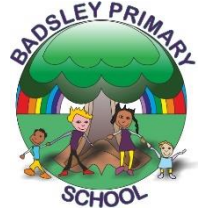


Badsley Primary School

Geography Progression Map



Coverage

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Understanding the World	Our Local Area					
Autumn 2	Understanding the World		Planet Earth	UK Settlement and Land Use			Mapping the World
Spring 1	Understanding the World						
Spring 2	Understanding the World		Life in Kenya		Amazon: Rivers and Rainforests	Asia: Mountains, Volcanoes and Earthquakes	Global Challenges: Climate Change
Summer 1	Understanding the World	The United Kingdom		Climate and Climate Zones			
Summer 2	Understanding the World	Beside the Sea		Europe	The USA	Biomes and Vegetation	Global Challenges: Trade

Vocabulary progression***

Vocabulary may have been introduced earlier than given years but will be explicitly taught in context in the years below and geographical vocabulary will be revisited continuously through the geography curriculum thereafter.

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Geographical		key map symbol hear route key landmark building capital city mountains national landmark tourist city countryside parliament flag beach coast bay cliff physical feature human feature compass direction east north south west	continent globe land sea ocean border city climate country landmark polar tropical climate desert glacier territory landmass desert rainforest savannah border peak glacier South Pole border continent country climate Equator humid season weather coast	hill peak mountain coast coastline island ocean sea course floodplain river meander mouth source tributary settlement city county hamlet rural town urban village border compass land use countryside farming climate zone polar climate zone temperate climate zone	physical feature tropics biodiversity settlement deforestation river course meander climate continent hemisphere Equator humid rainfall temperature tropical rainforest groundwater mouth precipitation river source water cycle bend deposition erosion oxbow lake dam reservoir transport country state topography	climate zone continent hemisphere mountain range topography population natural border human made border tectonic plates landform volcanic eruption fault lines aftershock plateau slope summit valley landslide tsunami climate climate zones rainfall temperature weather drought resource settlement	border human feature landmass physical feature compass Equator latitude longitude eastings grid reference location northings fieldwork cartographer land use sea levels agriculture agricultural land climate change climate zones forest land urban land drought flood glacier habitat polar natural resource renewable non-renewable consume/consumption export

