

## Skills & Knowledge Progression:



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

– The National Curriculum, 2013



# Embedding our Intent: Geography

At Hawkhurst CEP School, geography is taught through a creative, topic-based curriculum.

In the EYFS, children's learning in geography will largely focus on exploring the locality and building understanding of the natural world. Much of children's enquiry into the world around them will be through child-initiated activities, talk and play.

In Key Stage 1, children will learn about the United Kingdom and some key features of our planet e.g. where the hottest and coldest areas are. They will also develop their understanding of the local area and begin to identify some human and physical geographical features e.g. towns, cities, mountains, rivers.

In Key Stage 2, children will expand their knowledge of the countries of the world and study some in depth. They will also develop their geographical skills such as using maps and atlases effectively and understanding how to use the eight points of the compass. Children in year 5 and 6 will learn about how physical geographical features are formed in greater depth and understand different climate zones, biomes and vegetation belts.

We are committed to ensuring all children in our school have equal opportunities to access learning and lessons are planned and taught in line with our SEN and inclusion policies.

## Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography		
Three and Four-Year-Olds	Maths	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> </ul>
ELGs	Understanding the World - People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

## My Learning Journey: Geography Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> Our School Environment	<p>I can identify geographical similarities and differences though studying the human and physical geography of my school and its locality.</p> <p>I can investigate my surroundings.</p> <p>I can sequence the geographical events in my life.</p> <p>I can use geographical vocabulary to refer to key physical features and key human features.</p> <p>I can identify and name key human features e.g., city, town, village, factory, farm, house, office, port.</p> <p>I can identify and name key physical features e.g., beach, season, weather, forest, hill.</p> <p>I can use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can make observations about where things are e.g., within the school or local area.</p> <p>I can verbally describe what places in the locality are like.</p> <p>I can recognise where other things are in relation to school are in the locality.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p>	<p>I know what the term ‘geography’ means.</p> <p>I know and can correctly use the key and concept vocabulary when describing my school and its locality.</p> <p>I know the human and physical features of Hawkhurst school and the surrounding area.</p> <p>I know how to make observations of the surrounding area.</p> <p>I know how to sequence my journey to school considering the geography including human and physical features, e.g., going over a hill (physical), stopping at traffic lights (human).</p> <p>I know how to read an aerial map of the school and label the human and physical features.</p> <p>I know how to make a simple key for my map.</p> <p>I know how to work as a group.</p> <p>I know ways that we can improve the school.</p> <p>I know how to use an aerial map to write a series of directions.</p> <p>I know that Hawkhurst school was not the original school in the village.</p> <p><b>Concept Vocabulary:</b> human features, physical feature, locality/ local, geography, map, key, England, environment,</p> <p><b>Key Vocabulary:</b> surroundings, Hawkhurst, Village, School, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour,</p>

	<p>I can think of ways the school environment could be improved.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language (for example near far, left and right), to describe the location of features and routes on a map.</p> <p>I can use simple labelled sketches and plans.</p> <p>I can use a simple picture map to move around the school.</p>	<p>shop, observe, terrain, positional language – top, bottom, above, below, around, centre/middle, across, left, right, etc.</p>
<p><b>TERM 5</b> All about the UK</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can identify some places that extend from my locality.</p> <p>I can learn the name of some places within/around the UK, e.g., hometown, cities, countries, e.g., Wales, France.</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can read a thermometer, with support.</p> <p>I can ask and respond to open and closed questions.</p> <p>I can use information books/ pictures as sources of information.</p>	<p>I know what the term 'geography' means.</p> <p>I know that the world extends beyond their locality.</p> <p>I know that we live in the United Kingdom.</p> <p>I know where to find the United Kingdom on a globe.</p> <p>I know where to find Hawkhurst on a map of the UK.</p> <p>I know the names of some of the surrounding villages and towns around Hawkhurst.</p> <p>I know that each country has its own flag.</p> <p>I know the names of the seas and oceans surrounding the UK.</p> <p>I know some of the weather the UK experiences in each season.</p> <p><b>Concept Vocabulary:</b> country / countries, United Kingdom/UK, physical features, flag, observe, holiday, sea/ ocean</p> <p><b>Key Vocabulary:</b> England, Scotland, Northern Ireland, Wales, Earth, globe, map, key, weather, temperature, seasons, terrain, similar / different, Giants Causeway, Snowdonia, Loch Ness, Stonehenge, Atlantic Ocean, Celtic Sea, English Channel, Irish Sea, North Sea.</p>

