# Curriculum skills and progression map
# Geography

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| EYFS Framework | |

| | Autumn 1 | Autumn 2 | Term 2 | | Term 3 | | Evaluation/Assessment |
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| Topic | **ONCE UPON A TIME**<br><br>We are learning about geography through story settings and places.<br>We begin to explore road maps through small world. | **AUTUMN DAYS**<br><br>SEASONS/ MAPS I know that we have 4 seasons, and this means that a place/environment changes over time.<br><br>• I can explore the natural world around me.<br><br>I know what maps look like. I can begin to use a map.<br>Tape maps<br><br>I know what the purpose of a map is.<br><br>I can draw/create a simple map. | **ME AND MY WORLD**<br><br>I know the name of the place I live in.<br>I know that places have a name given to them.<br>I can identify some of the places that can be found in Albrighton. E.g. park, near Cosford, the high street, library, etc. | **ON SAFARI**<br><br>I can recognise some similarities and differences between life in this place/country and life in other places/countries.<br><br>I know that the world is made up of continents and can name some of them.<br><br>I can start to see continents on a world map and identify Africa when shown. | **IN THE GARDEN**<br><br>I can explore the natural world around me.<br><br>•I know that some environments are very different to the one in which I live. I can give examples e.g. the weather, how people live, the landscape.<br><br>I know that we have 4 seasons and this means that a place/environment changes over time.<br><br>I can identity what the weather is like today.<br><br>I know what the weather is often like in each of the seasons. | **OFF ON AN ADVENTURE**<br><br>I know what the purpose of a map is.<br><br>I can draw/create a simple map.<br><br>I can begin to use positional language such as next to, under, over.<br><br>I know how to name the 4 parts of the United Kingdom.<br><br>I know that places can be different to where I live. | |

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| Knowledge/Skills | • I know that the world is made up of bodies of water and land mass.<br>• I know that stories are set in different places and I can identify some of the features of these places such as mountains, hills, farms, seaside.<br>•<br>•<br>• | • I know that we have 4 seasons, and this means that a place/environment changes over time.<br>• I know that we use maps to find our way from one place to another.<br>• I know how to create a map using a range of hands-on equipment.<br>• I know that maps can be paper-based and in digital form.<br><br>I can draw/create a simple map. | • I know that our school is in a village called Albrighton.<br>• I know the names of some places in the local area.<br>• I know the name of the place that I live.<br>• I know how to identify places of interest within Albrighton such as the library, park, cafe. | • I know that the land on Earth is made of continents.<br>• I know that these continents contain different countries.<br>• I know how to name some continents.<br>• I know that Kenya is a country in Africa.<br>• I know that Kenya has a range of physical features and can name some of them.<br>• I know that there are similarities and differences between different countries. | | | |
| Key Vocab | Map, road, street, | season, winter, spring, summer, autumn, direction, left, right | Albrighton, Cosford, village, town, park, library, street, high street, library, school, train station, | Continent, country, Kenya, England, place, life, similarities, differences, world, globe | Environment, change, weather, season, rain, sleet, snow, ice, fog, sunshine, cloudy, cold, hot, | Map, zoom, next to, under, over, United Kingdom, England, Scotland, Northern Ireland, Republic of Ireland, Wales, differences | |
| GolField Work | Walk around village | Seasons focus within Forest sessions | Walk around school | | Observing the forest area and plants that grow there.<br><br>Planting in garden areas<br><br>Observing minibeasts | | |

