

Nursery	Reception	Year 1	Year Two
Key Skills – Autumn Term			
<p>I can use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow</p> <p>I can talk about what I see on the way to school.</p> <p>I can name simple features e.g trees, ground, wall, grass, road</p>	<p>I can make observations and express my views of the environment.</p> <p>I can use some descriptive vocabulary to describe features e.g tall tree, long wall</p> <p>I can use simple directional language (near, far, in front, behind etc.).</p> <p>I can ask questions about their familiar world (where they live or the natural world)</p> <p>I know the world is made up of different countries</p> <p>I know that there are different countries in the world and talk about the differences they have experienced or seen in photos/stories/films.</p> <p>I can explore the natural world around me.</p> <p>I know where I live is unique to me and my family</p> <p>I use all their senses in hands-on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p><b>Shortlanesend To Sri Lanka</b> What's it like in Sri Lanka?</p> <p>A small area of a non - European place</p> <p>Yr 1:</p> <p>I can use directional vocabulary to find places in school.</p> <p>I can name key features associated with a town or village, e.g. 'church, farm, shop, house'.</p> <p>I can say what is the same and what is different between my life and a child in Sri Lanka</p> <p>I can identify modern and old buildings.</p> <p>I can consider the reasons for population size to differ in settlements.</p>	<p><b>Road trip Round The UK</b> What would we see on our tour?</p> <p>Yr1:</p> <p>I can point to the four different countries of the UK on a map</p> <p>I can point on a map to where I live in the UK</p> <p>I can understand the difference between human and physical geography</p> <p>I can explain why the UK is an island</p> <p>I can follow a journey on a map</p> <p>I can understand that villages share some common things.</p>
		<p>Yr 2:</p> <p>I can draw a simple map, using basic symbols as a key.</p> <p>I can use digital mapping to compare places.</p> <p>I can make comparisons between different societies.</p> <p>I can explain why some building look different.</p> <p>I can explain why the population size is dependant on the settlement size.</p>	<p>Yr 2:</p> <p>I can use maps to identify the countries of the UK.</p> <p>I can use maps to identify where I live.</p> <p>I can make comparisons of the human and physical geography of the regions of the UK.</p> <p>I can identify bodies of water on maps of the UK.</p> <p>I can find and discuss where I am going on a map, using known routes.</p> <p>I can identify similarities and differences in villages.</p>
		Key Knowledge – Autumn Term	
		<p>I know that maps have different scales and detail.</p> <p>I know that Shortlanesend has both similarities and differences with Arugam Bay.</p>	<p>Identify the four main countries making up the United Kingdom.</p> <p>Name the capital cities of England, Wales, Scotland and Ireland.</p> <p>I know there are different cultures and communities across the UK.</p>

	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can begin to explain why geographic changes occur</p>	<p>I know that children have different experiences of school in different places, countries and continents.</p> <p>I know that places change over time.</p> <p>I know that there are a variety of different settlements in the world and they appeal to different people for different reasons.</p>	<p>I know the major rivers of the UK.</p> <p>I know the seas of the UK.</p> <p>I know that common issues and themes unite us.</p> <p>I know populations of Shortlanesend – 1430, Truro – 23 047, Plymouth – 242 698</p>
		Key Skills – Spring Term	
		<p><i>Welcome To our World</i>  <i>What does our world look like from space?</i>            Continents and Oceans – Four Truros            Year 1:            Ask and answer simple geographical questions with guidance.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world</p>	<p><i>Come Rain or Shine</i>  <i>Why do we talk about the weather so much?</i>            Weather and Seasons            Year 1:            Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can begin to use resources that are given to me, and my own observations, to ask and respond to questions about places and environments</p> <p>I can answer questions about the weather.</p> <p>I can complete a weather chart.</p>
		<p>Year 2:            I can use world maps, atlases to identify the UK and contrasting localities.</p> <p>I can use maps, atlases and globes to identify the continents and oceans.</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>I can compare seasonal and daily weather patterns in the United Kingdom and another locality worldwide.</p> <p>I can express opinions compare and contrast the features of different geographical places.</p> <p>I can make observations in order to ask and respond to questions about places and human and physical environments</p> <p>I can accurately use a rain gauge and decide the most appropriate units of measure. I can begin to take careful measurements.</p>

