## Core Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and Locational Knowledge	Know that the world is round.  Know that the world is made up of land and water and we live in a country  To know that our country is different to Antarctica	To know and locate the 4 countries of the UK and name the 3 surrounding seas.  To know that the world is made of continents and oceans.  To know the compass directions (North, South, East and West)  To know the following local landmarks:  Church Post Office Charles Hill Loscoe Dam Red River	To know and locate the 4 capital cities of the UK.  To locate the Thames.  To name and locate the seven continents and five oceans of the world.  To know and locate: North pole South pole Equator  To know the compass directions (North/East, North/West, South/East and South/West)	To know the county of Derbyshire, the surrounding counties and their main cities.  To locate the rivers in Derbyshire: Trent, Derwent, Severn.  Locate and name the highest mountains in the UK: Ben Nevis, Snowdon, Scarfell Pyke.  Know how to plan a journey within the UK, using a road map	To locate the main European countries and their capital cities  France, Spain, Portugal, Germany, Italy, Netherlands.  To locate the Pyrenes and the Alps as mountain ranges  To locate The Seine, The Rhine, The Danube as rivers.  Know where the equator, Tropic of Cancer, Tropic of Cancer, Tropic of Cancer and the Greenwich Meridian are on a world map  Know what is meant by the term 'tropics'	To locate the countries and major cities in North, Central and South America.  To locate the Andes and The Rocky Mountains as mountain ranges.  To locate The Amazon and The Mississippi as rivers.  To know that China is in Asia and the capital city is Bejing.  Know how to plan a journey within the world, using a road and transport map.	Locate Arctic and Antarctica and describe their basic features  To know that Kenya is in Africa and the capital city is Nairobi.  Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references

Human and physical geography	To name the 4 seasons and main types of weather (rain, snow, sun etc.)	To know the seasons and their typical weather.  To know the main difference between a city, town and village.	To know how the climate varies towards the equator.  Identify the following physical features: Mountain, lake, island valley, river, cliff, forest and beach	Explain the features of a water cycle  Know what causes an earthquake.  Label the different parts of a volcano	Know what is meant by biomes and what are the features of a specific biome	Label layers of a rainforest and know what deforestation is	
Environment and sustainability	To know that litter can damage our natural world.	To know that litter and pollution can damage our planet.  To know we can protect the planet by Planting trees Recycling	To know that plastic and greenhouse gases can damage our planet.  To know we can protect the planet by Reducing, reusing and recycling, Reducing energy consumption.	To know and understand what a person's carbon footprint is and how people can reduce their carbon footprint.	To know that humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.	To know what climate change is and that it is caused by global warming.	To know and understand the main ways that we can live more sustainably.

## **Knowledge progression**

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Human features and landmarks	Nursery Human features of the immediate environment include the school, the playground, streets and houses.  Reception Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Human features can be interconnected by function, type and transport links.	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.	
Settlements and land use		A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.	Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats,	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.	

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						potatoes, other		
						vegetables, fruits and		
						oilseed rape. A wide		
						variety of livestock are		
						reared on farms in the UK,		
						such as sheep, dairy cattle,		
						beef cattle, poultry and		
						pigs.		
Climate and	Nursery:	There are four seasons	A weather pattern is a	Excessive precipitation	Climatic variation	Changes to the weather	Climate and	What is weather
weather	Changes in the	in the UK: spring,	type of weather that is	includes thunderstorms,	describes the changes in	and climate (temperature,	extreme weather	and climate?
	local	summer, autumn and	repeated.	downbursts, tornadoes,	weather patterns or the	weather patterns and	can affect the size	We will consolidate
	environment,	winter. Each season has		waterspouts, tropical	average weather	precipitation) can affect	and nature of	your understanding
	such as leaves	typical weather		cyclones, extratropical	conditions of a country or	land use. Farmers living in	settlements,	of the water cycle
	changing colour	patterns. Types of		cyclones, blizzards and	continent.	different countries adapt	shelters and	and build your
	or the number of	weather include sun,		ice storms.		their farming practices to	buildings, diet,	knowledge of how
	people outside,	rain, wind, snow, fog,				suit their local climate and	lifestyle (settled or	different weather
	occur with the	hail and sleet. In the				landscape.	nomadic), jobs,	systems form. We
	passing of the	United Kingdom, the					clothing, transport	will enhance your
	seasons.	length of the day varies					and transportation	understanding of
		depending on the					links and the	how we can
	Reception:	season. In winter, the					availability of	measure and record
	There are four	days are shorter. In					natural resources.	data surrounding
	seasons in the	summer, the days are						the weather.
	United Kingdom:	longer. Symbols are						
	spring, summer,	used to show different						What is the future
	autumn and	types of weather.						of our climate?
	winter. Each							You will build on
	season has typical							your knowledge of
	weather patterns.							human and physical
								geography to see
								how both the
								environment and
								people are
								impacted by the
								challenges of
								climate change.

Physical	Nursery:	Weather is a physical	Erosion is a physical	Water cannot be made.	Volcanic eruptions and	Soil fertility, drainage and	Physical processes	What is weather
processes	Wind and rain can	process.	process that involves	It is constantly recycled	earthquakes happen when	climate influence the	that can affect a	and climate?
	affect the local		the weathering and	through a process called	two tectonic plates push	placement and success of	landscape include	We will consolidate
	environment in		movement of natural	the water cycle. The	into each other, pull apart	agricultural land.	erosion by wind,	your understanding
	different ways.		materials, such as rock,	four stages of the water	from one another or slide		water or ice; the	of the water cycle
	The wind can		sand and soil. Erosion is	cycle are evaporation,	alongside each other. The		deposition of stone	and build your
	blow trees down		caused by wind and	condensation,	centre of an earthquake is		and silt by water	knowledge of how
	and heavy rain		water, including waves,	precipitation and	called the epicentre.		and ice; land	different weather
	can cause		floods, rivers and	collection. During the			movement, such as	systems form. We
	flooding.		rainfall.	water cycle, water			landslides and	will enhance your
				changes state due to			tectonic activity,	understanding of
	Reception:			heating and cooling			such as earthquakes	how we can
	All types of						or volcanic	measure and record
	weather can						eruptions.	data surrounding
	affect the							the weather.
	environment and							
	how we use it.							
	For example, on							
	sunny days,							
	people might go							
	to the park or the							
	coastline. On							
	cold, icy days,							
	roads and rivers							
	can be frozen.							
Geographical	Reception:	An aerial photograph or	An aerial photograph	Maps, globes and digital	An atlas is a collection of	Aerial photography is used	Satellite images are	
resources	Maps and	plan perspective shows	can be vertical (an	mapping tools can help	maps and information that	in cartography, land-use	photographs of	
	photographs can	an area of land from	image taken directly	to locate and describe	shows geographical	planning and	Earth taken by	
	be used to show	above.	from above) or oblique	significant geographical	features, topography,	environmental studies. It	imaging satellites.	
	key features of		(an image taken from	features.	boundaries, climatic, social	can be used alongside		
	the local		above and to the side).		and economic statistics of	maps to find out detailed		
	environment.				an area.	information about a place,		
						or places.		
Data analysis	Reception:	Data is information that	Data can be recorded in	Primary data includes	Secondary data includes	Geographical data, such as	Data helps us to	
	Geographical	can be collected and	different ways, including	information gathered by	information gathered by	demographics or	understand	
	information can	used to answer a	tables, charts and	observation and	geographical reports,	economic statistics, can be	patterns and trends	
	be collected by	geographical question.	pictograms.	investigation.	surveys, maps, research,	used as evidence to	but sometimes	
	using simple tally				books and the internet.	support conclusions.	there can be	
	charts and						variations due to	
	pictograms.						numerous factors	

