Broomgrove Junior School
Geography Progression Grid

National Curriculum Coverage	
At Lower Key Stage Two	**At Upper Key Stage Two**
Geographical Skills and Fieldwork	
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Locational Knowledge	
• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • 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 time zones (including day and night).	• 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 time zones. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Place Knowledge	
• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.
Human and Physical Knowledge	
Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Autumn				
	Year 3	**Year 4**	**Year 5**	**Year 6**
	Why do some earthquakes cause more damage?	**How and why is my local area changing?**	**How do volcanoes affect the lives of people on Hiemaey?**	**How is climate change affecting the world?**
Knowledge	- Why won't Paula and Richard forget 22 February 2011? - How has New Zealand been affected by earthquakes in the past? - Why does New Zealand have so many earthquakes? - Why don't the largest earthquakes always cause the most death and destruction? - Why do most volcanoes happen in the same places as earthquakes?	- Why do places change? - How has my local area changed in the past? - How did my local area change as a result of World War I? - How and why does the quality of the environment change in my local area? - How do NASA satellite images inform us of environmental change on a global scale?	- Where does Saethor take his dog Tiry for a walk everyday? - Where do Saethor and Tiry live? - How do geographers describe the Westman Islands? - How does the physical and human geography of Hiemaey compare with the area in which I live? - Why are there so few trees on Hiemaey? - Why are there volcanoes on Hiemaey?	- Why is Elhaji cleaning shoes on the streets of Banjul? - Why can't Olivia afford to insure her home? - Why are people living in Starcross making flood plans? - Why do Lars and Sofie disagree about how nice the weather is? - Why are people all over the world noticing that the weather they are used to is changing? - What have the countries of the world agreed to do about global warming?

Skills	- **Locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources - **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years - **Identify**, **describe** and **explain** the causes of earthquakes - **Describe** and **explain** why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world - **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction - **Identify**, **describe** and **explain** the causes of volcanoes - **Explain** why volcanoes often occur at the same location as earthquakes in places such as New Zealand - **Locate**, **describe** and **explain** why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.	- **Identify**, **describe** and give **reasons** for why environments change - **Explain** with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life - **Observe**, **record** and **explain** changes that have occurred in the past to the school and its grounds and its immediate environment - **Identify**, **describe** and **explain** how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual - Demonstrate **understanding** of how the quality of the environment may change within the local area and make **judgements** to **explain observations** - **Recognise** how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and **identify** and **explain** specific examples of change from NASA images of locations around the world - **Describe** and **explain** the impact of environmental change in one threatened region of the world.	- **Identify**, **recognise** and **describe**, using appropriate subject vocabulary. - **Identify**, **describe** and **compare and contrast** the countries of Europe - **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular - **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region - **Explain** and reach a **judgement**, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey - **Explain** how volcanoes form, **observe** the global pattern of volcanoes correctly and suggest plausible geographical **reasons** for this distribution	- **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people - **Evaluate** a range of evidence, reach a **conclusion** and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia - **Understand** why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** about what should be included in them - **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland - **Identify**, **describe**, **compare and contrast** and **explain** how global warming is affecting weather patterns around the world and evaluate its impact in different places - **Understand** how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be - **Understand** how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions - **Describe** and **explain** how each of the main renewable sources of energy works, **evaluate** their advantages and disadvantages and make a **judgement** regarding which would be most suitable for the poorest countries in the world.

Vocabulary	Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.	Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Runoff; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.	Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.	Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Subtropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.

Spring				
	Year 3	**Year 4**	**Year 5**	**Year 6**
	Beyond the Magic Kingdom: What is the Sunshine State really like?	**How can we live more sustainably?**	**What is a river?**	**Why is fair trade fair?**

