ul style="list-style-type: none"> • I can use a map to locate where I live • I can draw a flow chart to locate a specific place • I can identify human and physical features of a town/city • I can use geographical language to describe where I live and what features are found there • I can explain what a capital city is and why it is important • I can use GIS to investigate an area
Key Vocabulary: bird's-eye view, aerial view, plan, label, key, fieldwork, photograph, environment, local area, types of land use, local area, school, home, address, near/far, passport, distance, compass, directions, position, NESW		Key Vocabulary: continent, country, ocean, atlas, globe, United Kingdom, Europe, India, Asia, human and physical features, landmarks,, compass, NESW, mountains, animals, wildlife, plants, vegetation	Key Vocabulary: map, location, atlas, human and physical features, United Kingdom, country, city, town, village, Flag, Capital City, Digimaps, address
<ul style="list-style-type: none"> • I can use simple fieldwork and observational skills to study the geography of the school. • I can use aerial images and plan perspectives to recognise landmarks and basic physical features. • I can use basic geographical vocabulary. • I can identify land use around the school. • I can ask and answer geographical questions. • I can devise a simple map; and use and construct basic symbols in a key. • I can use simple observations to study the key human and physical features of the local area. • I can identify key human and physical features of the surrounding environment. • I can use locational language (e.g. near and far) to describe the location of features and routes on a map. 		<ul style="list-style-type: none"> • I can name and locate the world's seven continents and five oceans in the context of Asia (India). • I can investigate Places • I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • I can devise simple maps in the context of Asia (India). • I can state geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of India. • I can use aerial images and plan perspectives to recognise landmarks and basic physical features • I can use basic geographical vocabulary to refer to key physical and human features in the context of Asia • I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of India 	<ul style="list-style-type: none"> • I can locate where I live on a world map • I can read a map and look at an atlas to identify key features; countries, oceans, continents • I can draw a flowchart to show where I live • I can identify the features of the UK and the countries within it • I can label a map of the UK with it's four countries • I can identify the flags and flowers of each country • I can state the capital city; London • I can describe London • I can explain why London is the capital city and why it is important to the UK • I can name some of the human features found in London • I can make a poster which highlights London's features • I can use GIS (Digimaps) to investigate where I live (Harpenden) • I can identify if where I live is a city, town or village • I can describe the town I live in from images • I can describe the area I live in • I can explain what an address is

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Year 3

Throughout all teaching

- Ask questions. to foster an atmosphere of curiosity around geography
- Use geographical vocabulary e.g. environment, location, biome
- Develop geographical knowledge through research using a variety of sources including but not limited to,; websites, books, maps, GIS, newspapers
- Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing.

