

	Geography Progression			
	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
<b>Geographical Skills and Fieldwork</b>	<p>I can describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  <a href="#">School, home, route to school, local area</a></p> <p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.  <a href="#">School, play, games, work.</a></p> <p><a href="#">Coast, mountains, desert, towns, villages, North/South Pole</a></p> <p><a href="#">Stories from around the world</a></p>	<p>I can ask simple geographical questions.</p> <p>I can use simple observational skills to study the geography of the school and its grounds.</p> <p>I can use simple maps of the local area.</p> <p>I can use words such as near and far, left and right to talk about where things are.</p> <p>I can use simple directions (North, South, West and East) and Locational and directional language (near, far, left and right) to describe the location of features and routes on a map.</p> <p>I can use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied.</p> <p>I can 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.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environments.</p> <p>I can make simple maps and plans.</p> <p>I can compare with a coastal environment</p>	<p>I can ask and answer geographical questions, e.g., describe the landscape. Why is it like this? What do you think it might be like if ... continues?</p> <p>I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. I can use four figure grid references. I can use the 8 points of a compass.</p> <p>I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p> <p>I can communicate findings in appropriate ways.</p> <p>I can understand use geographical terms such as meander, flood plain, locations, industry, transport, settlement and water cycle. I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port and factory. I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, and earthquakes.</p> <p>I can make more detailed fieldwork sketches/diagrams.</p> <p>I can use fieldwork instruments e.g. camera, rain gauge. I can make plans and maps using symbols and keys. I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p> <ul style="list-style-type: none"> <li>• I can measure straight-line distances using the right scale.</li> <li>• I can explore features on OS maps using figure grid references.</li> <li>• I can draw accurate maps with more complex keys</li> <li>• I can plan the steps for an enquiry</li> </ul>	<p>I can use maps, atlases, globes and digital / computer mapping to locate counties and describe features studied.</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build my knowledge of the UK and wider world.</p> <p>I can understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains and the water cycle.</p> <p>I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, and trade links.</p> <p>I can 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, graphs, and digital technologies.</p> <p>I can use maps, charts etc to support decision making about the location of places e.g. new bypass.</p>

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
<b>Map Skills</b>	<p>Draw information from a simple map. - Provide play maps and small world equipment for children to create their own environments.</p> <p>Look at a map of the playground/ EYFS What parts do they recognise? Can they go to that area? Construction and outdoor areas of provision to create buildings/places/streets/towns/villages etc.</p> <p>Toys, play/car mats, Bee Bots/ Google Earth, introduction to resources used – compasses</p>	<p>I can name the four countries in the United Kingdom and locate them on a map. <b>Scotland, England, Northern Ireland and Wales</b></p> <p>I can name a continent. <b>Europe, Asia, North America, South America, Australia, Antarctica, Africa</b></p> <p>I can name an ocean. <b>Pacific, Indian, Atlantic, Arctic and Antarctic (or Southern)</b></p> <p>I can name the continents of the world and locate them on a map.</p> <p>I can name the world oceans and locate them on a map.</p> <p>I can find where I live on a map of the United Kingdom.</p>	<p>I can name and locate some of the main islands that surround the United Kingdom <b>Hebrides, Orkneys, Shetlands, Isle of Mann, Isles of Scilly</b></p> <p>I can use some basic Ordnance Survey map Symbols. <b>E.g. church, school, railway station, parking</b></p> <p>I can use grid references on a map.</p> <p>I can use an atlas by using the index to find places.</p> <p>I can find at least six cities in the UK on a map. <b>E.g. London, Manchester, Birmingham, Edinburgh, Cardiff, Belfast</b></p>	<p>I can name and locate many of the world's most famous rivers in an atlas. <b>E.g. Amazon, Nile, Yangtze, Danube, Thames, Mississippi, Ganges</b></p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas. <b>E.g. Himalayans, Alps, Andes, Rocky Mountains</b></p> <p>I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p>

