



**GEOGRAPHY: LONG TERM PLAN -
SIMPLE OVERVIEW**

Autumn One

EYFS

Autumn Changes: Nature Walks in the Local Area

Year Two

Fieldwork (Minibeasts)

Year Four

Italy (Roman Empire)

Spring One

EYFS

China

Year Two

Climate Change (Arctic Project)

Year Three

Natural Disasters

Year Six

Land Use in the UK

Summer One

Year One

Fieldwork (Our Victorian school)

Year Three

Wonders of the World

Year Four

Poland

Year Five

North America

Year Six

Rivers & Fieldwork

Autumn Two

EYFS

Winter Changes: Exploring Weather

Year One

Climate Change (Recycling)

Year Five

Brazil

Spring Two

EYFS

Maps - Moorthorpe and the UK

Year One

Ports & Harbours

Year Two

Globes, Maps & Atlases

Year Three

Ordnance Survey

Year Four

Local Area Survey

Year Five

Electricity & Sustainability

Summer Two

EYFS

The Seaside

Year One

Australia

Year Two

Farms, Factories & Offices

Year Three

Climate Change

Year Four

Atlas Skills

Year Five

Cartography & Empire

Year Six

Mountains



GEOGRAPHY: LONG TERM PLAN - 2023-2024 CYCLE

Autumn One

EYFS

Autumn Changes: Nature Walks in the Local Area

Year Two

Fieldwork (Minibeasts)

Year Four

Local area survey

Spring One

EYFS

China

Year Two

Climate Change (Arctic Project)

LKS2

Natural Disasters

UKS2

North America inc NASA

Summer One

Year One

Fieldwork (Our Victorian school)

Year Three

Wonders of the World

Year Four

Poland

UKS2

Rivers & Fieldwork

Autumn Two

EYFS

Winter Changes: Exploring Weather

Year One

Climate Change (Recycling)

UKS2

Land Use in the UK

Spring Two

EYFS

Maps - Moorthorpe and the UK

Year One

Ports & Harbours

Year Two

Globes, Maps & Atlases

Year Three

Ordnance Survey

UKS2

Greek Culture

Summer Two

EYFS

The Seaside

Year One

Australia

Year Two

Farms, Factories & Offices

Year Three

Climate Change

Year Four

Atlas Skills

UKS2

Mountains



GEOGRAPHY: PROGRESSION OF SKILLS

Human & Physical

EYFS

- Name their own city/town/village and others close by or those that they have been to
- Discuss changes in the weather

KS1

- Explain the differences between cities, towns and villages
- Identify seasonal and daily weather patterns in the UK
- Observe and record the weather at different times of the year
- Express opinions about the seasons and relate the changes to changes in clothing and activities
- Explain the role and location of ports, harbours, farms, factories and offices.
- Make predictions about the location of the hottest and coldest places in the world
- Discuss the impact of weather on tourism and time of year

LKS2

- Understand the causes of natural disasters like earthquakes and volcanic eruptions and what occurs before the event
- Ask and answer questions about the effects on human life of natural disasters
- Draw diagrams to represent each stage of natural disasters like earthquakes and volcanic eruptions
- Explain the ongoing effects on human life of natural disasters
- Identify, compare and contrast the major economic drivers (both past and present) in regions of the UK and European countries

UKS2

- Compare river use over time, and link to the location of major cities
- Explain the purpose of canals and locks
- Explain and present an understanding of the water cycle
- Study, compare and contrast photographs, aerial photographs and maps to evaluate land use
- Explain human interventions and infrastructure used in the water cycle
- Study official government data sources (including population numbers) and explain reasons for changes
- Compare and contrast the major economic drivers (both past and present) in countries outside of Europe.

Location & Place

EYFS

- Talk about the country they are from
- Talk about people living in other counties
- Talk about ways of getting to other countries

KS1

- Locate and identify the UK on maps and globes
- Identify and label the four countries of the UK
- Compare the UK and a local city/town with a contrasting country in the world
- Name and locate the world's seven continents and five oceans
- Use simple compass directions to describe the location of features on a map
- Explain the purpose of a capital city and how this affects population size
- Describe location using the language of urban and rural
- Ask geographical questions to explore comparisons between different areas of the world

LKS2

- Use maps to locate some countries in Europe
- Use map keys to identify mountainous areas
- Identify the different hemispheres on a map and find some countries and continents that are in the northern, southern and both hemispheres
- Use map keys to identify differences in weather and climate
- Use eight compass points to compare locations of different countries
- Use maps to identify longitude, latitude, the equator and the hemispheres.
- Understand and explore geographical similarities and differences between regions of the UK and other areas of the world.