Knowledge	- Why is the Magic Kingdom the most popular theme park in the world? - Where is the *Magic Kingdom*? - Why did the great Maya civilisation of Central America come to an end? - Why do tourists come to the *Magic Kingdom* from some countries and not others? - Why is the state of Florida a peninsula? - Why is the Kennedy Space Centre in Florida? - Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? - How and why is the climate of the *Sunshine State* different from where I live? - How to Floridians cope with hurricanes?	- What does being sustainable actually mean? - How can we help to make our school more sustainable? - Why are we seeing more wind and solar farms in the countryside? - How is sustainable development helping the lapwing out of the red? - How are solar cookers helping Sunita and her family to live more sustainably?	- How does the course of the River Axe change from source to mouth? - How does the course of my local river change from source to mouth? - Why are river estuaries such important places for wildlife? - Why are rivers such an important part of the water cycle? - How has the *Isle of Dogs* changed since the reign of Henry VIII? - Why is river flooding such a problem in Bangladesh? - How did Bedřich Smetana use music to describe the course of his beloved national river? - How do we know what happened to the River Thames during the *Little Ice Age*?	- Why was this road so important two thousand years ago? - Why does Marco Polo visit the United Kingdom every eleven weeks? - What does the United Kingdom export to the people of China? - Why isn't trade always fair for some people such as Melvin? - Why is fair trade fair?

Skills	**- Identify**, **describe** and **explain** the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida **- Identify**, **locate**, **compare and contrast** the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida **- Describe** and **explain** the historical significance of the Maya civilisation and suggest **reasons** for its catastrophic end **- Observe**, **describe**, **explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world **- Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world **- Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location **- Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future **- Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours - Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida **- Identify**, **describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage	**- Describe** and **explain** using examples what living sustainably means **- Identify**, **describe** and **explain** the differences between renewable and non-renewable resources - Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to **identify** and **explain** priorities to help the school become more sustainable **- Understand** in basic terms how solar panels and wind turbines generate electricity **- Identify**, **describe** and offer **reasons** for how sources of energy used to make electricity in the United Kingdom are changing **- Explain** how electricity is generated in hydroelectric power stations **- Understand** why creating new habitats for birds are good examples of sustainable development **- Describe**, **observe**, **explain** and make a **judgement** as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable **- Recognise** and **explain** ways in which their lives at home could be more environmentally sustainable.	**- Identify** and **describe** how physical features of rivers change from source to mouth - Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground - Use OS maps, aerial photographs and GIS to **recognise**, **describe**, **compare and contrast** and **explain** how physical features change along the course of a river - Use a range of fieldwork techniques to **measure**, **record** and **present** and **explain** changes along a section of a local river and to **reach a conclusion** as to whether it constitutes a healthy habitat for living things **- Identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife **- Describe** the components of the hydrological or water cycle and **explain** the important role that rivers play **- Recognise**, **describe** and **explain** the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and **evaluate** the evidence and **make a judgement** about the causes of its sudden decline and closure **- Interpret** a range of geographical evidence to reach a **conclusion** as to why Bangladesh is at such a risk of serious annual river flooding **- Reflect** upon and **evaluate** the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall **- Understand** climatically what the *Little Ice Age* refers to and how occasional severe winters impacted upon the River Thames and the people of London **- Explain** why China built the Three Gorges Dam along the Chang Jiang (Yangtze River)	**- Describe** and **explain** why the Silk Road was the most important trading route in the history of the world; **evaluate** and **reflect** upon some of the changes that occurred as a result of the movement of people and commodities along it **- Explain** why and how countries trade with each other, **identify** and **describe** the commodities that are most frequently traded and **evaluate** some benefits and disadvantages of trading **- Compare and contrast** the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences **- Describe**, **explain** and **reflect** on why the terms of international trade are not always fair for some producers of goods in other countries around the world **- Explain** what Fairtrade is **compare and contrast** the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and **evaluate** and **judge** the benefits to be gained from Fairtrade certification **- Evaluate** and **judge** the extent to which their school currently engages with Fairtrade, **understand** any constraints that exist; **reflect** and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status **- Understand** what the ethical production and purchasing of clothes entails, **evaluate** and reach a **judgement** regarding the practice of popular clothing companies.