Autumn - Regions of the UK		Spring - Volcanoes and Earthquakes	Summer - Rivers (linked to the Nile)
Core Knowledge and Skills: <ul style="list-style-type: none"> • I can locate and label cities on a map • I can describe the difference between a country, city and county • I can describe the local environment • I can use 4/6 figure grid references on OS maps • I can use an 8 point compass 		Core Knowledge and Skills: <ul style="list-style-type: none"> • I label geographic features • I can identify and locate geographical features on a map • I can explain the risks of living near a natural hazard • I can explain the benefits of living near a natural hazard • I can evaluate if living somewhere is safe • I can research a specific natural disaster and the effect then responses 	Core Knowledge and Skills: <ul style="list-style-type: none"> • I can identify a variety of geographical features • I can describe and explain geographical processes which change the landscape • I can use a range of information sources to research geographical features • I can plan, undertake and evaluate primary data on a fieldtrip
Key Vocabulary: village, town, city, county, country, settlement, land use, residential, houses, schools, transport links, jobs, commuter, maps, 4/6 figure grid references, OS, map symbols, compass directions, physical features, human features, council		Key Vocabulary: tectonic plates, volcano, earthquake, formation, crust, core, mantle, volcanic impacts, lava, toxic gas, ash cloud, minerals, fertile soil, geothermal energy. Tourism, eruption, seismometer	Key Vocabulary: Precipitation, mountain, source, fresh water, waterfall, mountain spring, flow, tributaries, erosion, transportation, deposition, meanders, sea, mouth, courses(Upper, middle, lower), valley, channel, waterfall, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary. dam, water cycle, merchant, traders, wildlife, species, plants, renewable energy, irrigation, habitat, crops, pollution, agriculture, pesticides, fertilizers, oil spill, hazardous, contaminates.
<ul style="list-style-type: none"> • I can name and locate counties and cities of the United Kingdom • I can describe the location I live in • I can identify types of settlement and land use. • I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • I can name and use the eight points of a compass • I can describe the features of a settlement that make people want to live there • I can compare different settlements and their features 		<ul style="list-style-type: none"> • I can label a cross section of a volcano • I can locate volcanoes and mark them on a map. • I can explain how volcanoes are formed and why they erupt • I can describe some dangers of living near volcanoes • I can describe how people can make use of volcanoes, why they live near them • I can evaluate the pros and cons of living near a volcano. • I can research out about earthquakes • I can research a specific earthquake, e.g. Japan, where, when, what damage occurred 	<ul style="list-style-type: none"> • I can name a variety of rivers globally • I can locate rivers on a map • I can identify the features of rivers. • I can describe the change in a river from source to mouth • I can identify features in each course of the river • I can find a range of images, maps and GIS which differently represent each course of the river • I can explain the processes that lead to features being created on a river • I can investigate how rivers erode, transport and deposit materials • I can research why rivers are important; human and physical • I can explain the uses of a river to humans and how that has changed overtime e.g. River Thames • I can describe the causes of river pollution and the effect it has on the environment. • I can research a River and create a fact file on it eg River Nile • I can investigate a river in detail including the effects on the environment and landscape. • I can prepare to undertake field work for a study of a river e.g. River Lee.

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Year 4

Throughout all teaching		
<ul style="list-style-type: none"> Ask questions. To foster an atmosphere of curiosity around geography Use geographical vocabulary e.g. environment, location, biome Develop geographical knowledge through research using a variety of sources including but not limited to,; websites, books, maps, GIS, newspapers Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing. 		
Autumn – Mapping Europe	Spring – Natural Resources	Summer - Climate zones
<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> I can identify lines of longitude and latitude I can name continents and countries within them. I can define a capital city and give some examples I can describe the physical and human characteristics found in Europe I can research the settlement I live in I can research the capital city of our country and compare it to another capital city e.g. London and Reykjavik (or another capital city of your choice within Europe) I can explain why tourism is important in big cities 	<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> I can identify a range of resources needed for humans to exist I can explain where energy could be saved I can state the impacts of an energy source I can evaluate the positive and negative impacts of an energy source I can name a range of renewable energy sources I can evaluate a range of renewable energy sources 	<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> I can identify the names of a range of climate zones around the world I can identify a range of different climate zones on a map I can describe climate zones and vegetation belts (eg. savannah) Identify longitude, latitude, the equator and hemispheres I can compare other climate zones to that of the United Kingdom
<p>Key Vocabulary: Physical features, human features, capital city, Europe, country, continent, tourism, longitude, latitude, settlement, leisure, research, economy</p>	<p>Key Vocabulary: Resources, Energy, Water, Food Fossil Fuel, Coal, Oil, Gas, Finite, Climate Change, Green House Gases, Greenhouse effect, Renewable, Solar, Wave, Wind, Positive, Negative, Compare, Land Use, Renewable, City</p>	<p>Key Vocabulary: Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, globe, United Kingdom, country, continent. Climate, precipitation, temperature, Polar Zone, Europe, Physical features, human features,</p>
<ul style="list-style-type: none"> I can describe the types of settlements I can use atlases to locate countries on a world map I can locate counties and cities of the United Kingdom I can identify how London has changed over time. I can identify and describe physical features of London I can explain how tourism affects our capital city. I can describe geographical similarities and differences between countries I can prepare questions to research about another European country e.g. Iceland To can use persuasion to write a tourist guide 	<ul style="list-style-type: none"> I can describe what resources(energy, water and food) I use everyday I can identify where I waste resources and develop a solution I can identify sources of energy I can explain how fossil fuels create electricity eg coal to electricity I can describe the issues caused by fossil fuels I can explain the effects of climate change I can explain how human actions could reduce the need for energy I can explain why an energy source is renewable and how it works I can explain why we need a variety of sources and evaluate which is best for a specific location e.g. Harpenden I can explain what renewable energy and examples of it I can state the positives and negatives of some renewable energy sources I can explain where renewable energy sources could be built and why they are not suited to some locations I can create a city where electricity can be sourced renewably 	<ul style="list-style-type: none"> I can use and explain the term 'climate zone'. I can identify the different climate zones. I can identify characteristics of climate zones I can compare the temperate and precipitation of different climate zones I can ask questions and find out what affects the climate. I can use maps and atlases to identify different climate zones around the world. I can use maps and atlases to identify different climate zones within a continent I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere I can identify the tropics of Cancer and Capricorn.