UKS2

- Identify the equator and tropics on a map
- Confidently use maps, atlases and digital maps independently
- Locate the major cities, rivers, seas and mountain ranges of the world on a map
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones
- Select the most appropriate map for different purposes
- Compare and contrast geographical similarities and differences between regions of the UK and other areas of the world

Fieldwork

EYFS

- Observe features of the local environment, capturing these through drawings
- Create a memory map using objects from a walk around school
- Develop familiarity with maps, atlases and globes and begin to explain what they show
- Talk about the features of their own immediate environment and how environments might vary from one to another.

KS1

- Take photos of interesting things and explain what the photos show
- Study and label aerial photographs and maps of the local area
- Observe and record the features, similarities and differences of school and its area
- Communicate findings in different ways (e.g. reports, graphs, sketches, diagrams)
- Use simple compass directions and locational/directional language to describes features and routes on maps and aerial photographs
- Create a map which uses the main physical and human features, and construct basic symbols in a key
- Use maps, atlases and globes to identify the countries, continents and oceans studied.

LKS2

- Design questions and studies to conduct in the local area
- Undertake environmental surveys of the school
- Undertake weather surveys, recording changes and observations
- Make an aerial map of the school, with main features identified with a key
- Use eight-point compass directions
- Choose effective recording and presentation methods
- Draw conclusions from data
- Use coordinates to describe and locate positions on an aerial plan/map of the school
- Begin to understand the symbols on ordnance survey maps
- Plot a walk using an ordnance survey map
- Use maps/atlasses/globes and digital mapping to locate countries and describe features

UKS2

- Undertake a survey to compare traffic flows at different times
- Begin to ask geographical questions (e.g. how is traffic controlled?)
- Take photographs to support findings
- Select methods for collecting, presenting and analysing data
- Analyse evidence and draw conclusions
- Study pictures of historic river usage and compare and contrast to present day



GEOGRAPHY: LONG TERM PLAN - YEAR ONE

Climate Change: Recycling

SKILLS

- Ask geographical questions to explore comparisons between different areas of the world
- Interpret simple graphical representations of climate changes over time to identify some consequences for the world
- Sort and categorise household materials and waste into recyclable and non-recyclable

KNOWLEDGE

- Know that the polar ice caps are melting due to global warming and climate change
- Know that human activity and behaviour impacts on climate change
- List at least three ways that someone can reduce their emissions (e.g. turn lights off, walk instead of drive, plant trees, eat less red meat, eat local fresh food)
- Know and use the three Rs of Reduce, Reuse & Recycle as a way of living more sustainably

VOCABULARY

polar, temperature, climate change, global warming, emissions, sustainable, reduce, reuse, recycle, household materials, waste

Ports & Harbours

SKILLS

- Study and label aerial photographs and maps (including Google Maps) of coastal areas
- Plot a multi-stage journey on a large map, using pin and strings
- Draw a simple map
- Begin to understand the need for a key, and use class agreed symbols to create one
- Follow directions (up, down, left, right, forwards, backwards, north, east, south, west)

KNOWLEDGE

- Recognise and label varying pictures of ports and harbours
- Know that ports and harbours are found in coastal regions for ships and boats to connect to the land
- Name at least three seaside resorts within Yorkshire

VOCABULARY

port, harbour, lighthouse, coast, beach, cliff, map, symbol, key, island, sea, ocean, river, beach, cliff, coast

Fieldwork: Our Victorian School

SKILLS

- Observe the school environment.
- Devise a simple map and use basic symbols in a key.
- Use simple compass directions and locational/directional language to describes features and routes on maps and aerial photographs
- Take photos of interesting things and explain what the photos show