| | Year 1 and 2 National Curriculum | | |
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| NC | **North and South Poles, Equator, 4 Compass points NSEW, Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.** | | |
| | Beachcombers and Dinosaur Planet (Autumn) | Land Ahoy! | Evaluation/Assessment |
| Topic/NC | The World – Continents and Oceans | Albrighton and London comparison. | Can children label the 7 continents and 5 oceans on a map of the World?<br><br>What other places/features can children label on a World map (Poles, Equator etc.)?<br><br>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.<br><br>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. |
| Knowledge/Skills | • I know where in the World the North and South Poles and Equator are.<br>• I know how to locate the North and South Pole and the Equator on a globe and a World map.<br>• I know and can locate and identify the 7 continents of the world. (Lots of overlearning required here).<br>• I know what a continent is and I know I live in Europe.<br>• I know and can locate and identify the 5 oceans of the World.<br>• I know and can use locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map. (MATHS LINK)<br>• I know the four compass points NSEW and know and can use locational directional language to describe the location of features and routes on a map. (MATHS LINK) | **How and Why is Albrighton different to London?**<br>• I know how to locate London on a map and understand how far this is away from Albrighton. (Distance, time to travel etc.)<br>• I know the main human and physical characteristics of Albrighton/I know the main human and physical characteristics of London.<br>• I know the geographical similarities and differences between Albrighton and London.<br>• I know why people might travel from Albrighton to London.<br>• I know how to draw a map of Albrighton and London including geographical features.<br>• I know how to use a key on a map. | |
| Key Vocab | Continent, ocean, equator, North and South Poles, Earth, globe, continent, country, ocean, Northern hemisphere, Southern hemisphere, compass, north /south/ east/west, climate, pole | Human and physical geography, city, town, similarity, difference, capital city, United Kingdom, compare, population, inhabitants, difference, river, physical geography, human geography | |
| Golden Threads | Earth-Bound Features<br>Water-Bound Features | Earth-Bound Features<br>Water-Bound Features<br>Settlements<br>Livelihoods | |
| Fieldwork | Walk around the village | Orienteering – Pirate sailing a ship to achieve directional language<br>Taking digital photos of one street in the village then children have a go at drawing it to show variation<br>Questionnaire – how do they get to school | |

| | Year 1 and 2 National Curriculum | | | |
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| NC | **North and South Poles, Equator, 4 Compass points NSEW, Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.** | | | |
| | Wriggle and crawl | Towers, tunnels and turrets and The Enchanted Woodland | | Evaluation/Assessment |
| Topic/NC | Albrighton and London comparison (continued) | *How can we improve our playground?* | | Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.<br><br>Can children express own views and opinions about the environment and suggest simple improvements? |
| Knowledge/Skills | | **Enquiry - How could we improve our local playground?**<br>• I know how to use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality) - I can follow the route on a map to the local playground.<br>• I know how to investigate the locality of my school/Albrighton through fieldwork and make simple observations. (HISTORY LINK)<br>• I know how to talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).<br>• I know how to recognise physical and human features and how they are shown on a map.<br>• I know what an aerial photo is and 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.<br>• I know how to draw a plan with a key of my local playground.<br>• I know how to explain what I like about my local playground and how it can be improved. (PSHE LINK)<br>• I know how to develop and ask other children questions about their views on the playground. (PSHE LINK)<br>• I know how to draw a plan of my design for an improved playground design. | | |
| Key | | Weather, map, key, digital images, fieldwork, compass, season, climate, physical geography, human geography | | |
| Golden | | Settlements<br>Livelihoods<br>Earth-Based Features | | |
| Fieldwork | | Visit the local park to observe its physical and human features<br>Visit nature reserve to observe how green space has been created in the village | | |