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Year 5

Throughout all teaching

- Ask questions. To foster an atmosphere of curiosity around geography
- Use geographical vocabulary e.g. environment, location, biome
- Develop geographical knowledge through research using a variety of sources including but not limited to; websites, books, maps, GIS, newspapers
- Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing.

Autumn - <u>Local Area Study</u>	Spring – <u>Mountains</u>	Summer - <u>North and South America</u>
<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can describe the human and physical geography of my local area • I can use geographical skills and fieldwork to map my local area • I can plan and conduct an investigation to answer key questions about my local area • I can comment on the similarities and differences between my local area and that of a contrasting area 	<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can identify the human and physical characteristics of a place • I can compare new locations that have been researched to similar in the UK • I can understand how the climate, environment and vegetation can impact and define human livelihoods • I can use maps, identify the relief of areas 	<p>Core Knowledge and Skills:</p> <ul style="list-style-type: none"> • I can locate cities, countries and continents on a map in relation to the equator • I can relate the location of a place to its time zone, climate and vegetation • I can identify the human and physical characteristics of a place • I can compare new locations that have been researched to Berkhamsted and the UK.
<p>Key Vocabulary: Capital city, city, town, village, function, housing types, Inner city, land use, market, rural, service industry, settlement pattern, settlement, shopping centre, site, situation, suburb, urban, urbanisation, rivers, roads, farms, schools</p>	<p>Key Vocabulary: mountain, relief, physical features, human features, vegetation, weather, climate, glacier, ridge, arete, peak, mountain range, country, continent, mountain types(Fold, fault-block, dome, volcanic, plateau), tectonic plate, earth's crust, altitude, sea level, seasons, wind speed.</p>	<p>Key Vocabulary: country, city, physical characteristics, human characteristics, hemisphere, longitude, latitude, climate, weather, temperature, precipitation, time zones. tourist</p>
<ul style="list-style-type: none"> • I can generate key questions research questions about my local area • I can comment on the human and physical geography of my local area when generating key questions • I can decide on which fieldwork skills to use in order to collect data to satisfy key questions • I use of a range of geographical skills including the use of maps, observation and field sketches • I can decide on an appropriate route to take using local area maps before my investigation • I can present my findings in different ways and appropriate to the type of data collected • I can make comparisons between my local area and areas within the same country and of areas from different countries 	<ul style="list-style-type: none"> • I can label physical and human features on a mountain (Footpath, Glacier, Lake, Mountain range, Peak, River Sharp ridge (arête), Snowline, Treeline, Waterfall) • I can locate a mountain and it's mountain range on a map e.g. Matterhorn, The Alps • I can research to create a fact file on a mountain including but not limited to the following information: Vegetation, relief, wildlife, tourism, local economy • I can name mountains and mountain ranges found in the UK • I can use a legend to find areas of higher relief on a map, including peaks • I can explain how different types of mountains are formed:: dome mountains, volcanic mountains and plateau mountains • I can describe the varying climates found at mountainous locations. • I can compare mountain climates. • I can list the risks associated with a mountain climate. 	<ul style="list-style-type: none"> • I can identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a world map. • I can explain the significance of longitude and latitude. • I can give the longitude and latitude of chosen places. • I can describe the temperature and rainfall pattern on a climate graph. • I can match the climate graph to the description of the climate type. • I can calculate the time difference between places. • I can present information that may be useful for tourists about the selected destinations., linked to their interests.