Fieldwork  Fieldwork  Fieldwork includes going on walks and visits to collect samples.  Collect information about the environment and about the environment.  Collect samples.  Collection and display.  Collection and								(human error,	
Fieldwork  Fieldwork  Fieldwork includes going on walks and visits, environmental conditions and unception and unc								incorrect	
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environment.    A material is something man-made materials include wood, stone and sand.   Materials include metal, plastic, glass and fabric.   Materials can be		information	measurements and	observing or measuring,		evidence to support and	and rocks) or human	reflecting and	
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materials are natural and others are mannade.  Reception Natural materials include wood, stone and sand. Man-made materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be  Materials are natural and others are mannade.  Inatural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural stone and sand. Man-made metal, plastic, glass and fabric.  Materials can be  Materials are dug out of the ground, grown or taken from a living thing. Man-made of thing. Man-made materials are dug out of the ground, grown or taken from a living thing. Man-made of thing. Man-made materials are often made from natural from soil, water and becomes squashed over a long time to form rock. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made  Materials can be  Materials are dug out of the ground, grown or taken from a living the ground, grown or taken from a living (brick, glass, plastic and concrete). Natural and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are sedimentary, igneous and the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are roiled along the riverbed. Traction is when large boulders and rocks are roiled along the riverbed.  Sedimentary rocks are made becomes squashed over a long time to form rock. They are sedimentary, igneous and the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are riverbed. Traction is when large boulders and rocks are roiled along the riverbed.  Sedimentary rocks are made from	Natural and	Nursery	A material is something	Materials found in the	There are three main	Rivers transport materials	The topography of an area	The polar oceans	
others are man- made.  materials are dug out of  the ground, grown or  taken from a living  Natural materials  include wood,  stone and sand.  Man-made Man-made Man-made Man-made Man-made Man-made Man-made Materials include Materials include Materials include Materials are beliance Materials include Materials are beliance Materials are beliance Man-made Materials are beliance Materials are dug out of  the ground, grown or  taken from a living (brick, glass, plastic and  concrete). Natural and  materials are often  made from natural  man-made materials are  used to materials, water, sand, soil, water  and clay) and man-made  (brick, glass, plastic and  concrete). Natural and  man-made materials are  used to materials in  materials are often  made from natural  becomes squashed over  a long time to form rock.  They are often soft,  permeable, have layers  and may contain fossils.  Igneous rocks are made  dissolved and carried in  the water. Suspension is  when fine, light material is  carried. Saltation is when  small pebbles and stones  are carried along the  riverbed.  are carried along the  riverbed.  are rolled along the  riverbed.  coveredoptional Different types of soil	man-made	Some materials	used to build or make	environment can be	types of rock found in	in four ways. Solution is	intended for agricultural	are significantly	
made. the ground, grown or taken from a living Reception Natural materials include wood, stone and sand. Man-made materials include include value influences the material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made incorried. Saltation is when small pebbles and stones are carried along the to protrict in controlling hydrology (water) and potential soil erosion.	materials	are natural and	something else. Natural	natural (rock, stone,	the Earth's crust. They	when minerals are	purposes is an important	colder than other	
taken from a living Reception Natural materials Include wood, Include wo		others are man-	materials are dug out of	water, sand, soil, water	are sedimentary,	dissolved and carried in	consideration. In	world oceans. This	
Reception thing. Man-made materials are often materials are often man-made materials are include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be  Reception thing. Man-made material and man-made materials are often man-made materials are used to make human features.  Sedimentary rocks are made from sediment man-made materials are used to make human features.  Sedimentary rocks are made carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  Sedimentary rocks are carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  Sedimentary rocks are carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  Sedimentary rocks are carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  Sedimentary rocks are made small pebbles and stones are carried along the riverbed. Traction is when small pebbles and stones are carried along the riverbed. Traction is when large poulders and rocks are rolled along the riverbed.  Sedimentary rocks are male small pebbles and stones are carried along the riverbed. Traction is when large poulders and rocks are rolled along the riverbed.  Sedimentary rocks are male small pebbles and stones are carried along the riverbed. Traction is when large poulders and rocks are rolled along the riverbed.  Sedimentary rocks are male small pebbles and stones are carried. Saltation is when small pebbles and stones are carried. Saltation is when are carried. Saltation is when small pebbles and stones are carried. Saltation is when are carried. Saltation is when small pebbles and stones are carried. Saltation is when small pebbles and stones are carried. Saltation		made.	the ground, grown or	and clay) and man-made	igneous and	the water. Suspension is	particular, the	influences the	
Natural materials include wood, stone and sand. Man-made materials include materials are often made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made in controlling hydrology (water) and potential soil erosion.  Different types of soil			taken from a living	(brick, glass, plastic and	metamorphic.	when fine, light material is	topographical slope or	presence of sea ice,	
include wood, stone and sand. Man-made Man-made materials include metal, plastic, glass and fabric. Materials can be  made from natural materials but have been changed to have different properties.  made from natural materials but have been changed to have different properties.  materials but have been changed to have different properties.  materials but have been changed to have different properties.  materials but have been changed to have different properties.  They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made dispersion of that settles in water and becomes squashed over a long time to form rock.  They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made dispersion of the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  Coveredoptional Different types of soil		Reception	thing. Man-made	concrete). Natural and	Sedimentary rocks are	carried. Saltation is when	gradient plays a large part	glaciers and	
stone and sand.  Man-made materials but have been changed to have materials include metal, plastic, glass and fabric.  Materials can be  materials but have been changed to have different properties.  materials but have been changed to have along time to form rock.  They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made  materials but have been changed to have along time to form rock.  They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made  Different types of soil		Natural materials	materials are often	man-made materials are	made from sediment	small pebbles and stones	in controlling hydrology	icebergs.	
Man-made changed to have different properties.  Materials include metal, plastic, glass and fabric.  Materials can be  Changed to have different properties.  a long time to form rock. They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made large boulders and rocks are rolled along the riverbed.  Coveredoptional  Different types of soil		include wood,	made from natural	used to make human	that settles in water and	are carried along the	(water) and potential soil		
materials include metal, plastic, glass and fabric. Materials can be  different properties.  They are often soft, permeable, have layers and may contain fossils.  Igneous rocks are made  They are often soft, permeable along the riverbed.  coveredoptional  Different types of soil		stone and sand.	materials but have been	features.	becomes squashed over	riverbed. Traction is when	erosion.		
metal, plastic, glass and fabric. Materials can be  permeable, have layers and may contain fossils. Igneous rocks are made Igneous rocks are made  permeable, have layers coveredoptional Different types of soil		Man-made	changed to have		a long time to form rock.	large boulders and rocks			
metal, plastic, glass and fabric. Materials can be  permeable, have layers and may contain fossils. Igneous rocks are made Igneous rocks are made  permeable, have layers coveredoptional Different types of soil		materials include				•			
glass and fabric.  Materials can be  and may contain fossils.  Igneous rocks are made  Different types of soil		metal, plastic,				•			
Materials can be Igneous rocks are made Different types of soil									
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		used to build and			_	· ·			
make things.   lava. They are usually   and loamy.		make things.							
hard, shiny and contain					, , ,				

