Skills Progression: Geography

EYFS
ELG: In the Early Years Foundation Stage (EYFS) , Geography is typically part of the Understanding the World area of learning. While it is not taught as a standalone subject, children begin to develop foundational skills related to geography through exploration, observation, and discussions about their environment. Children begin to deepen their understanding of the world around them and explore more complex geographical concepts. **Locational Knowledge:** Local and familiar places: Children begin to recognize and describe different places in their community, such as parks, shops, schools, and their own home. Exploring the wider world: Introduced to the concept of places beyond their immediate environment, such as looking at the country they live in and the world. Map recognition: Children begin to understand that maps are a way to show where things are. They may use simple maps or plans, and may start to locate their home on a map or globe. **Understanding Physical and Human Features:** Natural features: Recognizing and naming physical features like mountains, rivers, and trees. Human features: Beginning to recognize human-made features such as roads, buildings, and bridges, understanding that places have been shaped by people. **Spatial Awareness:** Describing places: Using positional language with more confidence (e.g., “above,” “below,” “next to,” “beside”). Simple maps and directions: Encouraging children to use simple maps and directional language to describe how to get from one place to another. **Exploring Weather and Seasons:** Recognizing patterns: Children begin to observe changes in the weather and seasons and understand their impact on the environment. Seasonal changes: Noticing how the environment changes with the seasons, and understanding that different places experience different weather at different times. **Cultural Awareness and Diversity:** Recognizing differences: Children begin to understand that people live in different places and have different cultures, languages, and traditions. Comparing places: Comparing their own home and community to other places, sometimes through stories, images, or visiting different local areas.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	What is it like here? (London)	**What is it like to live by the coast?**	**How do earthquakes, volcanoes and mountains occur?**	**How have climate zones changed overtime?**	**How has Harrow changed?**	**How can we protect our Biomes?**
	What is the weather like in the UK?	**Would you prefer to live in a hot or cold place?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**	**How can we make our local area more sustainable?**	**How has globalisation impacted the world?**
Location Knowledge: *(National Curriculum Coverage)*	KS1 • *name and locate the world's seven continents and five oceans* • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*		KS2 • *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 UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time*			
	***Children working at the expected standard will be able to:*** - Name our local town. - To understand where my school is in the local area (aerial photos of school) - Name the country we live in. - Name and locate the United Kingdom on a map. - Name and locate the four countries	***Children working at the expected standard will be able to:*** - Name and locate the countries in the UK. - Name and locate the four capital cities and other major cities of the United Kingdom. - Name and locate some of the key features of the four countries and their capital cities - Name, locate and describe key	***Children working at the expected standard will be able to:*** - Locate the world's continents and oceans and identify major earthquake and volcanic zones, including the Ring of Fire. - Locate mountains, mountain ranges and volcanoes in relation to tectonic plates - Locate the Northern and	***Children working at the expected standard will be able to:*** - Locate primary climate zone regions with varying climates on a world map (e.g., tropical, temperate, polar) - Locate the Arctic and Antarctic regions on a world map and understand their position in relation to the equator and other key geographic	***Children working at the expected standard will be able to:*** - Locate Harrow on a map (within the context of the UK) and its relationship to surrounding areas (London, Greater London) *Recap* - Locate natural resources (forests, rivers, etc.) of the local area (Harrow) and identify local geographical features	***Children working at the expected standard will be able to:*** - Locate different biomes of the world (countries and continents) - Locate Tundra biomes in areas like the Arctic Circle and parts of Antarctica. - Locate Taiga biomes in northern regions of North America, Europe and Asia - Locate different

	of the United Kingdom.	landmarks in the local area. - Locate where we live on a map of the world. - Name the world's seven continents. - Name the five oceans. - Locate the seven continents on a map/atlas. - Locate the five oceans on a map/atlas. - To know that the UK is in the continent of Europe. - Name the surrounding seas of the UK - Locate the north and south poles and equator on a map/atlas - To locate hot/cold areas of the world in relation to the equator and the North and South poles on a map/atlas.	Southern hemisphere. - Locate the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. - Locate the Amazon River and surrounding Rainforest on a world map and understand its position in relation to the equator and tropics. - Identify the countries that the Amazon Rainforest spans.	features. - Locate areas of the world on a map that experience arid (dry) climates, such as deserts (e.g., Sahara). - Locate temperate climate zones on a map, such as the Mediterranean, parts of North America, Europe, and New Zealand. - Locate Earth's major water bodies, including continents, oceans, rivers, and lakes, on world maps. - Locate major rivers across the continents (e.g. the Nile, Amazon, Mississippi rivers). - Locate meanders along specific rivers and understand their progression in river systems.	- Understand the difference between a location *(just a point)* and a place *(a location with meaning and characteristics).* - Locate Freiburg on a world map, a map of Europe and a map of Germany. - Locate key natural resources (e.g. oil in the Middle East, coal in the UK and China, timber in Canada water in the Amazon).	Grassland biomes, identifying locations in Africa, North America, South America, and Asia.