	- Locate, **describe and explain** why the Everglades are a National Park		and describe and **evaluate** some of its geographical impacts.	
Vocabulary	Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades	Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Oxbow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate	Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market;

Summer				
	Year 3	**Year 4**	**Year 5**	**Year 6**
	Why do so many people in the world live in megacities?	**Why are jungles so wet and deserts so dry?**	**Why are mountains so important?**	**Who are Britain's National Parks for?**

Knowledge	- What are megacities and where are they located? - Why did Baghdad become the first city in the world with one million people? - Why is Milton Keynes the United Kingdom's fastest-growing city? - Why is Brasília the fastest-growing city in Brazil? - How do the advantages of living in cities compare with the disadvantages?	- Why is climate different across the United Kingdom? - What are the world's climates? How do climate graphs help geographers compare the climate of one place with another? - How does the climate affect the plants and animals living in a place? - Why is the jungle of the Amazon Rainforest so wet and humid? - Why is Arica the driest inhabited place on Earth?	- Why are the three mountains of Olympus, Mauna Kea and Everest so famous? - How were the world's greatest mountain ranges formed? - Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? - Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? - How are the Cambrian Mountains different from the Himalaya Mountains? - Why is the climate such a challenge for Derek? - Why do tourists visit the Cambrian Mountains? - Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? - How else is the precious resource of water used in the Cambrian Mountains?	- Why are National Parks described as Britain's 'breathing spaces'? - What else makes National Parks so important? - Why do National Parks welcome visitors? - Why is protected land so important in Southwest England? - Why are so many people attracted to *The Valley of Rocks*? - Why is *Merrivale* such an important prehistoric site? - Why are farmers so important in our National Parks? - How are National Parks looked after? - How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?

Skills	- **Observe** and **describe** the key features of cities and suggest **reasons** for why people live in cities of such high density - **Describe** and begin to **explain** the distribution of megacities across the continents of the world - **Explain** some of the **reasons** why Baghdad was the first city in the world with a million inhabitants - **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the country - **Understand** the main **reasons** why the population of any city can increase and **explain** why Milton Keynes in particular is the fastest-growing city in the United Kingdom - **Recognise** and **locate** the largest cities in South America - **Describe** and offer **reasons** for the features of the city of Brasília, capital of Brazil - **Explain** and **conclude** why the Brazilian government built a new capital city in 1960 - **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant - **Identify, describe** and **explain** some of the main geographical features of one of the top 40 megacities in the world.	- **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom - **Identify, describe** and begin to offer **reasons** for the distribution of different types of climate around the world - **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world - **Construct** a climate graph from temperature and rainfall data for their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements** - **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there - **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall - **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world - **Identify, locate; describe** and **explain** how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.	- **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements - **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover - **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains - **Reflect** upon, **evaluate** evidence and reach a **conclusion** and **judgement** regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924 - Demonstrate that they **understand** how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953 - **Identify**, **describe**, **compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains - **Measure**, **record**, **compare and contrast** climate data for Derek's farm with where they live and begin to offer **reasons** for their **observations** - **Explain** and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east - **Identify**, **locate**, **describe** and **explain** the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on Ordnance Survey maps - **Evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago - **Understand** that even 'green' and 'renewable' energy schemes will have environmental costs, **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward	- **Identify**, **locate**, **describe** and **explain** the distribution of the 15 National Parks in the UK - **Observe** and **record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces' - **Recognise** those other special qualities of National Parks which are referred to as 'cultural heritage' and **reflect** on the importance of their own cultural heritage in the context of this - **Recognise**, **describe** and **explain** how National Parks actively encourage visitors to enjoy and learn about what makes them special - **Identify** and **record** the key physical and human geographical features of Southwest England and **compare and contrast** the proportion of protected land here with other regions of the UK - **Identify**, **describe** through **observation** of the landscape of The Valley of Rocks in Exmoor National Park, and **explain** the attraction of this area for visitors such as artists - **Identify**, **describe** and, through **observation**, **offer reasons** for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, **evaluate** the reflections of others and reach a **judgement** about its purpose - **Recognise**, **describe** and **explain** the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK - **Understand** who looks after National Parks in the UK and **reflect** upon and **evaluate** the importance of the jobs that people do - **Compare and contrast** the Everglades National Park with Dartmoor and Exmoor National Park and **understand through explanation** the main similarities and differences between National Parks in the UK and those in the USA

			- **Understand** why Scotland is an attractive winter sports centre.	- **Locate** and **describe** the geographical features of an additional National Park in the USA and **explain** why it received designation.
Vocabulary	Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.	Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.	Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.	lational Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze–thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.