		1			1	T	1	
				visible crystals.				
				Metamorphic rocks are				
				formed when existing				
				rocks are heated by the				
				magma under the				
				Earth's crust or				
				squashed by the				
				movement of the				
				Earth's tectonic plates.				
				They are usually very				
				hard and often shiny.				
Physical	Nursery	Physical features are	A physical feature is one	A volcano is an opening	Mountains form over	North America is broadly	The Arctic is a sea of	
features	Common physical	naturally-created	that forms naturally,	in the Earth's surface	millions of years. They are	categorised into six major	ice surrounded by	
	features include	features	and can change over	from which gas, hot	made when the Earth's	biomes: tundra,	land and located at	
	fields, rivers and		time due to weather	magma and ash can	tectonic plates push	coniferous forest,	the highest	
	hills.		and other forces.	escape. They are usually	together or move apart.	grasslands (prairie),	latitudes of the	
				found at meeting points	Mountains are also	deciduous forest, desert	Northern	
	Reception			of the Earth's tectonic	formed when magma	and tropical rainforest.	Hemisphere. It	
	Large physical			plates. When a volcano	underneath the Earth's	South America has a vast	extends over the	
	features include			erupts, liquid magma	crust pushes large areas of	variety of biomes,	countries that	
	rivers, mountains,			collects in an	land upwards. There are	including desert, alpine,	border the Arctic	
	oceans and the			underground magma	five types of mountain:	rainforest and grasslands.	Ocean, including	
	coastline.			chamber. The magma	fold, fault-block, volcanic,		Canada, the USA,	
				pushes through a crack	dome and plateau.		Denmark, Russia,	
				called a vent and bursts			Norway and	
				out onto the Earth's			Iceland. Antarctica	
				surface. Lava, hot ash			is a continent	
				and mudslides from			located in the	
				volcanic eruptions can			Southern	
				cause severe damage.			Hemisphere.	
				The Earth is made of			Antarctica does not	
				four different layers.			belong to any	
				The inner core is made			country. Physical	
				mostly of hot, solid iron			features typical of	
				and nickel, and the			the Arctic and	
				outer core is made of			Antarctic regions	
				liquid iron and nickel.			include glaciers,	
				The mantle is made of			icebergs, ice caps,	
				solid rock and molten			ice sheets, ice	
				rock called magma. The			shelves and sea ice.	