			desert mountain savannah valley countryside tribe capital city rural urban	tropical climate zone subpolar climate zone Mediterranean climate zone equatorial climate zone data arid equatorial arid (desert) latitude temperature longitude and latitude human features physical features landmark continent country Northern hemisphere fjord forest lake landmark natural volcano climate coastline island lake mountain peninsula river volcano	landmark population skyline climate zone continent Equator Northern Hemisphere coastline co-ordinates landscape physical feature harbour human feature human-made landmark monument border coastal	shelter transport fieldwork	goods import sustainability global local national recycle
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Topic specific	<p>see smell local area local landmark special bungalow caravan cottage flat home house houseboat change dislike future improvements like</p> <p>England Northern Ireland Scotland United Kingdom Wales haggis Highlands lakes (lochs) (Munros)Cardiff Cymraeg Mount Snowdon Snowdonia Belfast Gaelic Giant's Causeway London River Thames Scafell Pike union</p>	<p>species tourist canyons geysers natural wonders rainforest coral reef ecosystem native the Outback animal reserve migration camouflage habitat skyscraper carnivore predator prey</p> <p>Africa Kenya Maasai nomads outskirts compare nyama choma shillings Swahili ugali</p>	<p>slope steeper taller Atlantic Ocean English Channel Irish Sea North Sea population council services conservation leisure protected land</p> <p>weather climate degrees Celsius temperature rainfall season</p> <p>Europe currency government language population traditional</p>	<p>capital city population mainland transcontinental Mediterranean protected</p>	<p>natural resource country human interaction currency export industries language population religion territory trade canopy deciduous emergent evergreen forest floor understory forest floor predator prey species ancestors loincloth hammock indigenous traditional tribe agriculture cattle ranching clearing logging palm oil evaporate energy hydroelectric power irrigation</p>	<p>population region natural disaster crust inner core mantle outer core crater lava magma chamber main vent secondary vent volcanic eruption dormant erupt geothermal energy volcanic ash epicentre focus seismic waves seismograph debris earthquake-proof engineer seismic energy</p> <p>biome ecosystem fauna flora adaptation camouflage hibernate migrate camouflage predator prey deforestation reasons against reasons for</p>	<p>distortion projection Prime Meridian data plan research collection explore analyse conclusion presentation</p> <p>global warming carbon footprint atmosphere greenhouse effect greenhouse gases radiation carbon dioxide deforestation fossil fuels industrial revolution methane infestation rainfall temperature vegetation waterlogged activist emissions environmentalist global citizen treaty</p> <p>overconsumption distribution trade GDP- gross domestic product</p>
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		Union Flag Union Jack holiday resort rockpool sand dune caravan site fairground lighthouse pier promenade boat rides fishing sandcastles surfing beach safety flags current danger lifeguard safety				government population president state capital state governor culture motto national park finance global power skyscraper		renewable energy sustainability distribution plentiful reserves scarce fair trade biodegradable fossil fuels limited replenish environmental science
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EYFS	KS1	KS2
<p><u>ELG: Understanding the World: People, Culture, and Communities</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and—when appropriate—maps. 	<p><i>Pupils should receive learning from all four of the following categories; Locational knowledge, Place knowledge, Human and physical geography, and Geographical skills and fieldwork. The units cover all of these requirements, but some units fall into more than one category:</i></p> <p>Place knowledge (Year 1, Unit 1: Our local area)</p> <p>Locational knowledge Human and physical geography Geographical skills and fieldwork (Year 1, Unit 2: The United Kingdom)</p> <p>Place knowledge Human and physical geography (Year 1, Unit 3: Beside the sea)</p> <p>Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork (Year 2, Unit 1: Planet Earth)</p> <p>Place knowledge Human and physical geography (Year 2, Unit 2: Life in Kenya)</p>	<p><i>Pupils should receive learning from all four of the following categories; Locational knowledge, Place knowledge, Human and physical geography, and Geographical skills and fieldwork. The units cover all of these requirements, but some units fall into more than one category:</i></p> <p>Locational knowledge Geographical skills and fieldwork Human and physical geography Place knowledge (Year 3, Unit 1: UK settlement and land use)</p> <p>Locational knowledge Human and physical geography (Year 3, Unit 2: Climate and climate zones)</p> <p>Locational knowledge Human and physical geography Place knowledge (Year 3, Unit 3: Europe)</p> <p>Locational knowledge Human and physical geography Place knowledge (Year 4, Unit 1: Amazon: Rivers and rainforests)</p> <p>Locational knowledge Human and physical geography Place knowledge (Year 4, Unit 2: The USA)</p>

The content of the geography curriculum is structured so that pupils learn **substantive** and **disciplinary** content at the same time—pupils learn both geographical ‘facts’ and how to make sense of them simultaneously. When pupils learn geography, they tackle these two closely linked types of content, each dependent on the other.

Substantive knowledge is divided into three overarching strands, referenced in the NC programme of study. The three substantive strands are:

- **Locational knowledge** For example: location of globally significant places; geographical positioning that provides context for understanding.
- **Environmental, physical, and human geography** For example: migration, climate zones, biomes, distribution of natural resources.
- **Geographical skills and fieldwork** For example: using maps and globes; collecting first-hand evidence.

The **substantive knowledge** or vocabulary is the context of geographical enquiry. Below show where the main **substantive concepts** can be found in each year group. Although these list the main substantive concepts, each unit may touch on all three at varying levels of depth:

	Year 1, Unit 1	Year 1, Unit 2	Year 1, Unit 3	Year 2, Unit 1	Year 2, Unit 2	Year 3, Unit 1	Year 3, Unit 2	Year 3, Unit 3	Year 4, Unit 1	Year 4, Unit 2	Year 5, Unit 1	Year 5, Unit 2	Year 6, Unit 1	Year 6, Unit 2	Year 6, Unit 3
Locational knowledge	X	X	X	X	X	X	X	X	X	X					
Environmental, physical, and human geography		X	X	X	X		X	X	X	X	X	X		X	X
Geographical skills and fieldwork	X	X		X		X							X		

Disciplinary Concepts

The disciplinary concepts we focus on in KS1 and KS2 are:

DC1: The physical world: the land, water, air, and ecological system; landscapes; and the processes that bring them about and change them.

DC2: Human environments: societies, communities, and the human processes involved in understanding work, home, consumption, and leisure—and how places are made.

DC3: Interdependence: crucially, linking the physical world and human environments and understanding the concept of sustainable development.

DC4: Place and space: recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness, and spatial patterns.

DC5: Scale: the 'zoom lens' through which the subject matter is 'seen', and the significance of local, regional, national, international, and global perspectives.