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	What is the weather like in the UK?	**Would you prefer to live in a hot or cold place?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**	**How can we make our local area more sustainable?**	**How has globalisation impacted the world?**
Place Knowledge: *(National Curriculum Coverage)*	KS1 • *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*		KS2 • *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*			
	***Children working at the expected standard will be able to:*** - Understand similarities and differences (including weather and lifestyles) through studying the human and physical geography of England and China. - Understand the difference between a rural and urban area	***Children working at the expected standard will be able to:*** - Observe and describe the human and physical geography of a small area of the coastal town of Brighton - Understand similarities and differences (including weather and lifestyles) through studying the human and physical	***Children working at the expected standard will be able to:*** - Describe the landscape of a mountain or mountain range including climate and other key features. - Describe the physical and geographical features of the Ring of Fire, explaining its significance in relation to earthquake and	***Children working at the expected standard will be able to:*** - Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. - Understand how different parts of the world fit	***Children working at the expected standard will be able to:*** - Explain what makes Harrow unique, including its landmarks, historical significance, culture, and demographics. - Understand the physical and human geography of a region of the United Kingdom (Harrow) with a region in a European country	***Children working at the expected standard will be able to:*** - Describe the key characteristics of the world's major biomes, including the Tundra, Taiga, Grasslands, Desert, Tropical Rainforest, and Temperate Forest. - Explore similarities and differences between biomes in terms of climate, vegetation, animals, and

		geography of England and Tobago	volcanic activity around the world. - Describe the physical features of the Amazon Rainforest, including the layers of the forest and the animals and plants found in each. - Compare the features of temperate rainforests in the UK with tropical rainforests in the Amazon - Identify similarities and differences in climate, biodiversity, and physical features.	within different climate zones. - Describe specific landforms created by rivers such as meanders, ox-bow lakes, floodplains, and deltas. - Compare and contrast different rivers (e.g. length, size, and source) and their impact on local and global regions. - Explore how rivers have supported civilizations overtime and the continued significance in modern society today. - Investigate the causes and effects of flooding in specific regions and historical examples (e.g. the 2015 floods in the UK, 2004 Tsunami).	(Germany) focussing on the impact on land use, settlements, economic activity and transport - Understand how resource use has shifted in different parts of the world due to technological advancements, environmental policies, and economic changes (e.g., renewable energy adoption in Germany vs. fossil fuel reliance in developing countries). - Understand how human settlements, especially in large cities, impact natural environments in terms of resource use, pollution, and land cover changes. - Identify Freiburg's key sustainable practices, such as	human interaction. - Compare the Tundra and Taiga, highlighting differences in plant life, animal populations, and climate. - Explore the two types of grassland: temperate grasslands (e.g. prairies) and tropical grasslands (e.g. savannah). - Explore the specific threats to both the Tundra and Grasslands (e.g. climate change, human activities) and learn about different protection strategies. - Recognize how human activities such as deforestation, mining, pollution, urbanization, and agriculture damage biomes like the Tundra,

					green building standards, efficient public transportation, and renewable energy use. - Identify key sustainability indicators specific to Harrow, such as waste management practices, local food systems, energy consumption, and transportation.	Taiga, and Grasslands. - Explore global efforts to reduce damage to biomes, such as conservation programs, climate agreements, and sustainable practices. (Link to Y5 sustainability) - Understand how globalisation influences locations worldwide.