# Locational Knowledge

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
	<p>To know where they live. Name of town, area, street, house number etc. Shops, name of school</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Differences in weather, landscape, buildings.</p> <p>Choose countries from popular stories / picture books. Weather, hot, cold, wet, dry</p>	<p>To know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. England, London, countryside, Big Ben, North Sea, English Channel, Irish Sea Wales, Cardiff, mountains, Snowdon, Irish Sea, Celtic Sea Scotland, Edinburgh, mountains, islands, North Sea, Atlantic Ocean Northern Ireland, Belfast, Giant's Causeway, Irish Sea, Atlantic Ocean, Celtic Sea</p> <p>To know the name and location of the world's seven continents. Europe, Asia, North America, South America, Australia, Antarctica, Africa</p> <p>To know the name and location of the world's five oceans. Pacific, Indian, Atlantic, Arctic and Antarctic (or Southern)</p>	<p>To know and locate counties and cities of the United Kingdom. England- London, Manchester, Birmingham, Sheffield. Wales- Cardiff, Swansea. Scotland- Edinburgh, Glasgow. Northern Ireland- Belfast, Derry</p> <p>To know geographical regions and their identifying human and physical characteristics. Africa- Nile, Kilimanjaro, Sahara. Asia- biggest population, Himalayas, Everest, Yangtze. The Caribbean- distinct island nations, tropical climate. Central America. Europe- Volga, Alps. North America- Mississippi, Yukon, large mountain ranges. South America- Amazon, Brazil most populous nation. Oceania- temperate climate zone, Murray river.</p> <p>To know the location of some of the world's countries, using maps to focus on Europe and North and South America and major cities. Berlin, Madrid. Rome, Paris, Oslo, Brussels, Moscow, Washington D.C.</p> <p>To know the environmental regions, key physical and human characteristics, countries, and major cities in Europe. Europe; Russia (largest country), Vatican City (smallest country), Atlantic Ocean, Sea; Norwegian, North, Baltic, Celtic, Mediterranean, Black European Union, Euro, France, Germany, Italy, Spain, Russia, Norway, Ukraine, Greece, Belgium Human features, Flag, Currency, Government, Capital city; Paris, Rome, Berlin, Madrid, Moscow, Athens Physical geography; mountains, streams, volcanoes, climate Human geography; population, life expectancy, culture</p>	<p>To know and name and locate counties and cities of the United Kingdom- repeat from Y3/4</p> <p>To know the location of most of the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>To know 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)</p> <p>To know differing geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Europe- most countries have access to the Atlantic Ocean or a major waterway. North America- very mountainous region. Asia- Himalayas are the world's tallest mountain range, Mount Everest tallest individual peak. Oceania- over 12 island nations.</p> <p>To know some of these aspects have changed over time.</p> <p>To know how to locate the world's countries, using maps to focus on Europe (including the location of Russia).</p>

# Human and Physical Geography

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
	<p>Begin to understand the need to respect and care for the natural environment and all living things. Rubbish, walking to school, growing plants, bug hotels</p> <p>Understand the effect of changing seasons on the natural world around them. Children make daily observations – changes/similarities during their time in outdoor environment. Seasons, hot, cold, grow, babies, young, spring, summer, autumn, winter, falling leaves, blossom.</p> <p>Understand that some places are special to members of their community. School, church, sports, playground, park.</p>	<p>I know what a weather chart is and can answer questions about the weather.</p> <p>I know how the weather changes throughout the year and can name the seasons. Spring- buds, warmer. Summer- warm, trees in leaf. Autumn- leaves fall, gets colder. Winter- cold, snow, bare trees.</p> <p>I know some of the main things that are in hot and cold places. Hot- sand, palm trees. Cold- snow and ice.</p> <p>I know the clothes that I would wear in hot and cold places. Hot- shorts, swimwear, t-shirt, hat, sun cream. Cold- hats, gloves, scarf, coat, boots.</p> <p>I know the facilities that a village, town and city may need and give reasons. V- shop, pub, church, houses. T- houses, shops, bank, restaurants, etc. C- may have cathedral, much bigger</p> <p>I know the seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. North Pole, South Pole, equator</p> <p>I know how to use basic geographical vocabulary to refer to physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I know basic geographical vocabulary referring to human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I know the correct geographical words to describe a place. Mountain, river, climate zones, Human geography; population, language, religion Physical geography; size, climate, borders</p> <p><i>I know features of early settlements and why people choose to settle where they did. Rivers, hills, grazing for animals</i></p> <p><i>I know how settlements developed and how they are connected.</i></p> <p>I know why people may choose to live in one place.</p> <p>I know and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>I know 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.</p>	<p>I know why many cities are situated on or close to rivers. Transport, trade energy, farming, leisure</p> <p>I know why people are attracted to live by rivers. Transport, energy, farming, leisure</p> <p>I know how the course of a river is formed. Source, tributaries, meander, mouth, erosion, transportation, deposition, delta</p> <p>I know how a location fits into its wider geographical location with reference to human and economical features. Transport, energy, farming, leisure, mountains, rivers, trade</p> <p>I know and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>I know the largest desert in the world and locate desert regions in an atlas.</p> <p>I know the key aspects of physical geography, including mountains, volcanoes and earthquakes.</p> <p>I know how volcanoes are created.</p> <p>I know the location of and can name some of the world's most famous volcanoes.</p> <p>I know how earthquakes are created.</p>