DC6: Young people's lives: using their own images, experiences, meanings, and questions; 'reaching out' to children and young people as active agents in their learning.

Main disciplinary focus	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Understanding the World	Our local area DC4 Substantive concepts: Locational knowledge; Geographical skills and fieldwork	Planet Earth DC1, DC2, DC4 Substantive concepts: Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork				
Autumn 2	Understanding the World			UK Settlement and Land Use DC1, DC2, DC3, DC4, DC5, DC6 Substantive concepts: Locational knowledge; Geographical skills			Mapping the World DC4, DC6 Substantive concepts: Geographical skills and fieldwork
Spring 1	Understanding the World				Amazon: Rivers and Rainforests DC1, DC2, DC3, DC4, DC5 Substantive concepts: Locational knowledge; Environmental, human, and physical geography	Asia: Mountains, Volcanoes and Earthquakes DC1, DC3 DC4 DC2 Substantive concepts: Environmental, physical, and human geography	
Spring 2	Understanding the World		Life in Kenya DC1, DC4 Substantive concepts: Locational knowledge; Environmental, physical, and human geography				
Summer 1	Understanding the World	The United Kingdom DC4 Substantive concepts: Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork		Climate and Climate Zones DC1, DC2, DC3, DC4, DC5 Substantive concepts: Locational knowledge; Environmental, human, and physical geography			Global Challenges: Climate Change DC1, DC2, DC3, DC4, DC5, DC6 Substantive concepts: Environmental, physical, and human geography
Summer 2	Understanding the World	Beside the sea DC1, DC2 Substantive concepts: Locational knowledge; Environmental, physical, and human geography		Europe DC1, DC2, DC3, DC4, DC5 Substantive concepts: Locational knowledge; Environmental, human, and physical geography	The USA DC1, DC2, DC3 Substantive concepts: Locational knowledge; Environmental, human, and physical geography	Biomes and Vegetation DC1, DC3 Substantive concepts: Environmental, physical, and human geography	Global Challenges: Trade DC1, DC2, DC3, DC4, DC5, DC6 Substantive concepts: Environmental, physical, and human geography

Geographical Skills and Knowledge Progression

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>DC1: The physical world: the land, water, air, and ecological system; landscapes; and the processes that bring them about and change them.</p>		<p><u>Beside the sea</u> Pupils understand what the terms 'seaside' and 'coastline' mean.</p> <p>Locate and name seaside resorts in each country of the UK.</p> <p>Understand what the term 'physical feature' means.</p> <p>Describe some of the physical features found at the seaside.</p>	<p><u>Planet Earth</u> Locate Europe, North America, South America, Oceania, Africa, Asia, Antarctica, on a map.</p> <p>Know what Europe, South America's Oceania's Africa's Asia's climate is like.</p> <p>Know what Antarctica's climate is like and how the extreme conditions make it impossible for humans to live there.</p> <p>Name some of Oceania's Africa's Asia's Antarctica's native animals.</p> <p>Recognise the Northern and</p>	<p><u>Settlements and land use</u> There are hills and mountains in each country in the UK.</p> <p>The UK is an island, surrounded by seas. Seas and oceans represent a body of water.</p> <p>Distinct features can be found along the course of a river and are shaped by different processes.</p> <p>Settlements of different sizes can be found across the UK.</p> <p>There are lots of different counties or regions in England, Scotland, Wales, and Northern Ireland.</p>	<p><u>Amazon: Rivers and rainforests</u> South America is a continent located in the Southern Hemisphere. There are many different climate zones across the continent with different physical features.</p> <p>Tropical rainforests are located along the Equator and have hot temperatures and high amounts of rainfall all year round.</p> <p>Tropical Rainforests have four different layers; emergent, canopy, understory, and forest floor layers. Each layer has</p>	<p><u>Asia: Mountains, volcanoes, and earthquakes</u> Asia is a diverse continent, and the largest. It is located in the Northern Hemisphere.</p> <p>The Earth is comprised of different layers. Tectonic plates move in different directions and at different speeds.</p> <p>Mountains are most often formed by the movement of the tectonic plates. 20 percent of the Earth's surface is covered by mountains.</p> <p>Volcanoes most often form along tectonic</p>	<p><u>Global challenges: Climate change</u> The climate influences how land is used in different parts of the world. Changes to climate affect how land is used.</p> <p>Climate change is happening and affects people and places around the world differently.</p> <p>The activities of people are contributing to the rise in greenhouse gases that contribute to global warming.</p>