| | Year 3 and 4 National Curriculum | | |
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| NC | **locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities; counties and cities of the United Kingdom; Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 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. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** | | |
| | Flow and Potions | Traders and Raiders | Evaluation/Assessment |
| Topic/NC | Rivers | The U.K | Can children locate Shropshire and Albrighton on a map of the UK?<br><br>Can children explain where Shropshire is in relation to other places?<br><br>Can children label the countries on a map of South America?<br><br>Do children show understanding by describing the places and features they study using the correct geographical vocabulary?<br><br>Can children explain what we can do to support the environment and prevent environmental issues? |
| Knowledge/Skills | **(Link to learning of North America- river in USA e.g., Mississippi and compare to the Roden/Severn locally. Opportunity to go on a field trip/enquiry to a river.**<br>• I know and understand what the water cycle is. (Recap from Year 4) **Ecosystems** and **Water – based features**<br>• I know and can explain each aspect of the water cycle using the correct vocabulary. (linked to science) **Ecosystems** and **Water – based features**<br>• I know and can use the correct geographical vocabulary to describe the journey of a river. **Ecosystems** and **Water – based features**<br>• I know how to label a river using the correct vocabulary. **Ecosystems** and **Water – based features**<br>• I know how to label the main rivers of the UK on a map. **Ecosystems** and **Water – based features**<br>• I know the uses of a river. (Relate to history e.g. River Nile) **Water – based features, Settlements** and **livelihoods**<br>• I know and understand the impact of flooding on the environment and the people who live in it. **Ecosystems, Water – based features, Settlements** and **livelihoods**<br>• I know what can be done to prevent flooding.<br>• I know what causes river and sea pollution. **Ecosystems**<br>• I know and can suggest ways in which we can prevent river and sea pollution. **Ecosystems** | **The UK**<br>**How do the capital cities of the UK differ? How is life different in the different capital cities of the UK?**<br>**How is England divided?**<br><br>• I know and can locate the countries their capitals and surrounding seas that make up the UK on a map. (Recap) **Settlements**<br>•I know and can label the key cities in the UK on a map. (Recap) **Settlements**<br>• I know and can locate some of the main human and physical features of the United Kingdom (rivers, mountains, London has the largest population, places people visit for holidays/leisure, weather, famous landmarks etc.). **Settlements**<br>• I know what a county is. **Settlements**<br>• I know how many counties there are in England. **Settlements**<br>• I know and can locate what county I live in. **Settlements**<br>• I know the name of and can locate the counties that surround the county of Shropshire. (HISTORY LINK) **Settlements**<br>• I know the main cities and towns that are located within Shropshire, and I can identify them on a map. **Settlements**<br>• I know and can locate the counties of England on a map of the UK. **Settlements**<br>• I know how to carry out a study of a county in England and present my findings. (Focus on physical and human geography) **Settlements** | |
| Key Vocab | Water, settlement, ecosystems, river, water cycle, source, meander, Evaporation, Condensation, Precipitation, Collection, Transpiration, Condensation, Water vapor, Atmosphere, Surface runoff, Source, Tributary, Riverbed, Banks, Meander, Floodplain, Delta, Mouth, Estuary, Confluence, River Thames, River Severn, River Mersey, River Trent, River Clyde, River Tyne, Water supply, Transport, Irrigation, Hydroelectric power, Fishing, Agriculture, Recreation, Settlement, Trade and commerce, Floodplain, Inundation, Erosion, Property damage, Displacement, Loss of life, Soil degradation, Contaminated water, Ecosystem disruption, Infrastructure damage, Flood barriers, Levees, Dams, Floodplain zoning, River channelization, Reforestation, Stormwater management, Sustainable drainage systems (SuDS), Flood forecasting, Chemical pollutants, Wastewater, Plastic pollution, Oil spills, Agricultural runoff, Sewage, Heavy metals, Nutrient pollution, Eutrophication, Microplastics, Waste management, Recycling, Clean-up initiatives, Pollution regulations, Sustainable agriculture, Conservation efforts, Eco-friendly packaging, Public awareness campaigns, Water treatment, Reducing plastic use. | United Kingdom (UK), England, Scotland, Wales, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Surrounding seas, North Sea, Irish Sea, English Channel, Atlantic Ocean, Manchester, Birmingham, Liverpool, Glasgow, Leeds, Bristol, Nottingham, Sheffield, Cardiff, Edinburgh, Newcastle, London (largest population), Rivers, River Thames, River Severn, River Clyde, Mountains, Scottish Highlands, Lake District, Snowdonia, Physical geography, Human geography, London (capital city), Weather, Climate, Landmarks, Stonehenge, Big Ben, Edinburgh Castle, Tourist attractions, Leisure destinations, Population distribution, Famous landmarks, County, County boundary, County capital, Shire counties, Administrative county, District, Civil parish, County council, Shropshire **(e.g., your county),** Worcestershire, Cheshire, Herefordshire, Lancashire, Kent, Yorkshire, Physical geography, Human geography, Land use, Settlements, Economy, Agriculture, Industry, Transport networks, Population, Tourism, Cultural heritage, Natural resources, Climate, Environment, Historical landmarks, Shropshire, County boundaries, County towns, Shrewsbury **(County town of Shropshire),** Telford, Ludlow, Market towns, Surrounding counties, Herefordshire, Staffordshire, Worcestershire, Cheshire, West Midlands | |
| Golden thread | Ecosystems<br>Water-Based Features<br>Settlements<br>Livelihoods | Settlements<br>Earth-Bound Features<br>Water-Bound Features | |

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| Fieldwork | Investigate and record weather phenomena through observation using standard measurement devices (e.g., thermometers, rain gauges, anemometers).<br>Visit Nature Reserve to observe river, take digital photos and annotate them with labels or captions<br>Sustainability – using a simplified Likert Scale to record judgements of environmental quality (e.g., in streets near the school)<br>Investigate irrigation in the forest | Visit farm land and see how the land is used<br>Visit Albrighton and look at what there is in the settlement e.g. what business are there in Albrighton<br>Visit Nature Reserve – consider how they would trade and raid using river | |