# Geography Cycle 1

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
	<p>Begin to understand the need to respect and care for the natural environment and all living things.  Rubbish, walking to school, growing plants, bug hotels, tad poles.</p> <p>Understand the effect of changing seasons on the natural world around them.  Children make daily observations – changes/similarities during their time in outdoor environment.  Seasons, hot, cold, grow, babies, young, spring, summer, autumn, winter, falling leaves, blossom.</p> <p>Understand that some places are special to members of their community.  School, church, sports, playground, park.</p> <p>To know where they live.  Name of town, village, street, house number etc  Neighbours, shops</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Differences in weather, landscape, buildings. Choose countries from popular stories / picture books. weather, hot, cold, wet, dry</p>	<p><b>Where Do I Live?</b>  To know and name the seven continents of the world and locate the UK on a world map. <b>L1</b></p> <p>To know the countries and capital cities of the UK. <b>L2</b></p> <p>To know some features and characteristics of the countries of the UK. <b>L3</b></p> <p>To know some of the features of the town we live in. <b>L4 and L5</b></p> <p><b>Magical Mapping</b>  To know how to use compass points to navigate around a map. <b>L2</b></p> <p>To know how to use aerial photographs and plan perspectives to recognise and create landmarks. <b>L5</b></p> <p>To know how to use simple fieldwork and observational skills to study the geography of their school and surroundings. <b>L5 and teacher to plan fieldwork lesson</b></p> <p>To know how to make simple map, use, and construct basic symbols in a key. <b>L1</b></p> <p>To know the key human features on a map. <b>L6</b></p> <p><b>L3 and 4 focus on atlas skills and work</b></p> <p><b>The Four Seasons- to be taught throughout the year when appropriate and in maths.</b>  To know how the seasons are linked with the months of the year. <b>L1</b></p> <p>To know what the weather is like in spring, summer, autumn and winter. <b>L2, L3, L4, L5</b></p>	<p><b>Countries Of The World.</b>  To know the continents of the world and locate them on a map. <b>L1</b></p> <p>To know some of the countries of the world and locate them on a map. <b>L2</b></p> <p>To know some key geographical features of each continent. <b>L3</b></p> <p>To know and locate some of the major capital cities in the world. <b>L4</b></p> <p>To know some of the key human and physical features of a particular country. <b>L5</b></p> <p><b>Village Settlers</b>  To know the needs of early settlers. <b>L1</b></p> <p>To know how some place names originated. <b>L1</b></p> <p>To know a range of mapping symbols and their meanings. <b>L3</b></p> <p>To know how settlements can be connected. <b>L4</b></p> <p>To know the key physical features of a settlement. <b>L5</b></p>	<p><b>Investigating Rivers</b>  To know how the water cycle works. <b>L1</b></p> <p>To know how rivers erode, transport and deposit materials. <b>L2</b></p> <p>To know why rivers are important. <b>L3</b></p> <p>To know some of the causes of river pollution and the impact it has on the environment. <b>L4</b></p> <p>To know the key features of a river. <b>L2</b></p> <p><b>Lesson 5 or 6 is needed as a geographical enquiry</b></p> <p><b>The United Kingdom</b>  To know the key geographical features of the United Kingdom. <b>L1</b></p> <p>To know and locate the counties of the UK. <b>L2</b></p> <p>To know about some of the hills and mountains of the UK. <b>L4</b></p> <p>To know about the seas and coasts of the UK. <b>L5</b></p> <p>To know and identify some of the major rivers of the UK. <b>L6</b></p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
<b>Geography Cycle 1 Vocabulary</b>		<b>Where Do I Live?</b> Continent Europe Asia North America South America Australia Africa Antarctica UK England, hills, countryside Northern Ireland, Giants Causeway Scotland, mountains, islands, tartan, Wales, mountains, Snowdon, Welsh London Belfast Edinburgh Cardiff Ocean Village Town City Urban Rural Local area, urban, shops, roads, House Address	<b>Countries of the World</b> Continent Europe; UK, France Asia; China, India North America; states South America; Brazil, Argentina Australia; Australasia, Oceania, New Zealand Africa; Zimbabwe, Ethiopia Antarctica Countries Mountain; Everest, Kilimanjaro, Vinson, Elbrus, McKinley, Aconcagua, Puncak Jaya River: Amazon, Nile, Yangtze, Missouri, Volga, Murray, Onyx North Pole South Pole Equator Climate zones Capital city; Berlin, Madrid. Rome, Paris, Oslo, Brussels, Moscow, Tokyo, Washington D.C., Canberra, New Delhi, Human geography; population, language, religion Physical geography; size, climate, borders	<b>Investigating Rivers</b> Water cycle/hydrological cycle; evaporation, transpiration, condensation, transportation, precipitation, run off, infiltration Flood Erosion Deposition Transportation Source Mouth Deltas Tributaries Meanders Transport- trade, travel, exploration Habitat- otters, fish, ducks Energy- renewable, water mills, hydro power Farming- irrigation, Leisure River pollution- agriculture, industry, people, oil, Ganges, Mississippi