Environment  Nursery It is everybody's responsibility to look after the environment continued feet on the areas where we live, work and play.  Reception Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is not the ground.  Altitudinal zonation describes the different altitudes on mountains. Examples include forests that grow at low altitudes and suspports plants and play. People need to put their rubbish into the bin and not throw it on the ground.  It is not proving amenities.  The local environment  Can be improved by climate zones: desert, Mediterranean, polar, temperate and tropical.  The Earth has five climate to describes the different describes the different altitudes on mountains. Examples include forests that describes the different altitudes and surports altitudes and surports plants and play. People need to put their rubbish into the bin and not throw it on the ground.  Altitudinal zonation describes the different climate and types of wildlife at different altitudes and surports plants and play. People need to put their rubbish into the bin and not throw it on the ground.  It is not not throw it on the ground.  Altitudinal zonation describes the different climate and types of wildlife at different altitudes and susports plants and animals, that are adapted to harsher environments, and the summits of mountains, which are usually covered in Ice and snow and don't support any life.  Solid establishment into the plants and the plants are often defined by the water climate expendence of the water cycle and summits of mountains, which are usually covered in Ice and snow and don't support any life.  Solid establishment are offen defined by a range of factors, such as to binning fossil fuels, during the valled warming.  What is weather the long-term and types of the climate cones; desert, described and types of altitude. A blome is a large calcipation and the plants are offen defined by a range of factors,	_	,						T	,
Environment  Nursery It is everybody's responsibility to look after the environment Reception Utter has a harmful effect on the areas where we live, work and play. Play Popel need to put their rubbish into the bin and not throw it on the ground.  The farth has five dimate can be improved by picking up litter, and palming flowers and play. People need to put their rubbish into the bin and not throw it on the ground.  The farth has five dimate can be improved by picking up litter, and palming flowers and play hepople need to put their rubbish into the bin and not throw it on the ground.  The farth has five dimate can be improved by picking up litter, and palming flowers and play flower the environment and play. People need to put their rubbish into the bin and not throw it on the ground.  The farth has five dimate cones: desert, describes the different climates and types of wideterranean, polar, the through the picking up litter, plotking up litter, plotking up litter, and palming flowers and play. People need to put their rubbish into the bin and not throw it on the ground.  The farth has five climate canes: desert, describes the different climates and types of wideterranean, polar, the temperate and tropical.  Mediterranean, polar, the temperate and tropical.  The farth has five climate cones: desert, Mediterranean, polar, the temperate and tropical.  Mountains have variable climates depending on a listrude. A bine is a large cook play a frage of factors, such a described to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support a wide variety of plants and a minist, but are adapted to harsher environments and support sold that are adapted to harsher environments.  The farth has five climate canes: desert, Mediterranean, polar, the threat sold steer the different altitudes on mountains.  Examples fution at the ground.  The farth has five climate cones: desert, Mediterranean, polar, the threat sold steer the describes the different altitudes and the summit					crust is a thin layer of				
Environment Nursery It is everybody's responsibility to look after the environment Utter and pollution have areas where we live, work and play.  Environment  Nursery It is everybody's a harmful effect on the environment of look after the environment Utter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Environment  Nursery It is everybody's a harmful effect on the areas where we live, work and play.  Environment  Nursery It is everybody's a harmful effect on the areas where we live, work and play.  Environment  Nursery It is everybody's a harmful effect on the areas where we live, work and play.  Environment  Nursery It is everybody's a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Environment  Nursery It is everybody's a harmful effect on the can be improved by picking up interest and tropical.  Mountains have variable climates and types of wildlife at different altitudes on mountains. Examples include forects that grow at low altitudes, and support a wide available, and animals, tundra that its found a naimals, tundra that its found a naimals, that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support and dearning the state of the surface, such as desert, forest, grassland, tundra and aquatic. Blomes are often defined by a range offactors, such as temperature, climate, relief, geolgy, soils and rearing livestock, all contribute to global warming. Human activity, and rearing livestock, all contribute to global warming. Human activity, and plastic pollution. We will explore issues such as dismate change, rising sea levels, biodioversity and plastic pollution. We will explore places such as the first of the first of the surface and tropical.  Environment  It the fact has five climate acrosc: desert, Mediterent altropical. Mountains have variable climates and					solid rock that is broken				
Environment Nursery It is everybody's responsibility to look after the environment environment That area where we live, work and play.  Reception Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is provided by a control of the provided by the first of the area of the planting flowers and play. People need to put their rubbish into the bin and not throw it on the ground.  It is newlybody's responsibility to look after the environment that control of the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is everybody's responsibility to look after the environments of the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is everybody's responsibility to look after the environment to a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is everybody's responsibility to look after the environment to look after the environment to look after the environments and play. People need to put their rubbish into the bin and not throw it on the ground.  It is everybody's responsibility to look after the environment to the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  It is everybody's responsibility to look at the describes the different climates and types of widlife at different climates and types of widlife and the first temperate and tropical. Houndrash has been rubbed to a hard the first on the ground and the summits of more all the first on the ground and not throw it on the ground.  It is everybody's responsibility to look a first the first on the ground and the firs					into large pieces called				
Environment  Nursery It its everybody's responsibility of look after the environment Utter has a harmful effect on the areas where we live, work and play.  Environment  Reception Utter has a harmful effect on the areas where we live, work and play.  Environment  It is everybody's to look after the environment of look after the environment of the areas where we live, work and play.  Environment  It is everybody's to look after the environment of look after the environment of the areas where we live, work and play.  Environment  It is everybody's to look after the environment of look after the environment of look after the environment of the areas where we live, work and play.  Environment  It is everybody's to look after the environment of look and the large was where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the environment of look and the large was where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, work and play.  Environment  It is everybody's to look after the areas where we live, plants and surpount and the summits of plants and support and support and support and yellow and on't support and vegetation.  Everybody's expected and tropical temperate and tropical temperate and tropical attitudes on mountains, shick are adapted to harsher environments, and the summits of mountains, which are assument to look and the summits of mountains, which					tectonic plates. These				
Environment  Nursery  It its everybody's responsibility to look after the environment  Reception  Litter has a harmful effect on the areas where we live, work and play.  Reception Litter has a harmful effect on the areas where we live, work and play.  Play. People need to put their rubbish into the bin and not throw it on the ground.  Altitudes on mountains, which are usually overed in the and the summits of mountains, which are usually overed in the plan and not throw it on the ground.  Altitudes on mountains, shich are usually overed to harsher environments, and the summits of mountains, which are usually covered in the answer of the plan and not throw it on the ground.  Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and play. People need to put their rubbish into the bin and not throw it on the ground.  Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, shich are usually covered in the area where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, shich are usually covered in the ending of plants and animals, which are usually covered in the ending of plants and animals, which are usually covered in the end animals, which are usually covered in the end animals, the plan and not throw it on the ground.  Altitudes on mountains. Examples include forests that contributes to the melting of polar and animals, and a quantum distinct and the summits of mountains, which are usually covered in the ending of plants and animals, that are adapted to harden environment, and the summits of mountains, which are usually covered in the end of the plant and not throw and anima					pieces move very slowly				
It is everybody's responsibility to look after the environment constraints and play.  Reception Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbis into the bin and not throw lit on the ground.  To the ground and any ground and ground an					across the mantle.				
It is everybody's responsibility to look after the environment constraint of the environment environme									
responsibility to look after the environment work and play.  Reception Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  The ground is the ground in the ground in the ground.  The ground is the ground in the ground is a decreased in the ground is look after the environment in the ground.  The ground is the grow and grow an	Environment	Nursery	Litter and pollution have	The local environment	The Earth has five	Altitudinal zonation	The Earth has five climate	Climate change is	What is weather
look after the environment work and play.  planting flowers and improving amenities.  blanting flowers and instruction over policy and plastic pollution.  blanting flowers and instruction and the summits of the weather visited sepanding on altitude. A biome is a large ecological area on the events surface, such as desert, forest, grassland, tundra and aquatic.  bliome and the summits of weather vide cological area on the events surface, such as desert, forest, grassland, tundra and aquatic.  bliome and the summits of maching that contributes to the melting of polar ice caps, rising sea levels, of the weather viewleds and built your and built		It is everybody's	a harmful effect on the	can be improved by	climate zones: desert,	describes the different	zones: desert,	the long-term	and climate?
environment    Improving amenities.   altitudes on mountains. Examples include forests that grow at low altitude. A biome is a large ecological area on the Litter has a harmful effect on the areas where welive, work and play. People need to put their rubbish into the bin and not throw it on the ground.   Improving amenities.   Altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.   If the water cycle and build your when the weather. Climate change is caused by global warming.   Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.   What are the threats to islands around the world?   We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution.   We will explore places such as the		responsibility to	areas where we live,	picking up litter,	Mediterranean, polar,	climates and types of	Mediterranean, polar,	change in expected	We will consolidate
Reception Litter has a harmful effect on the areas where wellow, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and support and the summits of mountains, which are usually covered in ice and snow and don't support any life.  Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and support and the summits of mountains, which are usually covered in ice and snow and don't support any life.  Examples include forests that grow at low altitudes and support as wide variety of plants and animals, tundra that is found at higher altitudes and support and an animals, tundra and analquatic. Biomes are often defined by a range of factors, such as burning relief, geology, soils and vegetation.  Examples include forests that grow at low altitudes, A biome is a large eclogical area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as burning relief, geology, soils and vegetation.  Examples include forests that grow a low altitude. A biome is a large eclogical area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as burning relief, geology, soils and vegetation.  Examples includes and support as wide variety of plants and animals, tundra and aquatic. Biomes are often defined by a range of factors, such as burning relief, geology, soils and vegetation.  Examples includes area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a reaper of factors, such as burning relief, geology, soils and vegetation.  Examples includes and support and and believed and several and record data surrounding the world?  Examples includes and support and and b		look after the	work and play.	planting flowers and	temperate and tropical.	wildlife at different	temperate and tropical.	patterns of weather	your understanding
Reception Litter has a littludes and support a wide variety of plants and animals, that are as where we live, work and play People need to put their rubbish into the bin and not throw it on the ground.  Reception Litter has a littludes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support  any life.  That grow at low altitudes. A blome is a large cological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as deforestation, which are usually covered in ice and snow and don't support any life.  The provided per how different weather systems form. We will explore places such as climate change, rising sea levels and extreme weather. Climate change forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by such as the levels and extreme weather. Climate change eloolation will enhance your understanding of how we can weather. Climate change, relief, geology, soils and vegetation.  What are the threats to late the surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by such as such as climate change, relief, geology, soils and vegetation.  What are the threats of late and solve the surface and the surface such as climate change, rising sea levels, bioidversity and plastic pollution. We will explore places such as the place of the part of the surface, cuch as desert, forest, grassland, tundra and aquatic. Biomes are often defined by such as a large desert, forest, grassland, tundra and aquatic. Biomes are often defined by such as desert, climate change, rate of extreme. Soil forest, grassland, tundra and place control to the surface and tundra and tundra and tundra and tundra and tundra and t		environment		improving amenities.		altitudes on mountains.	Mountains have variable	that contributes to	of the water cycle
Litter has a harmful effect on the areas where welve, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Litter has a harmful effect on the areas where welve, work and play. People need to put their rubbish into the bin and not throw it on the ground.  Litter has a harmful effect on of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  Litter has a harmful effect on of plants and animals, tundra and aquatic. Biomes are often defined by a range of factors, such as terme from the efforts, such as burning of how we can weather. Climate change is caused by global warning. Human activity, such as burning of fossif fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warning.  What are the threats to islands around the world? We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the						Examples include forests	climates depending on	the melting of polar	and build your
harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  The ground is the ground in the ground in the ground.  The ground is the ground in the gr		Reception				that grow at low altitudes	altitude. A biome is a large	ice caps, rising sea	knowledge of how
the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  The ground is the area as where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  The ground is the area as where we live, work and play. People need to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  The ground is the area saveled by global warming. Human activity, as uch as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.  What are the threats to islands around the world? We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the		Litter has a				and support a wide variety	ecological area on the	levels and extreme	different weather
we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.  In the ground.  In the ground.  In the ground is to put their and author that the province it on the ground.  In the ground is to make the ground in the ground.  In the ground is to make the ground in the ground is an application of the ground is a semperature, climate and the summits of mountains, which are usually covered in ice and snow and don't support any life.  In the ground is tundra and aquatic. Biomes are often defined by a range of factors, such as the province as temperature, climate fossil fuels, deforestation, abitat destruction, overpopulation and rearing livestock, all contribute to global warming.  What are the threats to islands around the world?  We will explore issues such as the places such as the play a range of factors, such as the province of factors, such as the province of factors.  In tundra and aquatic. Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defined by a range of factors, such as tundra and aquatic.  Biomes are often defin		harmful effect on				of plants and animals,	Earth's surface, such as	weather. Climate	systems form. We
play. People need to put their rubbish into the bin and not throw it on the ground.  It o		the areas where				tundra that is found at	desert, forest, grassland,	change is caused by	will enhance your
to put their rubbish into the bin and not throw it on the ground.  by a range of factors, such as burning fossil fuels, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  by a range of factors, such as temperature, climate, relie		we live, work and				higher altitudes and	tundra and aquatic.	global warming.	understanding of
rubbish into the bin and not throw it on the ground.  to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  sometiments of mountains, which are usually covered in ice and snow and don't support any life.  sometiments of mountains, which are usually covered in ice and snow and don't support any life.  sometiments of mountains, which are usually covered in ice and snow and don't support any life.  sometiments of mountains, which are usually covered in ice and snow and don't support any life.  sometiments of mountains, which are usually covered in ice and snow and don't support any life.  what are the threats to islands around the world?  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution.  We will explore places such as the		play. People need				supports plants and	Biomes are often defined	Human activity,	how we can
bin and not throw it on the ground.  and the summits of mountains, which are usually covered in ice and snow and don't support any life.  any life.  relief, geology, soils and vegetation.  habitat destruction, overpopulation and rearing livestock, all contribute to global warming.  What are the threats to islands around the world?  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution.  We will explore places such as the		to put their				animals that are adapted	by a range of factors, such	such as burning	measure and record
it on the ground.  mountains, which are usually covered in ice and snow and don't support any life.  mountains, which are usually covered in ice and snow and don't support any life.  mountains, which are usually covered in ice and snow and don't support any life.  mountains, which are usually covered in ice and snow and don't support any life.  mountains, which are usually covered in ice and snow and don't support any life.  mountains, which are vegetation.  habitat destruction, overpopulation and rearing livestock, all contribute to global warming.  What are the threats to islands around the world?  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution.  We will explore places such as the		rubbish into the				to harsher environments,	as temperature, climate,	fossil fuels,	data surrounding
usually covered in ice and snow and don't support any life.  usually covered in ice and snow and don't support any life.  any life.  warming.  What are the threats to islands around the world?  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution.  We will explore places such as the		bin and not throw				and the summits of	relief, geology, soils and	deforestation,	the weather.
snow and don't support any life.  rearing livestock, all contribute to global warming.  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the		it on the ground.				mountains, which are	vegetation.	habitat destruction,	
any life.  contribute to global warming.  We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the						usually covered in ice and		overpopulation and	What are the
warming. We will explore issues such as climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the						snow and don't support		rearing livestock, all	threats to islands
issues such as climate change, rising sea levels, biodiversity and plastic pollution.  We will explore places such as the						any life.		contribute to global	around the world?
climate change, rising sea levels, biodiversity and plastic pollution. We will explore places such as the								warming.	We will explore
rising sea levels, biodiversity and plastic pollution. We will explore places such as the									issues such as
biodiversity and plastic pollution.  We will explore places such as the									climate change,
plastic pollution.  We will explore places such as the									rising sea levels,
We will explore places such as the									biodiversity and
We will explore places such as the									plastic pollution.
places such as the									
									•
									Maldives, the
Galapagos islands									
and the islands of									and the islands of
the Philippines									the Philippines