<p><b>TERM 6</b> All about the UK (cont)</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can read a thermometer with support.</p> <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can identify some places that extend from my locality.</p> <p>I can ask and respond to open and closed questions.</p> <p>I can use information books/ pictures as sources of information.</p>	<p>I know where the United Kingdom is, where to find it on a map and where we are in the UK.</p> <p>I know that the world extends beyond their locality.</p> <p>I know what the term 'terrain' means.</p> <p>I know what the terrain of the UK is and how it compares to other countries.</p> <p>I know what the term 'equator' means and where to find it on a globe.</p> <p>I know that the equator is what determines the temperature of a country.</p> <p>I know where to find the hot and cold countries on a globe.</p> <p>I know how to use an atlas.</p> <p>I know some of the weather the UK experiences in each season.</p> <p><b>Concept Vocabulary:</b> United Kingdom, Equator, Earth, globe, physical features, geography, human features, map, key, atlas, country / countries, weather, temperature, seasons, terrain, north pole/ south pole,</p> <p><b>Key Vocabulary:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop, observe, positional language – top, bottom, above, below, around, centre/middle, across, left, right, etc., similar / different, England, Scotland, Northern Ireland, Wales.</p>
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## My Learning Journey: Geography Year 2

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> Where we live	<p>I can Use basic geographical vocabulary referring to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I can spot Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>I can Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can Use simple compass directions and locational language to describe the location of features and I can follow routes on a map.</p> <p>I can Draw a map of a real route and record using a key I can Follow a route on a map</p>	<p>I know how to use locational and directional language [for example, near and far; left and right].</p> <p>I know the local physical and human features of where I live and my surrounding environment.</p> <p>I know how to describe the locational features of a map.</p> <p>I know how to use simple compass directions.</p> <p>I know how to draw a map with a simple key.</p> <p>I know how to follow a route on a map.</p> <p>I know why certain buildings work in different environments.</p> <p><b>Concept Vocabulary:</b> geographical, fieldwork, continents and oceans</p> <p><b>Key vocabulary:</b></p>
<b>TERM 3</b> Oceans Rivers and Mountains	<p>I can Name and locate the world’s seven continents and 5 oceans.</p> <p>I can 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.</p> <p>I can Begin to use the contents and index to locate a country in an Atlas.</p>	<p>I know the 7 continents and 5 oceans</p> <p>I know how to use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>I know how to use the contents and index to locate a country in an Atlas.</p> <p>I know key rivers and mountains in the UK and comparatively to ones studied.</p> <p><b>Concept Vocabulary:</b></p> <p><b>Key Vocabulary:</b> Cliff, hill, peak, ridge, rocky, outcrop, river, stream, valley, continent, equator, globe</p>



		<p>North Pole South Pole Name of Continents Africa, Asia, Antarctica, North America South America Australia Europe</p> <p>Names of oceans pacific, southern, Atlantic, Arctic, Indian</p> <p>Continent Equator Globe Atlas Country Desert Features</p> <p>Mountain range River World</p>
<p><b>TERM 4</b> Oceans, Rivers and Mountains</p>	<p>I can Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equations, and the North and South poles.</p> <p>I can Begin to use the contents and index to locate a country in an Atlas.</p> <p>I can Know that the world extends beyond their locality.</p> <p>I can make observations about seasonal changes of a chosen non-European country.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.</p> <p>I can Study an area of a non-European country.</p> <p>I can compare and recognise differences between a chosen non-European country and a local area.</p>	<p>I know how to record the weather in contrasting countries including Hawkhurst, Chad and Toronto.</p> <p>I know how to draw weather symbols.</p> <p>I know how to locate Nigeria in an atlas, know which continent it was in and where is it to the equator.</p> <p>I know what Nigeria is famous for and what it farms?</p> <p>I know the advantages and disadvantages of visiting Lagos.</p> <p>I know physical and human features of Nigeria.</p> <p>I know the difference between weather and climate and the relation the equator.</p> <p><b>Concept Vocabulary:</b> Equator, North Pole, South Pole</p> <p><b>Key Vocabulary:</b> Christian, Muslim, River Niger, Benue River, Africa, Lagos, Abuja, Lagoon, Eko Bridge, Carter Bridge, Third Mainland Bridge, rich, poor, Mokoko Slums,</p>