		I can answer questions using a weather chart.	I can pose and answer questions using a weather chart.
		Key Knowledge – Spring Term	
		I can identify certain the characteristics of England, Scotland, Wales and Ireland	I can describe some physical features of my own locality.
		I can use geographical language to describe places on a world map (desert, sea, jungle).	I can observe the area surrounding my school environment.
		I can name the key geographical feature associated with a costal setting – beach, cliff, ocean.	I can explain what makes a locality special.
		I can explain what I might wear if I lived in a very hot or a very cold place.	I can explain how the water cycle works.
		I can begin to describe the differences between the UK and a non-European country.	I can explain how the weather changes with each season.
		I can label a diagram or photograph using some geographical words.	I can begin to explain why I would wear different clothes at different times of the year.
		I can explain what makes a locality special.	I can describe some human features of their own locality, such as key places people visit.
		Key Skills – Summer Term	
		<i>Where We live</i> What is special about where we live? Map work and Field Work	<i>Extreme Planet</i> Would you rather live in Lapland or Crete? Hot and cold places – including Equator and Poles
		Year 1: I can use simple fieldwork and observational skills to study the geography features of the local environment.	Year 1: I can say why places are likely to be hot or cold based on given evidence – photos
		I can use simple locational and directional language including simple compass points (N, E, S, W).	<i>I can find some hot and cold places on a map.</i>
		I can devise a simple map and use basic symbols in a key of a known specific area	<i>I can suggest what improvements could be made to their local area.</i>

		Express my views on some features of their environment e.g. what they do or do not like.	<i>I can explain what I might wear if I lived in a very hot or a very cold place.</i>
		<p>Year 2: I can use simple fieldwork and observational skills to study the geography of key human and physical features.</p> <p>Describe places and features using simple geographical vocabulary.</p> <p>I can talk about an environmental issue I can see in their local area and offer potential solutions</p> <p>Make observations about features that give places their character.</p>	<p>Year 2: <i>I can describe a place outside Europe using geographical words e.g. 'season, weather'.</i></p> <p><i>I can explain the main features of a hot and cold place.</i></p> <p><i>I can explain why indigenous people dress for their climate and conditions</i></p> <p><i>I can label images using physical geographical language. (Science link – habitats)</i></p> <p><i>I can research what has changed in my local area by asking older generations.</i></p> <p><i>I can form my opinion based on geographical research.</i></p>
		Key Knowledge – Summer Term	
		<p>I can use positional vocabulary to describe where I am going or where something is located e.g. 'near, far, left, right and behind'.</p> <p>I can discuss what I can see on an aerial map.</p> <p>I can draw a simple map, using basic symbols as a key.</p> <p>I can identify physical features of the local area on an aerial map.</p>	<p>I can describe where countries are in relation to the North and South pole.</p> <p>I can name the world's oceans and find them in an atlas/on a map or globe.</p> <p>I can point out where the equator is.</p> <p>I can discuss which places are hot and cold based on their position near the equator.</p>

		<p>I can name key features associated with a town or village, e.g. 'church, farm, shop, house'.</p> <p>I can discuss things I see on my local visit.</p>	<p>I can identify where the World's Rainforests are in comparison to the equator.</p>
Vocabulary			
<p>trees</p> <p>grass</p> <p>ground</p> <p>wall</p> <p>road</p> <p>weather</p> <p>hot</p> <p>cold</p> <p>wet</p> <p>snow</p>	<p>Under through next to behind</p> <p>seasons forest river beach house</p> <p>school shop park</p>	<p>beach cliff coast forest hill mountain</p> <p>sea ocean river soil valley continent</p> <p>month year season summer autumn</p> <p>winter spring weather hot cold desert</p> <p>rain gauge, wind sock, wind vane</p> <p>equal to, more/less than, larger</p>	<p>Vegetation seasonal daily (weekly monthly etc) fortnight January February (etc) island peninsula poles equator</p> <p>temperature thermometer habitat, life cycle, food chain, food web compare order value rank represents, stands for, exact(ly) round nearest fractions symbol calculate, measuring scale similarity difference</p>