| | Year 3 and 4 National Curriculum | | |
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| NC | **locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities; counties and cities of the United Kingdom; Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 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. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** | | |
| | Traders and Raiders | Tribal Tales and Wonderful World | Evaluation/Assessment |
| Topic/NC | The U.K Continued | A European Vacation | Can children name and label many of the countries of Europe on a map?<br><br>Do children know different human and physical features that can be found in Europe?<br><br>Do children show understanding by describing the places and features they study using the correct geographical vocabulary? |
| Knowledge/Skills | | **A European Vacation – Where would you go and why?**<br>•I know many of the countries that form the continent of Europe (including Russia) and can locate many of them on a map. **Settlements**<br>•I can name the capital cities of some European countries e.g. Paris, Berlin, Dublin, Moscow, Brussels, Madrid, Rome etc. **Settlements**<br>•I know interesting facts about different European countries – landscape, food, language, currency, famous for. (PSHE LINK) **Settlements** and **Livelihoods**<br>•I know the names of the seas that surround Europe and can label them on a map. **Water – based features**<br>•I know some of the main physical and human features of Europe – rivers, mountains, landmarks, lakes etc. **Water – based features** and **Earth – based features**<br>•I know that and can recognise that people have a different quality and way of life living in different locations and environments. (PSHE LINK) **Livelihoods**<br>•I know how to carry out a study of a European country and present my findings. (Focus on physical and human geography) | |
| Key Vocab | | Europe, European Union (EU), Russia **(partly in Europe and Asia),** Bulgaria, France, Germany, Italy, Spain, Ireland, Portugal, Netherlands, Poland, Sweden, Norway, Finland, Denmark, Greece, Romania, Belgium, Austria, Switzerland, Czech Republic, Slovakia, Paris **(France),** Berlin **(Germany),** Madrid **(Spain),** Rome **(Italy),** Dublin **(Ireland),** Moscow **(Russia),** Brussels **(Belgium),** Vienna **(Austria),** Amsterdam **(Netherlands),** Stockholm **(Sweden),** Oslo **(Norway),** Athens **(Greece),** Warsaw **(Poland),** Prague **(Czech Republic),** Helsinki **(Finland),** Landscape, Cuisine, Language, Currency, Famous for, Mountains **(e.g., Alps, Pyrenees, Carpathians),** Famous landmarks **(e.g., Eiffel Tower, Colosseum, Big Ben),** Cultural heritage, Tourism, Festivals, Climate, History, Famous cities **(e.g., Paris, Venice, Barcelona),** North Sea, Baltic Sea, Mediterranean Sea, Black Sea, Caspian Sea, Adriatic Sea, Aegean Sea, Irish Sea, Bay of Biscay, Rivers, River Danube, River Volga, River Rhine, Mountains, Alps, Pyrenees, Carpathian Mountains, Landmarks, Eiffel Tower **(France),** Colosseum **(Italy),** Big Ben **(United Kingdom),** Brandenburg Gate **(Germany),** Lakes, Lake Geneva **(Switzerland/France),** Lake Balaton **(Hungary),** Plains, Fertile lands **(e.g., plains of Poland, Ukraine),** Standard of living, Economy, Employment, Social services, Education, Healthcare, Urban vs. rural areas, Cultural diversity, Traditions, Work-life balance, Environmental conditions, Housing, Transportation, Physical geography, Human geography, Land use, Climate, Topography, Population density, Natural resources, Agriculture, Industry, Transport systems, Economy, Cultural landmarks, Tourism, Urbanization | |

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| Golden threads | | Settlements<br>Livelihoods<br>Earth-Bound features<br>Water-Bound Features | |
| Field | | Look at scale of location – take location and zoom in, look comparatively between Albrighton and France and look at distance – paper into 4 pieces and each section will have a more closely zoomed in image until stopping at a close point of a human feature – i.e. Eifel tower.<br><br>Interview a French citizen – design a questionnaire and collect data | |

| | Year 5 and 6 National Curriculum | | |
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| NC | **locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities; counties and cities of the United Kingdom; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. 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. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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.** | | |
| | Marvellous Mayans Autumn Term | A Child's War Spring Term | Evaluation/Assessment |
| Topic/NC | South America | *Europe – Look at*<br>*Opportunity to do fieldwork skills* | Children can locate and identify most of the countries in Europe on a map. |