## My Learning Journey: Geography Year 3

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 2</b> The United Kingdom	<p>I can use political maps to identify countries.</p> <p>I can use OS maps to identify settlements.</p> <p>I can identify human and physical features.</p> <p>I can use grid references to locate positions on maps.</p> <p>I can recognise OS symbols on maps for roads, rivers and tourist spots.</p>	<p>I know the four countries and capital cities within the UK. I know the difference between a country, county and city. I know the surrounding seas of the UK.</p> <p>I know the key human and physical features within the UK.</p> <p><b>Concept Vocabulary:</b> physical features, human features, population, county, country, city, settlement</p> <p><b>Key Vocabulary:</b> United Kingdom, England, Scotland, Wales, Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean, London, Belfast, Edinburgh, Cardiff</p>
<b>TERM 4</b> The Mediterranean (Europe)	<p>I can use political maps to identify countries and capital cities.</p> <p>I can use topographical maps to identify land use and settlements.</p> <p>I can use climate data to compare temperature and rainfall.</p> <p>I can use tourism data to explain patterns.</p> <p>I can compare the similarities and differences between the Mediterranean and the UK</p>	<p>I know where the Mediterranean is in relation to the UK.</p> <p>I know the countries within the Mediterranean.</p> <p>I know the rivers and mountains within the Mediterranean.</p> <p>I know why tourism is so high in the Mediterranean.</p> <p>I know the similarities and differences between the UK and the Mediterranean.</p> <p><b>Concept Vocabulary:</b> similarities, differences, climate, temperature, tourism, river, mountain, volcano</p> <p><b>Key Vocabulary:</b> Greece, Italy, Egypt, Sicily, Mount Etna, Atlas Mountains, River Nile, Croatia, Europe, Asia, Africa</p>
<b>TERM 6</b>	<p>I can use maps identify the different counties within the South of England.</p>	<p>I know the counties within the South of England.</p> <p>I know the human and physical features within the South of England.</p>

South of England (Local)	<p>I can use topographical maps to identify land use and key human and physical features.</p> <p>I can use climate data to compare the similarities and differences between the South of England the rest of the UK.</p>	<p>I know how the South of England is similar and different to the rest of the UK.</p> <p><b>Concept Vocabulary:</b> similarities, differences, population, physical features, human features, tourism, county</p> <p><b>Key Vocabulary:</b> coast, seaside, docks, Kent, Hastings, Cornwall</p>
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<b>My Learning Journey: Geography</b> <b>Year 4</b>		
Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 3</b> The Americas	<p>I can locate the world’s countries and major cities (with particular focus on North and South America).</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and keys.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can identify similarities and differences between the UK and countries in North America and South America.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features on the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>I know some key physical and human features present in North and South America.</p> <p>I know some of the countries that are in North and South America.</p> <p>I know where the northern and southern hemispheres, equator and Tropics of Cancer and Capricorn are.</p> <p>I know key information about some of the Wonders of the World in the Americas.</p> <p>I know the location of the continents and oceans of the world.</p> <p><b>Concept Vocabulary:</b> human features, physical features, continents</p> <p><b>Key Vocabulary:</b> equator, Tropic of Cancer, Tropic of Capricorn, hemisphere, North America, South America, Brazil, Venezuela, Colombia, Bolivia, Chile, Peru, Alaska, Mexico, Arizona, Florida, Washington</p>
<b>TERM 4</b> Rainforests	<p>I can locate the world’s countries and major cities (with particular focus on North and South America).</p>	<p>I know what and where the world’s biomes are.</p>