KNOWLEDGE

- Know N, E, S, W and use them when following a map
- Describe the geographical features of our school and its surrounding environment
- Describe similarities and difference between our school now and in the past using maps and pictures

VOCABULARY

aerial view, plan, label, key, title, fieldwork, observe, photograph, environment, North, East, South, West, local area, school, observe

Australia

SKILLS

- To use maps and the globe to find the equator, North Pole and the South Pole
- Identify hot and cold places on a world map using simple keys
- Interpret some statistics presented simply to identify differences in weather and climate between two different areas
- Name and locate the world's seven continents and five oceans
- Use simple compass directions to describe the location of features on a map
- Ask geographical questions to explore comparisons between different areas of the world

KNOWLEDGE

- Name the world's seven continents and five oceans
- Know that Australia is an island country surrounded by the Indian Ocean and the Pacific Ocean
- Know that Australia is about 32 times bigger than the UK
- Know that it takes around 24 hours to fly to Australia
- Know that Sydney has longer and hotter summers than London, and that London has colder winters
- Know that Sydney is a famous Australian city but the capital is Canberra

VOCABULARY

continent, states, capital city, climate, hot, cold, North Pole, South Pole, equator, ocean, Australia, temperature, weather conditions, season, adapt, habitat, desert, glacier



GEOGRAPHY: LONG TERM PLAN - YEARTWO

Climate Change:Arctic Project

SKILLS

- Ask geographical questions to explore comparisons between different areas of the world
- Use world maps, globes and atlases to identify the countries, continents and oceans studied
- Interpret simple graphical representations of climate changes over time to identify some consequences for the world

KNOWLEDGE

- Name and locate the world's seven continents (North America, South America, Europe, Africa, Asia, Australia/Oceania and Antarctica) and five oceans (Pacific, Atlantic, Indian, Arctic & Southern)
- Locate hot (close to the equator) and cold (polar) areas of the world
- Explain what it is like to live at the poles (24-hour dark and light in winter and summer, very cold temperatures below freezing, high winds, lots of snow but minimal rain making some parts technically deserts)
- Know that the polar ice caps are melting due to global warming and climate change
- Know that human activity and behaviour impacts on climate change
- List at least three ways that someone can reduce their emissions (e.g. turn lights off, walk instead of drive, plant trees, eat less red meat, eat local fresh food)

VOCABULARY

North Pole, South Pole, polar, equator, hemisphere, continent, ocean, Earth, atlas, globe, temperature, climate change, global warming, emissions

Farms, Factories & Offices

SKILLS

- Study and label aerial photographs and maps (including Google Maps) of the local area

KNOWLEDGE

- Recognise and label varying pictures of farms, factories and offices
- Know that offices are more likely to be found in urban environments, and that they are places for people to come together to work
- Know that Leeds and Wakefield are local cities with lots of offices
- Know that farms are more likely to be found in rural environments, and that they are places for growing and rearing food
- Know that the NEXT warehouse is a large building for storing clothing where lots of people work in our locality

VOCABULARY

farm, factory, office, warehouse, urban, rural, town, city, village, countryside

Fieldwork: Minibeasts

SKILLS

- Take photos of interesting things and explain what the photos show
- Study and label aerial photographs and maps of the local area
- Observe and record the features, similarities and differences around school and its area
- Communicate findings in different ways (e.g. reports, graphs, sketches, diagrams)
- Use simple compass directions and locational/directional language to describes features and routes on maps and aerial photographs
- Create a map which uses the main physical and human features, and construct basic symbols in a key

KNOWLEDGE

- Describe from memory the layout of the school, with a focus on the places for wildlife to live
- Know and understand the simple compass directions of north, south, east, west

VOCABULARY

direction, compass, north, south, east, west, beyond, by, towards, aerial, similarity, difference, location

Globes, Maps & Atlases:The First Flight

SKILLS

- Ask geographical questions to explore comparisons between different areas of the world
- Use world maps, globes and atlases to identify the countries, continents and oceans studied
- Plot a multi-stage journey on a large map, using pin and strings
- Draw a simple map
- Begin to understand the need for a key, and use class agreed symbols to create one
- Follow directions (up, down, left, right, forwards, backwards, north, east, south, west)
- Conduct self-led research (with support) on a country of their choice, using resources like atlases and websites to describe information like temperature, relative size and cultural traditions