Year 3	Year 4	Year 5	Year 6
Key Skills – Autumn Term			
<p>Tropical Rainforest Why should I care about the rainforest? Eco System and Biome Amazonia Natural Wonder</p> <p>I can use geographical language to describe places on a world map</p> <p>I can begin to describe key aspects of human and physical geography including biomes</p> <p>I can begin to describe key aspects of human and physical geography including settlement</p> <p>I can start to describe how the effects of Industrialisation (human) have changed the landscape (physical)</p> <p>I can begin to analyse evidence and draw conclusions.</p> <p>I can express my opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p>	<p>Eruptions and Explosions Are all Volcanoes and Earthquakes equally dangerous? Earthquakes and Volcanoes</p> <p>Year 4: I know how to use a widening range of geographical terms e.g. specific topic vocabulary such as erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>I can use maps and atlases to locate volcanoes, naming where they are in the world.</p> <p>I can recognise that people have differing qualities of life living in different locations and environments</p> <p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire</p> <p>I can discuss the lifecycle of a volcanic island.</p>	<p>Is the Grand Canyon safe for future generations? USA Time Zones Focus on Grand Canyon</p> <p>Year 4: Use maps to locate North America, identifying its environmental regions.</p> <p>I can explain how the passage of water over time affects the physical geography of a place.</p> <p>I can deduct from photographs what the major use of land is in a location.</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people</p> <p>Compare and contrast the similarities between two different areas of the world.</p>	<p>Home or Away: South West vs South East Where would you rather live and work when you become an adult?</p> <p>Year 5: Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>I can use accurate keys and symbols when looking at OS maps.</p> <p>I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p> <p>I am able to contrast the human features from a contrasting community to my own.</p>
	<p>Year 5: I know how to use a widening range of geographical terms e.g. specific topic vocabulary such as climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can say why people seek to manage and sustain their environment.</p>	<p>Year 5: Use maps to locate North America, identifying its environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can explain the effects that that the passage of water has over significant period of time using technical vocabulary to explain erosion.</p> <p>Describe and understand key aspects of human and physical geography based on photographic evidence.</p>	<p>Year 6: Ask and respond to questions that are more causal e.g. What happened in the past to cause that?</p> <p>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues</p>

	<p>I can identify earthquake prone areas of the world using maps.</p> <p>I can use maps to identify volcanic areas of the globe.</p> <p>I can explain the lifecycle of a volcanic island.</p> <p>I can explain how different types of volcanoes impact people differently.</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Understand geographical similarities and differences through the study of human and physical geography in the Grand Canyon region of North America and Cheddar Gorge in the UK</p> <hr/> <p>Year 6: Use maps to locate North America, identifying its environmental regions, key physical and human characteristics, countries, states and major cities.</p> <p>I can explain that there are different types of erosion their effects and which one created the Grand Canyon.</p> <p>Research a range of resources to discover the land use of a specific location.</p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues</p>	<p>I can give an extended description of the human features of different places across the UK and compare them to our own.</p>
Key Knowledge – Autumn Term			

<p>I can explain that rainforests are located in different parts of the world – close to the equator.</p> <p>The largest rainforest is the Amazon Rain Forest.</p> <p>The Amazon Rainforest is warm, wet and dense, and full of life – millions of different kinds of plants and animals live there, and some haven't even been discovered yet!</p> <p>Approximately 20 million people in 8 Amazon basin countries are classed as indigenous.</p> <p>Understand that humans have had a negative impact upon the rainforest through deforestation which removes habitats for wildlife, reduces the Earth's capacity for carbon dioxide and reduction in biodiversity of plants and animals.</p> <p>It's important to protect rainforest habitats for all the creatures who live there, and for humans too; rainforests produce 20% of the oxygen that all of us in the world need to breathe.</p>	<p>I know why earthquakes occur.</p> <p>I know the different parts of a volcano.</p> <p>I know how volcanoes are formed.</p> <p>I know that volcanoes are actively changing the physical geography of the world.</p> <p>I know that volcanic eruptions create fertile soil.</p> <p>I know that people have lived in tectonically active areas of the globe for centuries.</p> <p>I know that people in earthquake-prone areas have adapted their architecture.</p>	<p>Location of Grand Canyon in USA</p> <p>Knowledge of physical geography surrounding the area</p> <p>Explain how gorges are formed through the different types of erosion</p> <p>Identify modern land-use, settlement and tourism in the Grand Canyon.</p> <p>Understand the effects that human geography can have on indigenous people.</p> <p>How was Cheddar Formed?</p> <p>How does the time period and formation compare and contrast to GC?</p> <p>I know the similarities and differences between the Grand Canyon and Cheddar Gorge -their formation, land use and conflicts.</p>	<p>I know the counties in the SW of England.</p> <p>I can explain what a peninsula is, and how it affects the people.</p> <p>I know the counties of the SE of England.</p> <p>I can describe how the effects of Industrialisation changed the landscape</p> <p>I can ask questions relating to a popular debate and follow a line of enquiry.</p> <p>I can identify how the local area has changed. I can study a past census' data help us understand the changes that have happened in our local area.</p> <p>I can begin to discuss the human and physical features I can see around my school.</p> <p>I can correctly collect more than one form of data at a time.</p>
Kill Skills - Spring Term			
<p>Tyr Dwyr</p> <p>Is Truro the right name for the city?</p> <p>Local Study Focus on Rivers</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Observe, record, and name geographical features in their local environments.</p>	<p>Moors and Mountains</p> <p>Are all mountains massive?</p> <p>Rough Tor Snowdonia Kilimanjaro Himalayas/ Everest</p> <p>Year 4:</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p>	<p>Emergency Services Rescue Scenario</p> <p>How can we use our navigational skills to assist the emergency services? (Idless) Local Study</p> <p>Year 4:</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>Russia Geographical Record Breaker</p> <p>How does Russia's geography make it a record breaker?</p> <p>Arctic Circle Time Zone</p> <p>Year 5:</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places outside the UK.</p> <p>I can compare the geography of a place in the UK to that of another contrasting place.</p>