			<p>Southern Hemispheres and the Equator.</p> <p>Understand places are warm or cold because of their location.</p> <p>Know there are seven different climate zones and each continent falls into different zones.</p> <p><u>Life in Kenya</u> Know what the term climate means.</p> <p>Understand how a country's location affects its climate.</p> <p>Locate countries on the Equator.</p> <p>Compare the climate of Kenya with the climate of the UK, listing similarities and differences.</p> <p>Explore the physical and human features of Kenya.</p>	<p><u>Climate and climate zones</u></p> <p>Climates are different around the world.</p> <p>Polar climate zones are the coldest areas on Earth.</p> <p>Temperate zones have four different seasons and are located north or south of the subpolar zones.</p> <p>Tropical and Equatorial climate zones are located in different places on Earth.</p> <p>Weather varies across the UK as well as the world.</p>	<p>distinct characteristics and have access to different amounts of rainfall and sunlight.</p> <p>Tropical rainforests are home to many animals. These animals have adapted to live in different layers of the rainforest, as such, their characteristics are also different. Some animals move between different rainforest layers.</p> <p>A river is a body of water that flows across the land. Rivers have a source, course, and a mouth. Rivers can be different lengths and carry different volumes of water. The water cycle is an important part of making sure there is water in our rivers.</p>	<p>boundaries and allow magma, ash, and gases to escape from inside the Earth. Volcanic eruptions can be catastrophic but they also bring benefits to the surrounding area.</p> <p>Earthquakes are caused due to the movement of tectonic plates. Seismic waves travel out from the focus. The intensity of an earthquakes can be recorded.</p> <p><u>Biomes</u></p> <p>Climate varies around the world and is influenced by proximity to the Equator, the tropics, or the poles.</p> <p>Biomes are large-scale ecosystems defined by factors such as climate, soil, and</p>	
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			<p>Identify physical features of Kenya on the map. Explain what savannahs, valleys, deserts, and volcanos are.</p>		<p>Rivers do not travel in straight lines. They meander across the land. Rivers cause erosion of the land and deposit rock and soil along the course of the river. Erosion and deposition create the meanders of a river and can eventually form ox bow lakes.</p> <p><u>The USA</u> The USA is a diverse country in the continent of North America. The USA has 50 states and four main climate zones.</p> <p>The USA is a large country with varied physical characteristics, such as mountains, rivers, lakes, and deserts.</p>	<p>vegetation. Biomes can be found across different continents at different scales.</p> <p>Flora and fauna adapt to survive in different biomes. The geographical distribution of tundra and boreal forest biomes are influenced by distance from the Equator.</p> <p>Flora and fauna adapt to survive in different biomes. The geographical distribution of tropical rainforest and savannah biomes are influenced by proximity to the Equator.</p>	
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<p>DC2: Human environments: societies, communities, and the human processes involved in understanding work, home, consumption, and leisure—and how places are made.</p>		<p><u>Beside the sea</u> Know that the seaside is located along the coastline. Name their local seaside. Understand what the term 'human feature' means. Describe some of the human features found at the seaside. Describe some of the activities that people do at the seaside. Understand the difference between land activities and water activities. Understand how to use a compass, and revisit the compass directions north, south, east, and west. Use compass directions to plot a</p>	<p><u>Planet Earth</u> Name some of Europe's, North America's Oceans, Africa's countries and capital cities. Understand why Antarctica does not have any countries or cities. Distinguish between human and physical features in Europe. Understand the difference between a country and a territory. Name some of North and South America's Oceans Africa's Asia's landmarks.</p>	<p><u>Settlements and land use</u> Some settlements are located in rural areas whilst others are located in urban areas. A county council is responsible for looking after the local services for the people who live there. The land in the UK is used for farming, building, leisure, and conservation.</p>	<p><u>Amazon: Rivers and rainforests</u> South America is a diverse continent which is made up of 12 independent countries and 1 territory. There are various religions, languages, and currencies across South America. Different industries export different products to different countries around the world. The Amazon rainforest is home to many different indigenous people. These indigenous tribes live a traditional way of life. Some remain isolated and uncontacted. The Yanomami tribe is the largest Amazon tribe. There are similarities and</p>	<p><u>Asia: Mountains, volcanoes, and earthquakes</u> There are a number of different regions, countries, and people of Asia.</p>	
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		<p>route around a map.</p> <p>Spot hazards at the seaside.</p> <p>Understand the rules for how to stay safe at the seaside.</p>			<p>differences between different tribes.</p> <p><u>The USA</u></p> <p>The USA has a number of significant landmarks that have been built throughout history.</p>		
<p>DC3:</p> <p>Interdependence: crucially, linking the physical world and human environments and understanding the concept of sustainable development.</p>					<p><u>Amazon: Rivers and rainforests</u></p> <p>The Amazon Rainforest is the largest remaining tropical forest. Large areas of land are being cleared for different uses. Many species of plants and animals as well as indigenous people are losing their homes. We can do more to protect the rainforest.</p> <p>Rivers are a natural habitat for plants and animals. Humans use rivers in different ways. Their impact on</p>	<p><u>Asia: Mountains, volcanoes, and earthquakes</u></p> <p>People can prepare for earthquakes. However, people's ability to prepare and deal with earthquakes varies depending on where the earthquakes occur and their intensity.</p> <p>Tsunamis can be caused by underwater earthquakes or volcanoes and can have a significant impact on people and the environment.</p>	<p><u>Global challenges: Climate change</u></p> <p>Global warming will affect people around the world. Negative consequences of global warming include sea level rises, polar ice sheets melting.</p> <p>Climate change will impact on agriculture around the world. This will have consequences for people and environments.</p> <p><u>Global challenges: Trade</u></p>