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| Knowledge/Skills | **South America (Follow on and link to Year 3/ 4 North America)**<br>**How are the Americas different? Why? (weather, agriculture, industry,)**<br>**Where would you visit in South America? Why?**<br>**What are the human and physical factors active in this environment? What interconnections are active here?**<br><br>• I know how to locate the Northern Hemisphere and Southern Hemisphere, North, South Poles, Artic and Antarctica Circle and the Tropics of Cancer and Capricorn, on a map and globe. (Recap) **Ecosystems** and **Earth – bound features**<br>I know where South America is located on a World map.<br>• I know how to explain the position of South America on a World map using correct geographical vocabulary.<br>• I know how to identify lines of longitude and latitude on a map.<br>• I know how to Identify a location on a map when the latitude and longitude are provided. (countries in South America)<br>• I know how many countries make up the continent of South America. **Settlements**<br>• I know which countries are in South America.<br>• I know what the climate is like in South America and understand how the climate effects both human and physical geography of a country. **Ecosystems**<br>• I know what a topographical map shows and why it is used.<br>• I know what the landscape of South America is like. **Earth – bound features**<br>• I know what the major mountain range in South America is and can locate it on a map. (I know which countries it goes through). **Earth – bound features**<br>• I know about the human geography of South America – population, leisure, jobs etc. **Livelihoods**<br>• I know what the main trade and industry is in different countries of South America. **Livelihoods**<br>• I know and can recognise that people have a different quality and way of life living in different locations and environments. (PSHE LINK) **Livelihoods**<br>• I know how to carry out a study of a South American country and present my findings. (Focus on physical and human geography)<br>• | • I know many of the countries that form the continent of Europe (including Russia) and can locate them on a map. (Recap yr3/ 4) **Settlements**<br>• I know and can locate many of the capital cities of European countries. (Recap yr4) (Assessment check opportunity) **Settlements** | Children can name and locate most of the major capital cities of countries across Europe.<br><br>Children can locate the Northern and Southern Hemispheres, Equator, Artic and Antarctic Circles and the Tropics of Cancer and Capricorn on a map.<br><br>Children can identify lines of longitude and latitude on a map and use these to identify a location.<br><br>Children can describe the climate of a location in South America and how this effects human and physical geography. |
| Key Vocab | Latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropics Cancer/Capricorn, Topographical Map, Continent, Country, Trade, Industry, Economy, Precipitation | Equator, Tropics, Mediterranean, Continental, Northern Hemisphere, Southern Hemisphere, Capital City, Europe | |
| Golden | Ecosystems<br>Earth-Bound Features<br>Settlements<br>Livelihoods | Fieldwork<br>Settlements | |
| Field | | | |

| | Year 5 and 6 National Curriculum | | |
|---|---|---|---|
| NC | **locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities; counties and cities of the United Kingdom; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. 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. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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.** | | |
| | A Child's War Spring 2 | Summer 1 and 2 | Evaluation/Assessment |
| Topic/NC | Europe Continued | Rainforests and Deforestation | |
| Knowledge/Skills | | **The Rainforest and Deforestation (Linked to Science prior learning)**<br>**Why do we need to protect the rainforest?**<br>**What are the possibilities for constructive social and environmental action?**<br>• I know what a rainforest is. **Earth – based features** and **water – based features**<br>• I know how to describe key aspects of rainforest regions. **Earth – based features** and **water – based features**<br>• I know where the rainforests of the World are located. **Earth – based features** and **water – based features**<br>I know how to locate the world's rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn.<br>• I know and can describe and understand key geographical features of a rainforest region such as climate, topography, major cities, and rivers. (Focus on Brazil and the Amazon Rainforest) **Earth – based features** and **water – based features, Settlements** and **Livelihoods**<br>• I know the correct vocabulary to describe the layers of the rainforest. **Earth – based features**<br>• I know and can use geographical knowledge and vocabulary to describe a rainforest region. **Earth – based features**<br>• I know how plants and animals have adapted to live in certain parts of the rainforest. (Science) **Ecosystems**<br>• I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. **Earth – based features** and **Ecosystems**<br>• I know and understand how and why the rainforests of the World are under threat. (PSHE LINK) **Ecosystems**<br>• I know the effects of deforestation on the environment. (PSHE LINK) **Ecosystems**<br>• I know the effect humans can have on their environment. (PSHE LINK) **Ecosystems**<br>• I know how we can make a difference and try to prevent deforestation and its impact on the environment. **Ecosystems** | |
| Key Vocab | | Rainforest, Region, Tropical, Equator, Evergreen, Deciduous, Southern Hemisphere, Forest Floor, Canopy, Precipitation, Humidity, Atmosphere, Climate Zone, Biomes, Climate Change, Deforestation | |
| Golden | | Earth-bound Features<br>Water-Bound Features<br>Ecosystems | |
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