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	What is the weather like in the UK?	**Would you prefer to live in a hot or cold place?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**	**How can we make our local area more sustainable?**	**How has globalisation impacted the world?**
Human and Physical Knowledge: *(National Curriculum Coverage)*	KS1 • *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* • *use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*		KS2 • *describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* • *describe and understand key aspects of: 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*			

 	***Children working at the expected standard will be able to:*** - Recognise what a human feature is - Use basic geographical vocabulary to refer to key human features of the local area (including identify the type of settlement we live in) and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop - Recognise what a physical feature is - Name the four seasons and describe weather associated with the four seasons - Identify the differences between the types of weather experienced in different seasons in the UK - Understand	***Children working at the expected standard will be able to:*** - Recognise the features of a hot/cold place - Explain how animals adapt to living in a hot /cold place - Identify the human and physical features of a continent - Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality (Tobago)	***Children working at the expected standard will be able to:*** - Describe and understand the effect of earthquakes on settlements and land use. - Describe and understand the effect of volcanoes on settlements, land use and human activity including jobs and tourism. - Explain the significance of the Amazon Rainforest to local populations, global biodiversity, and the climate. - Describe how human activities, such as deforestation and farming, are impacting the rainforest and the people who live there. - Understand the global	***Children working at the expected standard will be able to:*** - Understand how the Earth's atmosphere influences weather patterns, such as wind, temperature, and precipitation. - Understand that weather and climate impact human life, including agriculture, clothing, and infrastructure. - Explore how people adapt to these varying climate zones through agriculture, housing, and lifestyle choices. - Examine the characteristics of each climate zone: *Tropical* (hot and wet year-round), Arid (hot, dry, deserts), *Temperate* (mild and seasonal),	***Children working at the expected standard will be able to:*** - Look at land use and analyse land use patterns in Harrow - Understand how humans interact with the land. - Study the distribution of land use in Harrow ((residential, commercial, industrial, recreational, and agricultural land) - Look at transport and Infrastructure in Harrow and its influence on urban development. - Study the importance of the Metropolitan Line (Met Line) in Harrow's growth, connectivity to central London, economic development, and urbanization. - Analyse how transportation	***Children working at the expected standard will be able to:*** - Understand that biomes are large areas characterized by specific climate conditions, plant life, and animals. - Explore how biomes have distinct climate conditions, flora and fauna) - Explore the types of plants (e.g., mosses, lichens) and animals (e.g., polar bears, arctic foxes) that live in the Tundra and adapt to the harsh conditions. - Explore the types of vegetation (e.g., pine trees, fir trees) and animals (e.g., moose, wolves) that inhabit the Taiga. - Understand how various elements of an ecosystem interact and depend on one

	aspects of the weather and how it affects the local environment - Use basic geographical vocabulary to refer to key physical features of the local area in the UK and a contrasting non-European locality (China).		consequences of deforestation in the Amazon and the effects on climate and ecosystems. - Describe and understand key aspects of earthquakes, including their causes and how they occur, and their physical effects on the environment. - Describe and understand key aspects of volcano formation, the process of volcanic eruptions and their physical effects on the environment. - Describe and understand key aspects of mountain formation, including the impact of tectonic forces. - Describe the climate of the Amazon	*Continental* (extreme temperatures), *Polar* (cold, ice-covered regions). - Identify and describe the role of rivers in supporting human life across the globe (e.g., agriculture, transportation, water supply). - Explore the physical features of rivers and how human activities (like farming, building, and industry) depend on and modify rivers causing changes to the land (e.g. river channelling, dams). - Examine the positive and negative impacts of rivers on human activities, including their use in industry, agriculture, and their role in	networks influence the social and economic characteristics of a place. - Understand the concept of Industrialization in Harrow. - Understand the relationship between industrial development and the changing landscape of a place. - Identify the positive and negative impacts of industrialization on Harrow's economy, society, and physical environment. - Understand environmental issues specific to Harrow, such as air quality, green spaces, or the urban heat island effect. - Compare changes in Harrow's land use, population,	another - Understand the relationship between global trade and consumer culture - Understand climate zones and their impact on natural landscapes - Recognise the impact of climate on human activities (e.g. agriculture, settlement patterns). - Explore population distribution, cultures, and cities. - Understand how food is produced and distributed globally - Undersatnd how globalistaion connects people, businesses and countries globally - Explore global trade and understand import/export concepts