KNOWLEDGE

- Name and locate the world's seven continents (North America, South America, Europe, Africa, Asia, Australia/Oceania and Antarctica) and five oceans (Pacific, Atlantic, Indian, Arctic & Southern)
- Recall the information like temperature, relative size and cultural traditions that they researched for the country of their choice

VOCABULARY

aeroplane, equator, hemisphere, continent, ocean, Earth, atlas, globe, temperature, relative size, cultural traditions, key, symbols, journey, north, east, south, west, directions



GEOGRAPHY: LONG TERM PLAN - YEAR THREE

Climate Change

SKILLS

- Interpret graphical representations of climate changes over time to identify some causes and consequences for the world
- Assess their own contributions to climate change and suggest ways that they could be mitigated

KNOWLEDGE

- Know that according to the Met Office the main causes of climate change are burning forest fuels, deforestation, agriculture and producing cement
- Know that there are lots of things that affect climate change, but the evidence is clear: human activity is the leading cause of climate change

VOCABULARY

contribution, fossil fuel, deforestation, agriculture, evidence, human activity

Wonders of the World

SKILLS

- When locating the seven modern Wonders of the World, identify the different hemispheres on a map and find some countries and continents that are in the northern, southern and both hemispheres
- Use map keys to identify differences in weather and climate
- Use eight compass points to compare locations of different countries
- Use maps to identify longitude, latitude, the equator and the hemispheres.

KNOWLEDGE

- Name the seven modern Wonders of the World: Colosseum, Great Wall of China, Taj Mahal, Christ the Redeemer, Chichen Itza, Petra & Machu Picchu
- Know that the Pyramids of Giza in Egypt are the only remaining ancient Wonder of the World
- Know that Egypt is a country in North Africa and locate it on a map

VOCABULARY

hemisphere, location, wonder of the world, modern, ancient

Ordnance Survey

SKILLS

- Use eight-point compass directions
- Quickly locate Moorthorpe Primary School & Frickley Country Park on an OS Map
- Plot a walk using an OS map

KNOWLEDGE

- Begin to understand the symbols on ordnance survey maps for main road, footpath, bridleway, train station, train track, forest, river

VOCABULARY

footpath, bridleway, features, scale

Natural Disasters

SKILLS

- Understand the causes of natural disasters like earthquakes and volcanic eruptions and what occurs before the event
- Ask and answer questions about the effects on human life of natural disasters
- Draw diagrams to represent each stage of natural disasters like earthquakes and volcanic eruptions
- Explain the ongoing effects on human life of natural disasters
- Use map keys to identify mountainous areas

KNOWLEDGE

- Know that a tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds.
- Know that volcanoes are made when pressure builds up inside the earth and that this affects the earth's crust causing magma to sometimes erupt through it.
- Know that earthquakes are caused when the earth's tectonic plates suddenly move
- Know that a tsunami is a giant wave caused by a huge earthquake under the ocean.
- Know that natural disasters can cause devastating damage to roads, property, buildings and even lives.

VOCABULARY

magma, erupt, active, dormant, extinct, cumulonimbus clouds, tectonic plates, crust, mantle, outer core, inner core



GEOGRAPHY: LONG TERM PLAN - YEAR FOUR

Italy

SKILLS

- Locate place some countries in Europe, including the UK, France, Spain, Germany, Italy, and Russia, including their capital cities.
- Use atlases to compare average temperatures between different countries
- Use relief keys to identify the highest and lowest areas on a map, both above and below sea level

KNOWLEDGE

- Name and place some countries in Europe, including the UK, France, Spain, Germany, Italy, Russia and Poland, including their capital cities.
- Know that Italy is Mediterranean country in Southern Europe and is located on a peninsula
- From images, recognise, name and recall details about famous places and landmarks like The Colosseum, The Leaning Tower of Pisa and St Peter's Square in Vatican City
- Name two similarities and two differences between the UK & Italy based with references to geographical features, average temperatures, religion, and culture.