					<p>this use can be positive or negative. The use of a river can have later consequences, which may not be immediately obvious.</p> <p><u>The USA</u></p> <p>California is the most populated state and is located on the West Coast of the USA.</p> <p>New York state is located on the East Coast. The state capital is Albany. In New York City, space is limited so people have built skyscrapers.</p>	<p><u>Biomes</u></p> <p>Some resources are essential, others desirable. Different biomes present a range of challenges and opportunities for the people who live there.</p> <p>The scale of deciduous forests covering the UK has changed over time. This brings with it challenges and opportunities.</p>	<p>Natural resource use has changed over time. With rising demand for some resources overconsumption means that we are no longer using some resources sustainably.</p> <p>Resource distribution is unequal. The unequal distribution provides opportunities and challenges for different people around the world.</p> <p>The UK trades with people in different countries around the world. Goods are imported and exported for sale, making money for the economy of different countries.</p> <p>Countries consume different materials at different rates.</p>
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							<p>More wealthy countries often consume more than less wealthy countries. Trade is not always fair, but it can be made fairer for workers who export raw materials.</p> <p>Renewable and non-renewable resources are used at different rates around the world. Some resources need to be used in a more sustainable way to ensure they last for longer.</p>
<p>DC4: Place and space: recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness, and spatial patterns.</p>		<p><u>Our local area</u> Know what a map is.</p> <p>Know where they go to school. Draw and describe their school grounds.</p> <p>Name of their local area.</p> <p>Describe things they can see,</p>	<p><u>Planet Earth</u> Know what a globe is and what it shows.</p> <p>Understand that the Earth is round and so a globe shows information better than a flat map.</p> <p>Know what a continent is.</p>	<p><u>Settlements and land use</u> Some parts of the UK are more mountainous than others.</p> <p>Where the land meets the sea, it is called a coast.</p> <p>Rivers change along the course.</p>	<p><u>Amazon: Rivers and rainforests</u> The Amazon Rainforest is the largest tropical rainforest in the world and contains a diverse range of trees, plants, and animals.</p> <p><u>The USA</u> The USA is a diverse country, made up of</p>	<p><u>Asia: Mountains, volcanoes, and earthquakes</u></p> <p>Borders can be natural or human-made and separate geographical areas.</p>	<p><u>Mapping the world</u> Maps are designed for different uses and show places at different scales.</p> <p>Lines of latitude and longitude are used to locate places around the world. These lines are measured in degrees, minutes, and seconds.</p>