			Rainforest, focusing on temperature, rainfall, and its influence on plant and animal life. - Describe the layers of the rainforest and explain how they support different types of plants and animals. - Understand and explain the role of rainforests in the global eco system eg: oxygen production and carbon absorption.	flooding and pollution. - Understand the water cycle (evaporation, condensation, precipitation) and its role in Earth's ecosystems and climate.	economy, and environment. - Identify natural resources in the local area (water, land, trees, etc.) and explore how these resources can be used sustainably. - Understand the different sources of energy and how energy is produced and consumed. - Understand how land is used in the local area (e.g. housing, parks, and agriculture). - Identify zones of urban development, green spaces, and agricultural land in the local area (Harrow). - Learn about renewable energy sources and green infrastructure. - Identify local resources and sustainability practices.	- Identify where common products come from - Explore the idea of the global supply chain - Understand how globalisation affects workers in different parts of the world - Recognise the positive effects of globalisation on development and everyday life - Explore the negative effects of globalisation, including inequality, pollution and poor working conditions - Understand how to make ethical choices and support fair trade and sustainability

					- Explore sustainability in the local area (Harrow).	

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Geographical Skills: *(National Curriculum Coverage)*	KS1 • *use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.* • *use simple compass directions (North, South, East, West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map.* • *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key* • *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment*		KS2 • *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.*			

	***Children working at the expected standard will be able to:*** - Use picture maps and globes. - Use simple directional language: near, far, left, and right to describe the locational of features and routes on a map. - Make simple observations. - Draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols. - Work in a group with an adult to ask questions about the school its grounds and surrounding environment. - Measure using simple words and frequency recording. - Reach simple conclusion to	***Children working at the expected standard will be able to:*** - Use a simple atlas. - Use the four-point compass: North South, East and West, directions to describe location of features and routes on a map. - Make detailed observations. - Use photo, video, or audio to gather evidence of what they can see. - Use aerial photos to recognise landmarks and basic human and physical features. - Measure using a guided tally and standard units such as minutes and metres. - Present findings simply using maps and graph. - Reach a simply conclusion to fieldwork question or prediction.	***Children working at the expected standard will be able to:*** - Use a range of maps and images. - To confidently use compass directions: North, South, East, and West to follow and give directions to build knowledge of the UK and the wider world. - Use letter and number coordinate to locate features on a map. - Use a camera, video, or audio to gather appropriate data. - Confidently ask geographical questions about places and environments and express opinions to a range of people. - Measure accurately using a tally and standard units.	***Children working at the expected standard will be able to:*** - Use globes, atlases, images, aerial photos and begin to use computer mapping. - Identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - To use four-figure grid references to locate features on a map. - To use a camera and locate labelled photos on a map. - To devise and ask questions using geographical vocabulary to recognise that others may think differently. - Answer questions about places and environments to	***Children working at the expected standard will be able to:*** - Use an atlas including the contents page and index. - Use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Accurately use four- figure grid references on an OS map and attempt six figure references. - Make clear links between observations in the local area. - Use a camera and locate annotated photos on a map. - Draw a map with relatively sized features and annotations showing human and physical features of the	***Children working at the expected standard will be able to:*** - Use a range of maps, atlases, images, globes and digital mapping. - Confidently and accurately use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Accurately use six-figure grid references on an OS map. - Make clear links between observations in the local area and the wider world to identify patterns. - Draw a map with relatively sized features and annotations showing human and physical features of the

	fieldwork question or prediction.		- Present data and findings simply using maps, graphs and digital technologies. - Find a conclusion to the fieldwork question or prediction.	aid investigation and express their different opinions relating to issues. - Measure using simple instruments, digital technologies - Present data and findings using maps, graphs, and digital technologies to show a clear enquiry route from teacher led question to child led conclusion. - To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction	local area, - Devise and ask questions using geographical vocabulary - Express own opinions and recognise why others may have different points of view. - Ask questions to carry out an investigation and express the opinions from a range of points of view. - Measure human and physical features in the local area using a range of appropriate instruments. - Independently present data and findings using maps, graphs and digital technologies - Give evidence when answering fieldwork questions.	local area, using OS symbols and a key. - Draw a variety of maps, sketches and plans with accurate symbols, keys and scale. - Devise and ask questions using geographical vocabulary - Express own opinions and recognise why others may have different points of view. - Ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view. - Independently present data and findings using maps, graphs, and digital technologies - Give evidence when answering fieldwork