VOCABULARY

Europe, peninsula, island, country, climate, temperature, relief, topography, religion, culture, Mediterranean, Rome, landmarks

Local Area Survey

SKILLS

- Design questions and studies to conduct in the local area
- Undertake environmental surveys of the school (e.g. litter, noise, likes, dislikes, areas for improvement)
- Undertake weather surveys, recording changes and observations
- Make an aerial plan/map of the school, with main geographical features identified with a key
- Use eight-point compass directions
- Choose effective recording and presentation methods
- Draw conclusions from data
- Use coordinates to describe and locate positions on an aerial plan/map of the school

KNOWLEDGE

- Know that the surveys are used to gather information about a problem so that the best solution can be found.

VOCABULARY

environmental survey, recording, observations, conclusions

Poland

SKILLS

- Identify, compare and contrast the major economic drivers (both past and present) in regions of the UK and European countries
- Use maps to locate some countries in Europe
- Use map keys to identify differences in weather and climate
- Use eight compass points to compare locations of different countries
- Understand and explore geographical similarities and differences between regions of the UK and other areas of the world.

KNOWLEDGE

- Name and place some countries in Europe, including the UK, France, Spain, Germany, Italy, Russia and Poland, including their capital cities.
- Know that Poland is a country in Europe which is located by the Baltic sea and borders several countries including Ukraine and Germany
- Know that wars and pollution, however, have taken a toll on Poland's land and have hurt the populations of animals that rely on these habitats.
- Name two similarities and two differences between the UK & Poland based with references to geographical features, average temperatures, religion, and culture.

VOCABULARY

Europe, border, country, climate, temperature, relief, topography, religion, culture, Baltic, Warsaw

Atlas Skills

SKILLS

- Use line/bar scales on a map to measure approximate distance between two places when plotting a multi-stage journey
- Use relief keys to identify the highest and lowest areas on a map, both above and below sea level
- Use world maps, globes and atlases to identify the capital cities of the countries on their multi-stage journey
- Compare the location of countries using 8-point compass points
- Conduct self-led research (with support) on a country of their choice, using resources like atlases and websites to describe information like temperature, topographical features, relative size and cultural traditions

KNOWLEDGE

- Know that there are three main types of map: physical, political and thematic
- Name and locate some countries in Europe, including the UK, France, Spain, Germany, Italy, and Russia, including their capital cities.
- Recall the information like temperature, topographical features, relative size and cultural traditions that they researched for some of the countries they studied

VOCABULARY

physical, political, thematic, line/bar scale, relief, topography, distance, north, east, south west, compass, cultural traditions, capital city, Europe



GEOGRAPHY: LONG TERM PLAN - YEAR FIVE

Brazil

SKILLS

- Compare and contrast the major economic drivers (both past and present) in countries outside of Europe.
- Compare and contrast geographical similarities and differences between regions of the UK and other areas of the world
- Identify the equator and tropics on a map
- Confidently use maps, atlases and digital maps independently
- Locate the major cities, rivers, seas and mountain ranges of the world on a map
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones

KNOWLEDGE

- Name the twelve countries of South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela)
- Name the capital of Brazil as Brasilia
- Know that the Amazon river is the largest in the world by volume of water
- Know that the Amazon is the largest tropical rainforest in the world (the lungs of the planet) and is being affected by deforestation
- Know that the predominant languages of Spanish & Portuguese are a legacy of European colonisation
- Name three similarities and three differences between the UK & Brazil based with references to geographical features, economy, social demographics, religion, culture.

VOCABULARY

rainforest, biodiversity, biomes, flora, fauna, deforestation, environment, economy, social demographics, latitude, longitude, tropics, colonisation, indigenous

Cartography & Empire

SKILLS

- Identify the equator and tropics on a map
- Confidently use maps, atlases and digital maps independently
- Locate the major cities, rivers, seas and mountain ranges of the world on a map
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones
- Select the most appropriate map for different purposes

KNOWLEDGE

- Know that there are different types of maps, including Mollweide, Robinson and Mercator
- Know that maps are not fully accurate representations
- Know that in the past the UK was one of several European countries that took control of land outside of its borders
- Know that Africa is a diverse country that can be misunderstood through stereotypes and generalisations