Sustainability		Natural environments	Conservation is the	A person's carbon	The environment	Industries can make their	Natural resource	How is the world
Sustamusmity		can be affected by the	protection of living	footprint is the amount	produces natural	manufacturing processes	management (NRM)	becoming more
		actions of humans,	things and the	of carbon dioxide	resources. Humans use	more sustainable and	manages natural	dangerous?
		including cutting down	environment from	released into the	some natural resources to	better for the	resources, including	In this topic we will
		trees or dropping litter.	damage caused by	atmosphere from their	make energy. Some	environment by using	water, land, soil,	explore how our
		Humans can protect the	human activity.	activities. People can	natural resources cannot	renewable energy sources,	plants and animals.	world is becoming
		environment by	Conservation activities	reduce their carbon	be replaced, like coal or	reducing, reusing and	It recognises that	more dangerous
		choosing to preserve	include reducing,	footprint by driving less,	oil. They are non-	recycling and sharing	people rely on	and what factors
		woodlands and	reusing and recycling,	eating less meat, flying	renewable. Some, like	resources.	healthy landscapes	drive conflict,
		hedgerows, recycling	composting, saving	less and wasting less	wind or flowing water, are		to live and aims to	investigating water
		where possible and	water and saving	food and products.	renewable sources of		create sustainable	conflict, crime,
		disposing of waste	energy. Conservation	, , , , , , , , , , , , , , , , , , ,	energy.		ways of using land	resources and the
		carefully.	activities protect the				now and in the	global drug trade.
		,	environment for people				future	0
			in the future.					
World	Nursery	A continent is a large	An ocean is a large sea.	Countries in Europe	The North American	Major cities around the	Geographical	Where in the
	The world has	area of land. The world's	There are five oceans on	include the United	continent includes the	world include London in	interconnections	world?
	lots of different	seven continents are	our planet called the	Kingdom, France, Spain,	countries of the USA,	the UK, New York in the	are the ways in	We will build on
	places.	Africa, Antarctica, Asia,	Arctic, Atlantic, Indian,	Germany, Italy and	Canada and Mexico as well	USA, Shanghai in China,	which people and	your knowledge of
		Australia, Europe, North	Pacific and Southern	Belgium. Russia is part	as the Central American	Istanbul in Turkey,	things are	how we describe
	Reception	America and South	Oceans. Seas include the	of both Europe and Asia.	countries of Guatemala,	Moscow in Russia, Manila	connected.	locations using the
	Globes and maps	America. The five	Black, Red and Caspian		Honduras, Nicaragua,	in the Philippines, Lagos in		four and eight point
	can show us the	oceans are the Arctic	Seas. The United		Costa Rica and Panama.	Nigeria, Nairobi in Kenya,		compass. We will
	location of	Ocean, Atlantic Ocean,	Kingdom is an island		The South American	Baghdad in Iraq, Damascus		explore the
	different places	Indian Ocean, Pacific	surrounded by the		continent includes the	in Syria and Mecca in		geographical
	around the world.	Ocean and Southern	Atlantic Ocean, English		countries of Brazil,	Saudi Arabia.		similarities and
		Ocean.	Channel, Irish Sea and		Argentina, Chile,	covered		differences in the
		covered	North Sea. The world's		Colombia, Peru,			UK, whilst
			seven continents are		Venezuela, Uruguay,			understanding the
			Africa, Antarctica, Asia,		Ecuador, Bolivia and			differences
			Australia, Europe, North		Paraguay.			between physical,
			America and South					human and
			America					environmental
								geography.
								Why are some
								places considered
								to be forbidden?
								We will use our
								knowledge of