						questions.
General Geographical Vocabulary	***KS1:*** ***Place and Locational Knowledge*** - *Continent* - *Ocean* - *Country* - *Capital city* - *Map* - *Atlas* - *Land use* ***Human and Physical Geography*** - *Season* - *Weather* - *Equator* - *Pole* - *Human feature* - *Physical feature* - *Beach* - *Cliff* - *Coast* - *Forest* - *Hill* - *Mountain* - *Sea* - *River* - *Soil* - *Valley* - *Vegetation* - *City* - *Town* - *Village* - *Port* - *Harbour*		***KS2:*** ***Place and Locational Knowledge*** - *Hemisphere* - *Arctic Circle* - *Antarctic Circle* - *Time Zone* - *Tropics of Cancer/Capricorn* - *Latitude* - *Longitude* ***Human and Physical Geography*** - *Climate zone* - *Biome* - *Settlement* - *Fossil fuel* - *Renewable resources* ***Geographical Enquiry and Skills*** - *Grid reference* - *Co-ordinate* - *Scale* - *Thematic map* - *Political map*			

	Geographical Enquiry and Skills - *Compass* - *Direction* - *Route* - *Ariel photograph* - *Symbol* - *Landmark* - *Key* - *Fieldwork*					
Specific vocabulary link with Geographical units taught: ***Topic 1***	***What is it like here? (London)*** - *London,* - *United Kingdom (UK)* - *Harrow,* - *Harrow on the Hill,* - *Stanmore,* - *England,* - *Scotland,* - *Wales,* - *Northern Ireland,* - *Cardiff,* - *Edinburgh,* - *Belfast,* - *school building,* - *area,* - *map,* - *key,* - *directional language, (near, far, left, and right, next) ,*	***What is it like to live by the coast?*** - *ocean,* - *Pacific,* - *Atlantic,* - *Indian,* - *Southern,* - *Arctic,* - *continent,* - *planet,* - *country,* - *island,* - *coastline,* - *English Channel,* - *beach,* - *cliff,* - *coast,* - *weather,* - *port,* - *harbour,* - *vegetation,* - *sea,* - *sand dunes,*	***How do earthquakes, volcanoes and mountains occur?*** - *Earth,* - *longitude,* - *latitude,* - *layers,* - *Earthquake,* - *epicentre,* - *plate* - *boundary,* - *crust,* - *continental crust,* - *oceanic crust,* - *mantle,* - *molten rock,* - *magma,* - *outer core,* - *magnetic field,* - *inner core,* - *pressure,* - *friction,* - *tectonic plates,*	***How have climate zones changed over time?*** - *Weather,* - *climate zone,* - *Artic,* - *Antarctic* - *Arid,* - *Mediterranean,* - *temperate,* - *tropical,* - *polar,* - *tundra,* - *glacier,* - *permafrost,* - *desert,* - *precipitation,* - *vegetation,* - *temperature,* - *weather station,* - *Equator,* - *latitude,* - *Northern*	***How has Harrow changed?*** - *Demographics,* - *rural,* - *residential,* - *agricultural,* - *commercial,* - *industrial,* - *recreational,* - *transportation,* - *zoning,* - *land-use patterns,* - *infrastructure,* - *transportation,* - *connectivity,* - *urban sprawl,* - *society,* - *human settlement,* - *pollution,* - *deforestation,* - *urbanization*	***How can we protect our Biomes?*** - *Biomes,* - *biome,* - *aquatic biome,* - *saltwater habitats,* - *permafrost,* - *desert,* - *vegetation,* - *climate,* - *temperate,* - *biodiversity,* - *ecosystem,* - *microorganisms,* - *hibernate,* - *terrestrial* - *ecosystem,* - *adaptation,* - *conservation,* - *savannahs,* - *tundra,* - *grasslands,* - *rainforests,*