	<p>I can use the eight points of a compass, four and six-figure grid references, symbols and keys.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can make observations about patterns made by human features.</p> <p>I can make observations about patterns made by natural features.</p>	<p>I know what tropical rainforests are and their locations across the world.</p> <p>I know there are 4 layers in a tropical rainforest and can describe each layer.</p> <p>I know some of the ways in which humans are impacting rainforests.</p> <p>I know what vegetation belts are.</p> <p>I know how the Amazon rainforest fits within the wider geographical context.</p> <p>I know how human processes can lead to similarities and differences in the environments of different places, and in the lives of the people who live there.</p> <p><b>Concept Vocabulary:</b> biomes, vegetation belts, deforestation, continents</p> <p><b>Key Vocabulary:</b> Amazon, rainforest, climate, weather, emergent layer, canopy, understorey, forest floor, Kapok tree, country, river, tropical, temperate, humid equator, Tropic of Cancer, Tropic of Capricorn, Chichen Itza, Christ the Redeemer, Machu Picchu, Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, French Guiana</p>
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## My Learning Journey: Geography Year 5

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 2</b> Rivers	<p>I can name and locate counties and cities of the United Kingdom and key topographical features including hills, mountains, coasts and rivers.</p> <p>I can describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>I can carry out field work activities to take measurements of rivers and present my findings (graphs, tables, maps).</p>	<p>I know the role of the water cycle in providing water on Earth.</p> <p>I know how rivers are formed and how that can change the landscape around them.</p> <p>I know how humans use rivers and water sources.</p> <p>I know that access to water is not equal across the world.</p> <p><b>Key vocabulary:</b> lake, reservoir, water cycle, mouth, source, evaporation, condensation, tributary, waterfall, upper, middle &amp; lower course (settlement, data, graph, measurement, river, sea, ocean, continent, atlas, map, globe</p>
<b>TERM 5 and 6</b> Lakes and Mountains		<p>I know the definition of a mountain.</p> <p>I know how mountains are formed - created by tectonic plates pushing together and forcing the ground up where they meet. (Himalayas formed this way).</p> <p>I know that some mountains can be formed under the sea – Atlantic Ocean as example. Plates pull apart causing lava to erupt out of the gap. (Atlantic Ocean has largest mountain range on Earth)</p> <ul style="list-style-type: none"> <li>• Name the types of mountains and explain their formation</li> <li>• Fold Mountains – formed when two plates run into each other or collide, causing the land to crumple and fold.</li> </ul>

## My Learning Journey: Geography Year 6

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 2</b> Trade and Resources	<p>I can use geographical terms such as import and export.</p> <p>I can recognise some resources and products imported and exported to the UK.</p> <p>I can recognise the stages involved in producing a simple product (eg cotton T shirt).</p> <p>I can recognise that the products we consume are supplied from numerous locations across the world.</p> <p>I can explain what is meant by globalisation.</p> <p>I can recognise my own part in a global supply chain.</p> <p>I can explain how fairtrade is having an impact on the lives of those in less developed countries.</p> <p>I can explain some of the geographical reasons why some countries produce more goods and resources than others.</p>	<p>I know the definition of trade as ‘buying and selling of goods and services we want and need’.</p> <p>I know that the scale at which trade can be carried out on has increased through time, from local to global.</p> <p>I know trade now links people in locations all over the world.</p> <p>I know the developments that have enabled trade to be carried out on a global scale.</p> <p>I know that the natural resources available, land mass, and climate of a country determine what types of food they export and import.</p> <p>I know that global trade enables us to have access to many foods that cannot be obtained within the UK.</p> <p>I know that manufactured goods are part of a global supply chain.</p> <p>I know that there are three broad stages of the global supply chain: primary, secondary and tertiary.</p> <p>I know some of the goods and services the UK exports to other countries and which countries the UK exports the most to.</p> <p>I know that more developed countries export valuable manufactured goods and import less valuable, primary products.</p> <p>I know the geographical reasons behind this pattern.</p> <p>I know that our actions impact others in other locations around the world.</p>