Geography - Progression map 2022-23

Year 6

Throughout all teaching

- Ask questions. To foster an atmosphere of curiosity around geography
- Use geographical vocabulary e.g. environment, location, biome
- Develop geographical knowledge through research using a variety of sources including but not limited to; websites, books, maps, GIS, newspapers
- Apply and build on, transferable geographical skills learnt in previous years including but not limited to; map reading, graph reading/creating, descriptive writing.

Autumn - Biomes

Core Knowledge and Skills:

- I can locate the biomes on a world map, relating them to lines of latitude
- I can explain why biomes are interconnected and important to the world
- I can describe the delicate ecosystems found in biomes
- I can explain how human activity is influenced by the natural environment
- I can describe and explain some of the key physical process that lead to biomes existing and maintaining their features

Key Vocabulary: biome, ecosystem, physical features, human features, vegetation, climate, wildlife, photosynthesis, water cycle, manmade, preservation, artificial, indigenous, environmental issues, environmental solutions, tourist

Summer – Our Changing World

Core Knowledge and Skills:

- I can understand the processes that change the earth over different periods of time
- I can identify a range of features
- I can explain how a range of physical features are formed
- I can locate physical features in the UK on a map
- I can use a range of resources to identify a number of features which may have changed over time
- I can predict how environments may change in the future.

Key Vocabulary: erosion, weathering (physical, chemical, biological), acid, dissolve, minerals, Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition. Border, invasion, empire, union, political, colony, development, regeneration, protection, physical changes, human changes.

Summer – Map Skills

Core Knowledge and Skills:

- I can read a variety of maps using the key available
- I can evaluate if a map is suitable for its purpose
- I can compare different media sources of the same location
- I can identify a range of features on a maps
- I can use compass directions to navigate on a map

Key Vocabulary: map, OS map, compass directions, map symbols, aerial, geographical features, human, physical

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<ul style="list-style-type: none"> • I can define the term biome and identify different biomes from a variety of information sources and locate them on a world map • I can describe the physical features of biomes, including vegetation, wildlife and climate • I can describe indigenous peoples of different biomes and explain how their lives have adapted to their location • I can explain why biomes need the right conditions to thrive – light, heat and food • I can use digital resources (GIS) to experience a virtual, man made biome • I can describe the global response to preservation of the rainforests by discussing the question, “Why are artificial biomes so important?” • I can empathise with indigenous peoples of a biome whose lives have been disturbed by other communities or natural changes • I can draw and annotate vegetation from biomes • I can describe global environmental problems and the solutions • I can use research to create resources that include persuasive arguments on an environmental issue • I can research, design and build a model biome with accurate features • I can create a tourist guide using appropriate language and style for a biome 	<ul style="list-style-type: none"> • I can define erosion and weathering (physical, chemical, biological) and describe the effect it has on the environment. • For the following physical coastline features: bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit • I can name some of the features including in the UK • I can explain how some coastal features are formed. • I can identify the location of some famous UK coastal features on a map e.g. Spurn Head • I can describe how a coastline might have looked in the past and how it might look in the future • I can give reasons why the UK’s borders have changed. • I can identify how and give reasons why the borders of Europe have changed over time. • I can identify similarities and differences in photographs of a landscape taken at different times. • I can give reasons why a landscape might have changed over time. • I can describe the physical changes on Earth since 1800 and the changes that are predicted to occur by 2050. • I can describe how human activity has changed the Earth since 1800 and the changes that are predicted to occur by 2050. 	<ul style="list-style-type: none"> • I can read a variety of map types and identify the features it highlights • I can evaluate what a map shows and if it is suitable for the activity • I can compare maps and aerial images of the same place, rating their effectiveness • I can identify a range of map symbols and locate them on a map • I can use OS maps to describe an area • I can compare a variety of places in the UK using OS maps, images and other GIS • I can explain the geographical similarities and differences between places utilising information from a map • I can use an 8-point-compass • I can describe the location of countries in relation to one another using an 8-point-compass • I can create a set of instructions using compass directions to describe the journey from one place to another • I can create a simplified OS map for a town and ensure the needs for human life are covered.
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