<p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>I can record my findings in an appropriate way.</p> <p>I can identify certain physical features and climates in the local area that would attract certain animals.</p> <p>I can use technology to observe and record what I find and see.</p> <p>Ask and answer more searching geographical questions when investigating different places and environments.</p>	<p>I understand the effect of landscape features on the development of a locality.</p> <p>I know how to explain what I know about natural resources e.g. water in the locality. I know about weather patterns around parts of the world.</p> <p>I understand why there are similarities and differences between places and can discuss these features.</p> <p>Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains)</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.</p>	<p>I can describe some of the differences between different biomes across the world.</p>
	<p>Year 5:</p> <p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>I can begin to explore weather patterns in parts around the world (continents) and relate these to climate zones</p> <p>I can demonstrate an understanding as to why there are similarities and differences between places.</p> <p>Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>Year 5:</p> <p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Use 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Year 6:</p> <p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>I can explore and explain weather patterns around the world (continents) and relate these to climate zones, biomes and vegetation zones.</p> <p>Use latitude and longitude on atlas maps.</p> <p>I can explain what a vegetation belt is.</p>
		<p>Year 6:</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p>	<p>I can compare and contrast the geography of a place in the UK to that of another contrasting place.</p> <p>I can give extended descriptions of the similarities and differences between biomes across the world.</p> <p>I can give extended descriptions of the physical features of two places around the world.</p>

			I can give an extended description of the human features of different places around the world and compare them to my own.
<b>Key Knowledge – Spring Term</b>			
<p>I can find and name rivers in the UK</p> <p>I can locate the longest rivers in the world</p> <p>I can label the parts of a river and describe its journey from source to mouth</p> <p>I can explain how a river is formed.</p> <p>I can describe the difference between early settlements and towns today.</p> <p>I can describe why certain areas appealed to settlers.</p> <p>I can explain why people are attracted to live in cities/towns</p> <p>I can compare data collected with data collected from another country.</p>	<p>I can talk about some of the world's most famous mountains and find the ranges they are in.</p> <p>I can label the main features of a mountain.</p> <p>I can understand how conditions change at altitude.</p> <p>I can describe the environmental impact that tourists have even the most remotest parts of our world</p> <p>I can identify certain physical features and climates in the local area that would attract specific wildlife.</p>	<p>I know different ways of how do we navigate ourselves.</p> <p>I know how has navigation changed over time.</p> <p>I can discuss what are the challenges to navigation in different parts of the world?</p> <p>I can orientate myself and others around a known environment.</p> <p>I can orientate myself and others around an unknown environment.</p> <p>I can compare and contrast two different local environments.</p>	<p>I know the location of Russia and it major cities.</p> <p>I know the major physical geographical places in Russia – Major Rivers, Maor mountain ranges.</p> <p>I know how the key physical features of Russia compare and contrast with the UK</p> <p>I know that Russia's size changed over time, and the reasons for some of these changes.</p> <p>I know the population densities vary across Russia, and the reasons for this.</p> <p>I know how the key human features of Russia compare and contrast with UK.</p>
<b>Kill Skills – Summer Term</b>			
<p><i>Island Hopping</i> How do Greek islands compare to The Scilly Isles?</p> <p>European Region – Greek Islands compare with Scilly Isles</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>I can compare and contrast seasonal and daily weather patterns in the United Kingdom and parts of Europe</p>	<p><i>Fair Trade</i> How can we help make trade fairer? Focus on Africa</p> <p>Year 4: To locate some of Africa's geographical features on a map or atlas.</p> <p>Compare the similarities and differences between UK and a contrasting place in the world.</p> <p>Describe how physical activity has impacted and/or changed the physical</p>	<p><i>Supersized City</i> Is bigger better? Mexico City Types of Settlement Distribution of resources</p> <p>Year 4: Name and locate a wider range of places in the wider world including some globally significant features.</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns</p>	<p><i>Going Green</i> How easy is it to live sustainably? Sustainability (Eco – Tourism) Antarctica</p> <p>Year 5: Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating</p>