		<p>I know some of the benefits of fair global trade and how fairtrade can help those living in less developed countries. I know why fairtrade products can cost a little more. I know that the highest-valued export of a country is the good that makes the country the most money through global trade.</p> <p>I know some of the physical and human features of each country that determine what type of export makes that country the most money.</p> <p><b>Concept Vocabulary:</b> trade, global, local globalisation, international, national, transportation, technology, communication, trade links</p> <p><b>Key Vocabulary:</b> goods, services, source, import, export, natural resources, land mass, climate, products, supply chain, global supply chain, source to sale, manufacturing, primary secondary and tertiary stages of the supply chain, more and less developed countries, fair trade, non-fair trade, raw materials, primary products, consumers</p>
<p><b>TERM 3</b> Extreme Earth</p>	<p>I can explain what volcanoes and earthquakes are.</p> <p>I can recognise and explain patterns in physical and human features in several different localities.</p> <p>I can explain why certain areas of the world experience extreme weather (tornadoes, hurricanes, cyclones, blizzards)</p> <p>I can explain why certain areas of the world experience extreme climate (polar regions, equatorial countries)</p> <p>I can recognise the effects of extreme weather on the environment and people</p>	<p>I know the difference between climate and weather and where the hottest/coldest, driest/wettest places on Earth are.</p> <p>I know what the process of the water cycle is.</p> <p>I know why some places on Earth receive more rain than others.</p> <p>I know what a drought is and can describe some of the effects.</p> <p>I know how drought affects different parts of the world.</p> <p>I know which areas around the world experience extreme weather phenomena.</p> <p>I know what the definitions of different extreme weather phenomena and why some of these occur.</p>

		<p>I know that plate tectonics and moving plates cause earthquakes.</p> <p>I know the names and locations of some of the plates.</p> <p>I know that areas around the fault lines are most likely to be struck by an earthquake.</p> <p>I know where some extreme earthquakes have occurred.</p> <p>I know the effects of earthquakes on people and landscapes.</p> <p>I know what tsunamis are and how they are caused.</p> <p>I know what the economic, social and environmental effects of a tsunami are.</p> <p>Volcanoes?</p> <p><b>Concept Vocabulary:</b></p> <p><b>Key Vocabulary:</b></p>
<p><b>TERM 4</b> North America</p>	<p>I can identify countries within the continent of North America.</p> <p>I can identify some of the physical and human features of countries within North America.</p> <p>I can identify the USA as a country within the continent of North America.</p> <p>I can recognise some physical and human features of the USA.</p> <p>I can explain some of the reasons why some areas of North America (particularly USA) have higher populations than others.</p> <p>I can analyse evidence and draw conclusions on population data.</p> <p>I can identify areas within the USA that experience extreme weather.</p> <p>I can identify and explain the impact the extreme weather has on the communities living there.</p>	<p>I know where the continent of North America is and which countries make up the continent.</p> <p>I know some of the physical and human features of some of the countries in the continent of North America.</p> <p>I know the location of the USA as a country within the continent.</p> <p>I know some of the physical and human features of the USA.</p> <p>I know where the Grand Canyon is located and how it was formed.</p> <p>I know some of the processes of erosion.</p> <p>I know that the population in certain states of the USA has changed significantly over the past few centuries.</p> <p>I know some of the reasons why the population of some states has increased significantly.</p> <p>I know why some states in the USA have a far smaller population than others.</p>



	<p>I can compare two areas in the same continent.</p>	<p>I know how the climate differs across the USA. I know some of the areas in the USA which experience regular flooding. I know some of the areas in the USA which experience frequent drought periods. I know the reasons why these areas experience flooding and droughts. I know the impacts flooding and droughts can have on the people living there. I know some of the agricultural products grown in different areas of the USA. I know some of the states that produce these products. I know some of the challenges faced by farmers in these areas (prices, demand, pests, environmental conditions). Comparison? <b>Concept Vocabulary:</b> <b>Key Vocabulary:</b></p>
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