							human and physical geography to understand how some places can become forbidden. In this topic we will explore places such as North Korea, Pripyat, Sellafield, Everest and the Mariana Trench.
UK	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.	Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.  Topography is the arrangement of the natural and artificial physical features of an area.	Relative location is where something is found in comparison with other features.	A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.	
Location	Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern	The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.	The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime	How can we find our way around? We will explore how we can use maps to identify locations using grid references and measure distance. We will undertake fieldwork around

		Hemispheres.				another hour earlier than	Meridian is the	school to identify
		Continents have				GMT. Each time zone 15	imaginary line from	how data can be
		different climates				degrees to the east is	the North Pole to	used to represent
		depending on where				another hour later.	the South Pole that	and investigate
		they are in the world.					passes through	different places.
		The climate of a place					Greenwich in	
		can be identified by the					England and marks	
		types of weather, plants					0° longitude, from	
		and animals found					which all other	
		there.					longitudes are	
		covered					measured.	
Position	Nursery	Positional language	The four cardinal points	The eight points of a	The four cardinal	Compass points can be	Invisible lines of	
	Positional	includes behind, next to	on a compass are north,	compass are north,	directions are north (N),	used to describe the	latitude run	
	language is used	and in front of.	south, east and west. A	south, east, west, north-	east (E), south (S) and	relationship of features to	horizontally around	
	to describe where	Directional language	route is a set of	east, north-west, south-	west (W), which are at 90°	each other, or to describe	the Earth and show	
	things are in	includes left, right,	directions that can be	east and south-west.	angles on the compass	the direction of travel.	the northerly or	
	relation to one	straight ahead and turn.	used to get from one	covered x 2	rose. The four	Accurate grid references	southerly position	
	another.		place to another.		intercardinal (or ordinal)	identify the position of key	of a geographical	
	Positional				directions are halfway	physical and human	area. Invisible lines	
	language includes				between the cardinal	features.	of longitude run	
	in, on, next to,				directions: north-east		vertically from the	
	behind and in				(NE), south-east (SE),		North to the South	
	front of.				south-west (SW) and		Pole and show the	
					north-west (NW).		westerly or easterly	
	Reception						position of a	
	Positional						geographical area.	
	language is used							
	to describe where							
	things are in							
	relation to one							
	another.							
	Positional							
	language includes							
	in, on, next to,							
	behind, in front							
	of, in between,							
	above, below and							
1	underneath.							