<p>Identify similarities, differences and patterns when comparing places and features.</p> <p>I can understand the impact that human geography can have on physical geography in different parts of the world.</p> <p>I can explain why people live in certain areas of the world.</p>	<p>and human characteristics of a place in the world.</p> <p>Explain how people try to sustain environments.</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p>Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.</p>	<p>Describe how features and places change and the links between people and environments.</p> <p>Express opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>geographical information.</p> <p>I can describe the impact of human geography to physical geography.</p>
	<p><i>Year 5:</i></p> <p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.</p> <p>To be able to compare Africa's physical geography to the UK's.</p> <p>I can describe the impact of human geography to physical geography.</p> <p><i>Plot a route on a map or globe, from one place to another, identifying countries, length of time and lines of longitude that are passed.</i></p>	<p><i>Year 5:</i></p> <p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information</p>	<p><i>Year 6:</i></p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>

		<p>Year 6:</p> <p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>	
Key Knowledge – Summer Term			
<p>I know the names of the major Scilly Isles and their location compared to Cornwall.</p> <p>I know the main industries of The Scilly Isles.</p> <p>I know the names of the major Greek islands and their location on a world map, along with its capital city and various geographical features.</p> <p>I can compare the physical geographical similarities and differences of two contrasting places around the world.</p> <p>I can compare data collected with data from another country. I can record my</p>	<p>I know that Africa is a continent.</p> <p>I know that Africa is made up of lots of different countries.</p> <p>I know that parts of Africa are rural and that parts of Africa are urban.</p> <p>I know the different places our food comes from in the UK</p> <p>I can compare the geographical similarities and differences of different growing climates around the world.</p> <p>I know how local farming and farming in other countries compare</p>	<p>I can explain where is Mexico City</p> <p>I can describe what kind of climate does Mexico City have compared with Cornwall.</p> <p>I can identify different types of pollution</p> <p>I can explain what kinds of pollution cause citizens most problems? (light, water and air)</p> <p>I can explain the environmental issues caused by large population densities eg - waste and sewage created by so many humans in one area.</p>	<p>I know why tourism is the main industry in Cornwall</p> <p>I know both positive and negative impacts of tourism in Cornwall.</p> <p>I can explain what makes both Cornwall and Antarctica unique.</p> <p>What are the impacts on Antarctica through tourism.</p> <p>What eco-tourism lessons can Cornwall learn from Antarctica</p> <p>I can argue why Antarctica should or should not be a tourist destination.</p>

findings in an appropriate way. I can form ideas about why this data is different	<p>I can identify Fair Trade Products</p> <p>I can explain how Fair Trade help farming across the globe.</p>	I can explain why is Mexico City sinking and what affects is this having.	
Vocabulary			
<p>rivers mountains, natural resources, characteristic climate zones, biome vegetation belts (forest, grassland, tundra, desert, ice sheet) climate soil tropical temperate igneous metamorphic sedimentary pressure heat crystals fossil organic (from Sci NC) corresponding equivalent positive negative round up/down, approximate(ly) estimate remainder</p>	<p>volcano earthquake epicentre zenith focus tectonic vegetation region dominant environment al anemometer barometer water cycle, precipitation evaporation condensation (from Sci NC) negative numbers increase, decrease factor erosion</p>	<p>Topography erosion stock stack column cave cliff wave latitude longitude Equator, N&amp;S Hemisphere, Tropics of Cancer &amp; Capricorn, Prime/Greenwich Meridian Name and locate remaining countries and capitals of the Americas</p>	<p>Name and locate countries/cities on other continents that might be / have been in the news: Ukraine, Palestine economy, zone/sphere of influence, demographic recurring quantities scale proportion ratio adaptation evolution,</p>