		<b>Magical Mapping</b> Map Sketch Map Symbol Key Near Far Closer Further Compass points North South East West Atlas Globe Ariel view (bird's eye view) Ground level view Perspective Landmarks, coast, London, island, Local area, playground, Human, man-made Physical, natural Ocean, Pacific, Atlantic, Artic, Indian, Southern  <b>Four Seasons</b> Name the months of the year Seasons Autumn Winter Spring Summer Weather	<b>Village Settlers</b> Early settlers Resources; water, materials, food Place names; London, Lancaster, Manchester, Warwick Ordnance Survey Map Map symbols Motorways (blue) 'A' roads (green and red) 'B' roads (yellow) Human features; bridge, roads, shops Physical features; river, hill	<b>The United Kingdom</b> England Scotland Wales Northern Ireland London Edinburgh Cardiff Belfast Area Population Life expectancy County Region Council Town; urban, boundaries, City Cathedral Hill; Pennines, Peak District, North and South Downs Mountain; steep, summit, fold mountain, tectonic plates, dome mountain, volcano, Lake District, Highlands, Mourne Mountains, Snowdon Topographical map Coastline North Atlantic Ocean North Sea Irish Sea Celtic Sea Pebbly/sandy Rocky/chalk cliffs Stack Caves Sea arch Source, mouth, deltas, tributaries, channel, meanders
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# Geography Cycle 2

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
	<p>Begin to understand the need to respect and care for the natural environment and all living things. Rubbish, walking to school, bug hotel, growing plants</p> <p>Understand the effect of changing seasons on the natural world around them. Children make daily observations – changes/similarities during their time in outdoor environment. Seasons, hot, cold, grow, babies, young, spring, summer, autumn, winter, falling leaves, blossom.</p> <p>Understand that some places are special to members of their community. School, church, sports, playground, park.</p> <p>To know where they live. Name of town, street village, house number etc. Neighbours, shops, park, school</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Differences in weather, landscape, buildings. Choose countries from popular stories / picture books. weather, hot, cold, wet, dry</p>	<p><b>Around The World</b> To know and name the seven continents. <b>L1</b></p> <p>To know and use the correct vocabulary for the world's seas and oceans. <b>L2</b></p> <p>To know about hot and cold places and how they relate to the equator. <b>L3</b></p> <p>To know how animals adapt to different seasons. <b>L4</b></p> <p>To know animals that are particular to certain countries. <b>L5</b></p> <p><b>My World And Me</b> To know where the UK, equator and poles are on a map. <b>L1</b></p> <p>To know about the climate in the UK and Ecuador. <b>L2</b></p> <p>To know the capital cities of the UK and Ecuador. <b>L3</b></p> <p>To know how to identify human features in aerial photographs. <b>L5</b></p> <p><b>Let's Go On Safari</b> To know how to locate Africa and Kenya on a map. <b>L1</b></p> <p>To know the features of the climate and weather in Kenya. <b>L2</b></p> <p>To know the animals particular to Kenya. <b>L3</b></p> <p>To know about the people and culture of Kenya. <b>L6</b></p>	<p><b>Our European Neighbours</b> To know the location of Europe on a world map. <b>L1</b></p> <p>To know and locate some of the countries of Europe. <b>L2</b></p> <p>To know some of the features of key European cities. <b>L3</b></p> <p>To know some of the major capital cities of Europe. <b>L4</b></p> <p>To know the similarities and differences between 2 major capital cities in Europe. <b>L5</b></p> <p>To know the physical features of a European country. <b>L6</b></p> <p><b>Where Does Our Food Come From?</b> To know that the food that we eat comes from many different places around the world. <b>L1</b></p> <p>To know the different climate zones. <b>L2, L3 and L5</b></p> <p>To know that the temperate climate zone is used to produce food. <b>L2</b></p> <p>To know how food is produced in a range of different countries. <b>L2, L3, L5</b></p> <p>To know how the land is used in the UK to produce food. <b>L6</b> To know that trade is used to enable food to travel around the world. <b>L7</b></p>	<p><b>Extreme Earth</b> To know what climates there are on our planet. <b>L1</b></p> <p>To know where is the hottest, wettest, driest and coldest places on Earth. <b>L1</b></p> <p>To know how the water cycle works and how it results in different levels of rainfall in different places. <b>L2</b></p> <p>To know that there are extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes. <b>L3</b></p> <p>To know that the Earth's surface is split into tectonic plates and how these cause earthquakes. <b>L4</b></p> <p>To know how a tsunami is caused and the effect it can have on the environment. <b>L5</b></p> <p>To know the differences between a volcano and a mountain. <b>L6</b></p> <p>To know what happens when a volcano erupts. <b>L6</b></p> <p><b>Our Local Area</b> To know some of the key features of the local area, including; economic, land use, settlements, climate zones and rivers. Research <b>L1</b> Enquiry <b>L2</b> Drawing maps using collected data <b>L3</b> Analysis and conclusion <b>L4</b></p>