	- *inside,* - *outside,* - *ariel map,* - *forest,* - *hill,* - *mountain,* - *river,* - *soil,* - *valley,* - *house,* - *street,* - *local,* - *city,* - *town,* - *village,* - *factory,* - *farm,* - *house,* - *office,* - *shop*	- *shore,* - *bay,* - *mudflat,* - *stack,* - *arch,*	- *continental plates,* - *oceanic plates,* - *convergent,* - *divergent,* - *transform,* - *transform boundary,* - *convergent boundary,* - *divergent boundary,* - *plate boundary,* - *igneous,* - *solidifies,* - *rock,* - *volcanoes,* - *lava,* - *crater,* - *vent,* - *dormant,* - *active,* - *magma chamber,* - *eruption,* - *mountains,* - *fold mountains,* - *mountain range,* - *Ring of Fire,* - *evacuation,* - *adapt,* - *hazard,* - *geothermal energy,* - *tourism,* - *fertile,* - *altitude,* - *height*	- *hemisphere,* - *Southern hemisphere,* - *North Pole,* - *South Pole,* - *climate zone,* - *weather,* - *high pressure,* - *low pressure,* - *environment,* - *greenhouse gases,* - *drought,* - *atmosphere,* - *bio degradable,* - *condensation,* - *moisture,* - *precipitation,* - *evaporation,* - *water cycle,* - *infiltration,* - *solar energy,*		- *deciduous forests,* - *boreal,* - *taiga,* - *flora,* - *fauna,* - *temperate forest,* - *marine biome,* - *climate change,* - *global warming,* - *carbon footprint,* - *renewable energy,* - *reforestation,* - *sustainability,* - *pollution,* - *endangered species*

Specific vocabulary link with Geographical units taught: ***Topic 2***	***What is the weather like in the UK (comparing the UK to China)?*** - *Earth,* - *season,* - *spring,* - *summer,* - *autumn,* - *winter,* - *snow,* - *sunshine,* - *temperature,* - *weather,* - *wind,* - *China* - *Shanghai,* - *Chinese,* - *Mandarin,* - *skyscrapers,* - *chopsticks,* - *physical features,* - *human features,* - *nature,*	***Would you prefer to live in a hot or cold place?*** - *England,* - *Wales,* - *Scotland,* - *Northern Ireland,* - *London,* - *Edinburgh,* - *Cardiff,* - *Belfast,* - *Europe,* - *Asia,* - *Africa,* - *Australia,* - *Antarctica,* - *North America,* - *South America,* - *hot,* - *cold,* - *equator,* - *adaption,* - *North Pole,* - *South Pole,* - *climate,* - *location,* - *Earth,*	***Why are rainforests important to us?*** - *Rainforest,* - *Amazon River,* - *biome,* - *canopy,* - *deforestation,* - *reforestation,* - *sustainable,* - *emergent layer,* - *forest floor,* - *temperate,* - *tropical,* - *boreal,* - *polar,* - *equatorial,* - *Northern Hemisphere,* - *Southern Hemisphere,* - *North pole,* - *South Pole,* - *equator,* - *Arctic circle,* - *Antarctic Circle,* - *Tropic of Cancer,* - *Tropic of*	***What are rivers and how are they used?*** - *Rivers,* - *channel,* - *confluence,* - *flood plain,* - *meander,* - *mouth,* - *source,* - *tributary,* - *altitude,* - *estuary,* - *lower course,* - *middle course,* - *upper course,* - *water cycle,* - *environment,* - *flooding,* - *dam,* - *erosion,* - *flood* - *management,* - *irrigation,* - *coastal*	***How can we make our local area more sustainable?*** - *Sustainable,* *power,* - *energy,* - *renewable,* - *non-renewal energy,* - *natural resources,* - *wind energy,* - *solar energy,* - *biomass energy,* - *hydropower,* - *industrial revolution,* - *sustainability initiatives,* - *green spaces,* - *eco-friendly,* - *waste disposal,* - *recycling,* - *reducing*	***How has globalisation impacted the world?*** - *Globalisation,* - *global trade,* - *manufactured,* - *global company,* - *supply chain,* - *natural resources,* - *raw material,* - *processing,* - *spatial pattern,* - *transport,* - *connections,* - *corporations,* - *company,* - *culture,* - *imports,* - *exports,* - *trade,* - *borders,* - *carbon footprint,* - *food miles,* - *perishable,* - *identities,* - *communities,* - *trade bloc,* - *ethical trading,*

		- *globe,* - *polar,* - *habitat,* - *Tobago,*	*Capricorn,* - *Eastern hemisphere,* - *Western hemisphere,* - *meridians,* - *time zones,* - *Ecosystem,* - *biodiversity,* - *deciduous,* - *coniferous,* - *evergreen,* - *water vapour,* - *climate change,* - *carbon dioxide,* - *impact*			- *government,* - *technology,* - *international,* - *migration,* - *emigration,* - *immigrants,* - *refugee,* - *asylum*