Maps	A map is a picture	A map is a picture or	A map is a picture or	A four-figure grid	A six-figure grid reference	The geographical term	A geographical area	How can we find
	or drawing of an	drawing of an area of	drawing of an area of	reference contains four	contains six numbers and	'relief' describes the	can be understood	our way around?
	area of land or	land or sea that can	land or sea that can	numbers. The first two	is more precise than a	difference between the	by using grid	We will explore how
	sea.	show human and	show human and	numbers are called the	four-figure grid reference.	highest and lowest	references and lines	we can use maps to
		physical features. A key	physical features. Maps	easting and are found	The first three figures are	elevations of an area.	of latitude and	identify locations
		is used to show features	use symbols and a key.	along the top and	called the easting and are	Relief maps show the	longitude to identify	using grid
		on a map. A map has	A key is the information	bottom of a map. The	found along the top and	contours of land based on	position, contour	references and
		symbols to show where	needed to read a map	second two numbers	bottom of a map. The	shape and height. Contour	lines to identify	measure distance.
		things are located.	and a symbol is a picture	are called the northing	second three figures are	lines show the elevation of	height above sea	We will undertake
			or icon used to show a	and are found up both	called the northing and	the land, joining places of	level and map	fieldwork around
			geographical feature.	sides of a map. Four-	are found up both sides of	the same height above sea	symbols to identify	school to identify
				figure grid references	a map. Six-figure grid	level. They are usually an	physical and human	how data can be
				give specific information	references give detailed	orange or brown colour.	features.	used to represent
				about locations on a	information about	Contour lines that are		and investigate
				map.	locations on a map.	close together represent		different places.
						ground that is steep.		
						Contour lines that are far		
						apart show ground that is		
						gently sloping or flat.		
Compare and	Places can have	Places can be compared	A non-European country	Geographical features	A physical feature is one	The seven continents	Climate is the long-	
contrast	different	by size, amenities,	is a country outside the	created by nature are	that forms naturally and	(Africa, Antarctica, Asia,	term pattern of	
	climates,	transport, location,	continent of Europe. For	called physical features.	can change over time due	Australia, Europe, North	weather conditions	
	weather, food,	weather and climate.	example, the USA,	Physical features include	to physical processes, such	America and South	found in a particular	
	religions, culture,		Australia, China and	beaches, cliffs and	as erosion and	America) vary in size,	place. Climates can	
	wildlife, transport		Egypt are non-European	mountains.	weathering. Physical	shape, location,	be compared by	
	and amenities.		countries. European	Geographical features	features include rivers,	population and climate.	looking at factors	
			countries include the	created by humans are	forests, hills, mountains		including maximum	
			United Kingdom,	called human features.	and cliffs. An aspect of a		and minimum levels	
			Germany, France and	Human features include	physical feature might be		of precipitation and	
			Spain.	houses, factories and	the type of mountain, such		average monthly	
				train stations.	as dome or volcanic, or		temperatures.	
					the type of forest, such as			
					coniferous or broad-			
					leaved.			
Significant	A place can be	A place can be	A significant place is a	Significant volcanoes	Significant mountain	Farming challenges for	North America,	
places	important	important because of its	location that is	include Mount Vesuvius	ranges include the	developing countries	Europe and East	
	because of its	location, buildings,	important to a	in Italy, Laki in Iceland	Himalayas, Urals, Andes,	include poor soil, disease,	Asia are the main	
	location, use	landscape, community,	community or society.	and Krakatoa in	Alps, Atlas, Pyrenees,	drought and lack of	industrial regions of	
	buildings or	culture and history.	Places can also be	Indonesia. Significant	Apennines, Balkans and	markets. Education, fair	the world due to a	
	landscape.	Important buildings can	significant because of	earthquake-prone areas	Sierra Nevada. Significant	trade and technology are	range of factors	

			1	I	I	1	
	include schools, plac	•	include the San Andreas	rivers include the	ways in which these	(access to raw	
	of worship and build	•	Fault in North America	Mississippi, Nile, Thames,	challenges can be	materials,	
	that provide a servi	· · ·	and the Ring of Fire,	Amazon, Volga, Zambezi,	reduced.	transportation,	
	the community, suc		which runs around the	Mekong, Ganges, Danube		fresh water, power	
	shops and libraries.	Significant places can	edge of the Pacific	and Yangtze.		and labour supply).	
	Some buildings are	also include	Ocean and is where				
	important because t		many plate boundaries				
	tell us something ab	out Eiffel Tower, or natural	in the Earth's crust				
	the past.	landscapes, such as the	converge. Over three-				
		Great Barrier Reef.	quarters of the world's				
			earthquakes and				
			volcanic eruptions				
			happen along the Ring				
			of Fire.				
Geographical	Geographical featur	es An environment or place	Significant geographical	Rivers, seas and oceans	Settlements come in many	Tourism is an	
change	can change over tim	e. can change over time	activity includes	can transform a landscape	different sizes and these	industry that	
		due to a geographical	earthquakes and	through erosion,	can be ranked according	involves people	
		process, such as erosion,	volcanic eruptions.	deposition and	to their population and	travelling for	
		or human activity, such	These are known as	transportation.	the level of services	recreation and	
		as housebuilding.	natural disasters		available. A settlement	leisure. It has had	
			because they are		hierarchy includes hamlet,	an environmental,	
			created by nature, affect		village, town, city and	social and economic	
			many people and cause		large city.	impact on many	
			widespread damage.			regions and	
						countries.	
			The crust of the Earth is				
			divided into tectonic				
			plates that move. The				
			place where plates meet				
			is called a plate				
			boundary. Plates can				
			push into each other,				
			pull apart or slide				
			against each other.				
			These movements can				
			create mountains,				
			volcanoes and				
			earthquakes.				

## Skills progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human features and landmarks	Nursery Notice and begin to name different manmade features in the immediate environment, including the school grounds, local streets and the place they live.  Reception Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	Explain how humans function in the place they live.
Settlements and land use	Nursery Say how two places in the immediate environment are the same or different.  Reception Describe a contrasting environment to their own.	Identify the characteristics of a settlement.	Describe the size, location and function of a local industry.	Describe the type and characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Describe in detail the different types of agricultural land use in the UK.	Describe the distribution of natural resources in an area or country.
Climate and weather	Nursery Notice ways that the local environment changes during different seasons.  Reception Record observations about the way the local environment changes throughout each season.	Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments.	Explain climatic variations of a country or continent.	Explain how the climate affects land use.	Evaluate the extent to which climate and extreme weather affect how people live.
Physical processes	Nursery Notice how the wind and rain can affect the local environment.  Reception Describe how different types of weather affect the local environment.	Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Use specific geographical vocabulary and diagrams to explain the water cycle.	Describe how soil fertility, drainage and climate affect agricultural land use. covered x 3	Describe the physical processes, including weather, that affect two different locations.

Geographical	Nursery	Identify features and	Study aerial	Analyse maps, atlases and	Study and draw	Analyse and compare a	Use satellite imaging
resources	Identify simple geographical features in a photograph.  Reception Use photographs and maps to identify and describe human and physical features from their locality.	landmarks on an aerial photograph or plan perspective.	photographs to describe the features and characteristics of an area of land.	globes, including digital mapping, to locate countries and describe features studied.	conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	place, or places, using aerial photographs. atlases and maps.	and maps of different scales to find out geographical information about a place.
Data analysis	Nursery Use small world toys, such as cars and model houses, to represent data from the locality.  Reception Begin to collect simple geographical data during fieldwork activities.	Collect simple data during fieldwork activities.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Analyse primary data, identifying any patterns observed.	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Fieldwork	Nursery Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.  Reception Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Natural and man-made materials	Nursery Notice natural and man-made materials in the environment.  Reception Name some natural and man-made materials in the environment.	identify natural and man-made materials in the environment.	Describe the properties of natural and man-made materials and where they are found in the environment.	Name and describe the types, appearance and properties of rocks.	Describe and explain the transportation of materials by rivers.  Describe the properties of different types of soil.	Explain how the topography and soil type affect the location of different agricultural regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
Physical features	Nursery Name some physical features in the immediate environment.  Reception	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill,	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain,	Describe the parts of a volcano or earthquake.	Identify, describe and explain the formation of different mountain types.	Identify and describe some key physical features and environmental regions of North and South	Compare and describe physical features of polar landscapes.