# Geography Cycle 2 Vocabulary

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
		<b>Around the World</b> Continent Europe, Asia, North America, South America, Australia, Africa and Antarctica Countries European France; euros, Paris, Eiffel Tower, Arc de Triomphe, vineyards, Louvre, China; yuan, Beijing, Great Wall of China, Terracotta Army, Chinese New Year, Mount Everest, Australia; Australian dollar, Aboriginal, Bondi Beach, Sydney Opera House, Kenya; Kenyan shillings, Nairobi, Maasai tribe, Swahili, Lake Victoria, savannah grasslands USA; US dollars, Washington D.C., New York, Statue of Liberty, Brazil; Brazilian reais, Portuguese, Brasilia, Rio de Janeiro, Sugarloaf Mountain, Iguazu Falls, Amazon River	<b>Our European Neighbours</b> Continent Europe; Russia (largest country), Vatican City (smallest country) Asia Africa Antarctica Australia North America South America Population Ocean; Artic, Atlantic Sea; Norwegian, North, Baltic, Celtic, Mediterranean, Black European Union Euro France, Germany, Italy, Spain, Russia, Norway, Ukraine, Greece, Belgium Human features Flag Currency Government Capital city; Paris, Rome, Berlin, Madrid, Moscow, Athens Human geography; population, life expectancy, culture Physical geography; mountains, streams, volcanoes, climate	<b>Extreme Earth</b> Climate Weather- temperature, air pressure, wind, humidity Equator Arctic Circle Antarctic Circle Tornadoes Water cycle- precipitation, run off, evaporation, transpiration, condensation Drought Lightning Tropical Storms- typhoons, hurricanes, cyclones Flood Hail storm Blizzard Earthquakes Tectonic plates Crust Mantel Outer core Inner core

		<b>My World and Me</b> Continent Countries Equator South Pole / North Pole Ecuador Seasons Climate Physical features; coast, mountains, rainforest, Galapagos Islands Quito (capital of Ecuador); mountains, houses close together, local produce in markets London; valley, flats, houses, international produce in markets Cliff Valley Mountain Rivers Lakes Ariel photographs Human features; harbour, pier, bridge <b>Let's Go on Safari!</b> Continent Europe, Asia, North America, South America, Australia, Africa and Antarctica Kenya UK Climate Poles Equator Wet and dry seasons Geographical features; bodies of water, trees for shade Lion, rhinoceros, giraffe, elephant, leopard, buffalo, zebra Nairobi / Mombassa / Maasi Tribe	<b>Where Does Our Food Come From?</b> Northern Hemisphere Trade Transport Climate Zones; temperate, tropical, Mediterranean Tropic of Cancer Tropic of Capricorn Fair Trade Tropical biomes Deforestation Lines of longitude Lines of latitude Arable land Pastoral land Infographic	<b>Our Local Area</b> Human geography Land use Commercial Residential Industrial Agriculture Infrastructure Open spaces Sketch map
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Additional granular detail can be found in the corresponding planning and Plan Bee overviews.