		<p>smell, and hear in their local area.</p> <p>Name and describe some of the buildings, places, events, and people from their local area.</p> <p>Identify different types of houses/homes.</p> <p>Know some of the jobs/places of work found in the locality.</p> <p>Know which places are near to school and which are far.</p> <p>Mark places near and far on a map.</p> <p>Say what they like and dislike about their local area.</p> <p>Suggest changes to the local area.</p> <p><u>The United Kingdom</u></p> <p>Name and locate the four countries that make up the UK.</p>	<p>Name the seven continents in the world, recognise their shapes, and where they are in relation to one another.</p> <p>Know what an ocean is.</p> <p>Name and locate the five oceans that make up planet Earth.</p> <p>Tell the difference between an ocean and a sea.</p> <p>Know some of the wildlife that lives in each ocean.</p> <p><u>Life in Kenya</u></p> <p>Recall the names of the seven continents and where they are in relation to one another.</p> <p>Understand the difference between a country and a continent (and that Kenya is a country within</p>	<p>Each county in the UK has different sized settlements.</p> <p>In the UK, the countryside is used mostly for farming and conservation. Built up land is used mostly for buildings and leisure.</p> <p><u>Climate and climate zones</u></p> <p>Climate zones are influenced by proximity to the Equator. Places get colder as you move away from the Equator.</p> <p>Polar climate zones are found furthest away from the Equator.</p> <p>Mediterranean climate zones are located closer to the Equator than the temperate zones.</p>	<p>different states with different population sizes in each.</p>	<p>Four and six figure grid references allow you to locate with accuracy specific features on Ordnance Survey maps in Great Britain.</p>
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		<p>Know the capital cities of Wales, Scotland and Northern Ireland, England, and know some of their famous landmarks and traditions, i.e. music and food, Snowdonia, Giant's Causeway.</p> <p>Know the difference between a natural and a human-made landmark.</p> <p>Compare and contrast the city and countryside.</p> <p>Know the flags of the four countries in the UK.</p> <p>Recognise the Union Jack flag and understand what the Union Jack flag represents.</p>	<p>the continent of Africa).</p> <p>Locate Kenya on a map and locate the countries and ocean that it borders.</p> <p>Suggest ways to travel to Kenya from the UK.</p> <p>Understand what the term rural means.</p> <p>Analyse a typical day in the life of a rural Kenyan child and compare it to their own, observing similarities and differences.</p> <p>Learn about the Maasai and understand how their Nomadic lifestyle differs from the lives of other Kenyans living in rural areas.</p> <p>Understand what the term urban</p>	<p>Mediterranean zones have two seasons: dry, very warm summers and cool, wet winters.</p> <p>Tropical climate zones have two very different seasons, while Equatorial climate zones are not and humid all year round.</p> <p>Weather data can be collected and recorded. This data can be plotted on different types of charts and graphs to compare the weather in different places.</p> <p><u>Europe</u></p> <p>A continent is a large area of land that includes more than one country. Europe is located in the Northern Hemisphere and includes over 40</p>			
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			<p>means and how it is the opposite to rural.</p> <p>Compare the life of an urban child in Kenya to their own.</p> <p>Identify similarities and differences between living in Kenya and the UK.</p> <p>Sort features of the different countries into categories.</p>	<p>different countries.</p> <p>There are many physical features across Europe; mountains, rivers, forests, and coastlines. Human features including buildings and landmarks, castles, bridges, and monuments.</p> <p>Each country has a capital city. All countries are different but have some similarities.</p> <p>Sweden is a country in Northern Europe. Poland is one of the countries in Eastern Europe. Belgium is a country in Western Europe. Spain is one of the countries in Southern Europe.</p> <p>Italy is a Mediterranean country in Southern Europe.</p>			
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				<p>It is bordered by four other countries and by the Mediterranean Sea. The climate in the North of Italy is different to the South of Italy.</p> <p>Rome is the capital city of Italy. It was founded over 2000 years ago. Rome has a Mediterranean climate and has landmarks such as St Peter's square and the Colosseum.</p>			
<p>DC5: Scale: the 'zoom lens' through which the subject matter is 'seen', and the significance of local, regional, national, international, and global perspectives.</p>				<p><u>Climate and climate zones</u> Weather is the day-to-day condition of the atmosphere; climate is the average weather of a place over time.</p> <p>Weather conditions can be measured and recorded using specialist equipment such as</p>			

				a rain gauge or thermometer.			
<p>DC6: Young people's lives: using their own images, experiences, meanings, and questions; 'reaching out' to children and young people as active agents in their learning.</p>							<p><u>Mapping the world</u></p> <p>Outdoor geographical investigations of physical and human environments involve fieldwork. Geographical enquiry underpins fieldwork processes and skills.</p> <p>Fieldwork involves the processes of observing and collecting information or data to better understand geographical knowledge and ideas.</p> <p>Fieldwork findings can be presented in different ways for different purposes.</p> <p><u>Global challenges: Climate change</u></p>

							<p>As responsible global citizens we can all limit the impact we have on the environment. Environmentalists actively campaign to raise awareness of this and international agreements are reached to limited people's impact on the planet.</p> <p><u>Global challenges:</u></p> <p><u>Trade</u></p> <p>Organisations at different scales aim to become more sustainable. There are different ways to do this.</p>
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