Environment	Name some common physical features in the locality and beyond.  Nursery Show care for living things and the environment.  Reception Describe ways to look after the immediate environment.	mountain, sea, ocean, river, soil, valley and vegetation.  Describe how pollution and litter affect the local environment and school grounds.	sea, ocean, river, soil, valley and vegetation.  Describe ways to improve the local environment.	Name and describe properties of the Earth's four layers.  Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains.	America and explain how these, along with the climate zones and soil types, can affect land use.  Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.
Sustainability		Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	Describe how natural resources can be harnessed to create sustainable energy.	identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.
World	Nursery Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.  Reception Begin to notice and talk about the different places around the world, including oceans and seas.	Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	Locate countries and major cities in Europe (including Russia) on a world map.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	Name, locate and describe major world cities.	Explain interconnections between two or more areas of the world.
ик	Nursery Show an interest in the place they live on a map or globe. Reception Identify the United Kingdom on a world map or globe.	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Identify characteristics of the four countries and major cities of the UK.	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns

					Identify the topography of an area of the UK using contour lines on a map.		of an area of the UK or the wider world.
Location	Nursery Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories. Reception Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Locate hot and cold areas of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Locate significant places using latitude and longitude	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
Position	Nursery Discuss routes and locations and use and understand some positional language. Reception Use simple positional language to describe where things are in relation to each other and give directions.	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
Maps	Nursery  Describe a familiar route and use maps as part of role play.  Reception  Make and use simple maps in their play to represent places and journeys, real and imagined.	Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use four-figure grid references to describe the location of objects and places on a simple map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map. covered	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Compare and contrast	Nursery Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources. Reception	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a	Classify, compare and contrast different types of geographical feature.	Describe and compare aspects of physical features.	Identify and describe the similarities and differences in physical and human geography between continents.	Describe the climatic similarities and differences between two regions.

	Describe how two places are the same or		contrasting non-				
	different using simple picture maps,		European country.				
	photographs, data and other						
	geographical resources.						
Significant	Nursery	Name important	Name, locate and	Name and locate significant	Name, locate and explain	Identify some of the	Name, locate and
places	Talk about and ask questions about	buildings and places and	explain the significance	volcanoes and plate	the importance of	problems of farming in a	explain the
	places that are important to them.	explain their	of a place.	boundaries and explain why	significant mountains or	developing country and	distribution of
	Reception	importance.		they are important.	rivers.	report on ways in which	significant industrial,
	Discuss and describe places that are					these can be supported.	farming and exporting
	important to them.						regions around the
	<b>P</b> • • • • • • • • • • • • • • • • • • •						world.
Geographical	Nursery	Describe how a place or	Describe how an	Describe how a significant	Explain how the physical	Describe how the	Present a detailed
change	Notice and talk about how things have	geographical feature	environment has or	geographical activity has	processes of a river, sea	characteristic of a	account of how an
	changed in the local environment.	has changed over time.	might change over time.	changed a landscape in the	or ocean have changed a	settlement changes as it	industry, including
	Reception			short or long term.	landscape over time.	gets bigger (settlement	tourism, has changed
	Discuss how the local environment has					hierarchy).	a place or landscape
	changed over time using photographs			Describe the activity of plate			over time.
	and first-hand experiences.			tectonics and how this has			
	and mot hand experiences.			changed the Earth's surface			
				over time (continental drift).			

## Vocabulary Progression

Tier	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Street	Near Far Left Right	Continent Europe	Rocks, Relics and	Misty Mountain,	Sow, Grow and	<u>Frozen</u>
	House	Building Plan Globe	North America	<u>Rumbles</u>	<u>Winding</u>	<u>Farm</u>	<u>Kingdoms</u>
	Bungalow	Journey Travel Long	South America	Crater Crust Damage	<u>River</u>	Amenity Animals	Altitude
	School	Bungalow Town	Antarctica Asia	Earth Earthquake	Algae Cloud	Cattle Climate	Antarctic
	Church	Transport Lorry Bus	Africa Australia	Core Lava Magma	Current Degrade	Compost	Artic Polar
	Traffic lights	Car Winter Summer	Australasia Pacific	Mantle Rock Tremor	Deposit Drinking	Environment	Ocean
	Bridge	Spring Autumn	Ocean Atlantic		Erosion Flood Lake	Export Import	Blizzard

	Left	Seasons Short	Ocean Indian Ocean	Ash Eruption	Liquid Man made	Food Food chain	Desert Ice
	Right	Junction Village	Arctic Ocean	Environment	Mouth Ocean Rain	Food web Gas	North pole
	Forwards	Wind Snow Rain Hail	Southern Ocean		Ridge Bank Sea	Harvest Life cycle	South pole
	Backwards	Fog Wet Dry Hot	North Sea English				Polar day
	Above	Cold Wide Narrow	Channel Irish Sea				Polar night
	Under	Farm	Mediterranean Sea				
	Tunnel	England Scotland	North Pole South				
		Northern Ireland	Pole Coast				
		Eire Wales					
2	Zebra crossing	Village	Mountain Valley	Eruption column	Aquatic Meander	Agriculture	Continents
	Roundabout	Country	Seaside Hills	Evacuation Igneous	Oxbow lake	Biome Carbon	Glacier
	Teacher	City	Mountain Range	rock Sedimentary	Sediment Pollution	footprint	Tundra
	Head teacher	Capital city	Desert Landscape	rock Metamorphic	Tributary Water	Cultivate Fair	
	Caretaker		Aerial View Birds-	rock Pumice stone	cycle Water	trade Organic	
	Cleaner		eye view Vegetation	Tsunami	vapour	Temperature	
	Police officer		River Forest			Tropical zones	
	Doctor		Rainforest				
	Dentist						
	Мар						
3		Countryside	Capsize	Archaeologist	Condensation	Arable farming	
		Landmark	Charity	Epicentre Richter	Evaporation	Mixed farming	Expedition
		Monarchy	Coastline	scale Tectonic plate	Transpiration	Pastoral farming	Indigenous
		Monument	Compass		Accumulation	Commercial	
		Photograph	Emergency			farming	
		Cathedral				Fertilisation	
		Rural					
		Urban					