VOCABULARY

converge, distort, projection, cartographer, empire, colonialism, imperialism

North America

SKILLS

- Identify the equator and tropics on a map
- Confidently use maps, atlases and digital maps independently
- Locate the major cities, rivers, seas and mountain ranges of the world on a map
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones

KNOWLEDGE

- Know that there are 23 countries, and can name the ten biggest (Canada, USA, Mexico, Nicaragua, Honduras, Cuba, Guatemala, Panama, Costa Rica and the Dominican Republic)
- Know that the USA is made up of fifty united states

VOCABULARY

state, latitude, longitude

Climate Change: Electricity & Sustainability

SKILLS

- Interpret more complex graphs, tables and data sets to understand the causes and consequences of climate change
- Take action to address the consequences of climate change, influencing their own behaviour and that of organisations outside of school

KNOWLEDGE

- Know that electric cars are a more sustainable way to travel, but that we need improvements in technology and affordability for them to have a greater impact
- Know about, be wary of and challenge 'greenwashing' by large organisations
- Know about the school's pledge and support for the Let's Go Zero initiative, and work to support this

VOCABULARY

sustainability, net zero, greenwashing, greenhouse effect, carbon dioxide, emissions, fossil fuels



GEOGRAPHY: LONG TERM PLAN - YEAR SIX

Land Use in the UK

SKILLS

- Study, compare and contrast photographs, aerial photographs and maps to evaluate land use
- Study official government data sources (including population numbers) and explain reasons for changes
- Compare and contrast the major economic drivers (both past and present) in countries outside of Europe.
- Analyse evidence and draw conclusions

KNOWLEDGE

- Name and locate the local authorities of Leeds, Bradford, Kirklees & Wakefield as the most urban parts of Yorkshire
- Name and locate the cities/regions of Greater London, Birmingham/West Midlands, Greater Manchester & Merseyside, Yorkshire & Newcastle (the North East) as the most urbanised/densely populated parts of England
- Know that business, consumer and public services have largely replaced agriculture, manufacturing and mining as the predominant industries of the UK
- Reference the closure of the Frickley Pit Colliery in the 1990s and the emergence of the NEXT distribution centre as an example of how the land is used differently for industrial purposes
- Note the proximity of NEXT to the A1 motorway when discussing how transport in the area has changed over time

VOCABULARY

land use, urban, rural, greenbelt, population density, air quality, emissions, agriculture, mining manufacturing, transportation, consumer services, business services, public services, development, upgrade, residential development

Rivers including Fieldwork

SKILLS

- Locate the rivers of the world and the UK on a map using keys and symbols
- Compare lengths of rivers using line/bar scales
- Compare and contrast the roles, uses and impact of two different rivers on their populations, including cultural and geographical similarities and differences

KNOWLEDGE

- Name and place six rivers from around the world (Thames, Seine, Amazon, Mississippi, Yangtze, Nile)
- Know that the Nile is the longest river in the world
- Know that the Thames is the longest river in the UK, and flows through the city of London
- Explain the importance of rivers in reference to agriculture, transport, energy, habitats, leisure, irrigation and drinking
- Know that dams are built to hold back water to control the flow of a river and generate power

VOCABULARY

channel, dam, deposit, discharge, erosion, mouth, source, tidal bore, tributaries, meander, confluence, estuary, river, sea, delta, water cycle, downhill, dams, agriculture, transport energy, habitats, leisure, irrigation

Mountains

SKILLS

- Locate the major mountain ranges of the world on a map using topographical features of maps and atlases
- Use contour lines to ascertain the steepness of a slope

KNOWLEDGE

- Name and place the highest mountain range in each of the six populated continents (Alps = Europe, Andes = South America, Rocky Mountains = North America, Himalayas = Asia, Atlas = Africa, Great Dividing Range = Oceania)
- Know that Mount Everest is the highest mountain in the world
- Name and place four mountain ranges in the UK (Pennines, Grampian, Lake District, Snowdonia)
- Know that Ben Nevis is the highest mountain in the UK
- Know that areas of high altitude experience colder temperatures, increased wind exposure and high rainfall
- Know and label the different parts of mountains

VOCABULARY

summit, snowline, treeline, ridge, outcrop, valley, slope, plateau, face, foot, altitude, avalanche, gorges, contours