**Geography Curriculum**

**Purpose of study**

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 provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps and writing at length.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

**Location knowledge**

name and locate the world’s seven continents and five oceans

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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| **YEAR 1: GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry** | **Au** | **Sp** | **Su** |
| **G1** | label a diagram or photograph using some geographical words |  |  |  |
| **G2** |  find out about a locality by using different sources of evidence |  |  |  |
| **G3** | find out about a locality by asking some good questions to someone else |  |  |  |
| **Physical Geography** |
| **G4** | describe some physical features of own locality |  |  |  |
| **G5** | explain what makes a locality special |  |  |  |
| **G6** | identify seasonal and daily weather patterns in the UK  |  |  |  |
|  | locate hot and cold areas of the world in relation to the equator and the north and south pole |  |  |  |
| **Human Geography**  |
| **G7** | describe some human features of own locality, such as the jobs people do |  |  |  |
| **G8** | * Do they think that people ever spoil an area? How?
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| **G9** | * Do they think that people try to make the area better? How?
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| **G10** | explain what facilities a town or village might need |  |  |  |

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| **YEAR 2: GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry** | **Au** | **Sp** | **Su** |
| **G1** | say what they like and don’t like about their locality and another locality like the seaside |  |  |  |
| **Physical Geography** |
| **G2** | use simple fieldwork skills to study the geography of our school and its grounds. |  |  |  |
| **G3** | describe a place outside Europe using geographical words |  |  |  |
| **G4** | describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley |  |  |  |
| **G5** | locate the Mediterranean and explain why it is a popular holiday destination |  |  |  |
| **Human Geography** |
| **G6** | explain how the jobs people do may be different in different parts of the world |  |  |  |
| **Geographical knowledge** |
| **G7** | name and locate the Seven continents of the world  |  |  |  |
| **G8** | name the world’s five oceans and find them in an atlas |  |  |  |
| **G9** | name, locate and identify characteristics of the four countries of the United Kingdom |  |  |  |
| **G10** | name the surrounding seas of the United Kingdom  |  |  |  |
| **G11** | name and locate the capital cities of the United Kingdom  |  |  |  |
| **G12** | find where they live on a map of the UK |  |  |  |

**Geography Curriculum**

**Purpose of study**

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 provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps and writing at length.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Lower Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

**Location knowledge**

locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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 (including day and night)

**Place knowledge**

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

describe and understand key aspects of:

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

**Geographical skills and fieldwork**

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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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| **YEAR 3: GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry and Fieldwork** | **Au** | **Sp** | **Su** |
| **G1** | use correct geographical words to describe a place and the things that happen there |  |  |  |
| **G2** | identify features of a locality by using a map |  |  |  |
| **G3** | find the same place on a globe and an atlas |  |  |  |
| **G4** | use maps and atlases appropriately by using contents and indexes |  |  |  |
| **G5** | recognise the 8 points of the compass (N,NW,W,SW,S,SE,E,NE) |  |  |  |
| **G6** | use fieldwork to observe and record the human and physical features of Scarborough |  |  |  |
| **G7** | complete sketch maps of their own locality |  |  |  |
| **G8** | use digital media to describe their locality (using geographical words) |  |  |  |
| **G9** | locate the main countries in Europe/North America using a map/globe/atlas |  |  |  |
| **G10** | use books, stories and other information to find out about places of interest |  |  |  |
| **Human and Physical Geography** |
| **G11** | describe human features in a locality? (using correct vocabulary) |  |  |  |
| **G12** | explain why a locality has certain human features |  |  |  |
| **G13** | explain why a place is like it is |  |  |  |
| **G14** | explain how the lives of people in other places would be different from their own |  |  |  |
| **G15** | say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). |  |  |  |
| **G16** | say how a place is like another place? (This is a busy/built up/ farming/ seaside/countryside place, just like… This is a quiet place but …is a busy noisy place). |  |  |  |
| **Geographical knowledge** |
| **G17** | Locate the world’s countries using maps  |
| **G18** |  know the difference between the British Isles, Great Britain and the UK |  |  |  |
| **G19** | name up to 6 cities in the UK and locate them on a map |  |  |  |
| **G20** | name and locate the counties of the UK |  |  |  |
| **G21** | locate the key human and physical characteristics of a part of Europe concentrating on their environmental regions, countries, and major cities |  |  |  |
| **G22** | mark on a map of the British Isles where they live |  |  |  |
| **G23** | Using a local map, mark on the location of school and any other local features |  |  |  |

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| **KEY SKILLS PREVIOUSLY INCORPORATED INTO THE LOWER KS2 CURRICULUM**  |
|  | Recognise key map symbols  |  |  |  |
|  | Draw own map using appropriate symbols |  |  |  |
|  | Read maps and atlases |  |  |  |
|  | Recognise some of the major countries in Europe on a map and features of them |  |  |  |
|  | Recognise some of the major countries of the world on a map and features of them.  |  |  |  |
|  | Recognise compass points |  |  |  |
|  | Recognise that North is at the top of the map |  |  |  |
|  | Recognise key UK landmarks |  |  |  |
|  | Recognise key cities and locations in Britain |  |  |  |
|  | Recognise the location of Scarbotough and North Yorkshire on a map. |  |  |  |
|  | Read street maps of local area. |  |  |  |
|  | Read Ordnance survey maps of local area. |  |  |  |
|  | Recognise effects of pollution on the environment and prevention of this |  |  |  |
|  | Compare Eastfield / Scarborough with a location in the UK |  |  |  |
|  | Form informed opinions on possible local developments |  |  |  |
|  | Recognise the effect of weather on populations |  |  |  |
|  | Recognise key global issues such as global warming |  |  |  |
|  | Recognise flags of Uk and other nations  |  |  |  |

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| **YEAR 4:GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry and Fieldwork** | **Au** | **Sp** | **Su** |
| **G1** | measure and record human and physical features of another area of the UK (Link to work on rivers |  |  |  |
| **G2** | choose the best way to present their findings from their geographical enquiries and fieldwork |  |  |  |
| **G3** | use an atlas, globe and digital media to locate countries around the world and the continents they are located in |  |  |  |
| **G4** | complete detailed sketches of our locality which also use a key to show human and physical features |  |  |  |
| **G5** | use correct geographical vocabulary when discussing/writing about different geographical enquiry work |  |  |  |
| **G6** | explain how the locality has changed over time? (Using sources of geographical evidence?) |  |  |  |
| **Human and Physical Geography** |
| **G7** | compare geographical similarities and differences between a region in the UK with a region in South America? (Looking at human and physical features) |  |  |  |
| **G8** |  identify the different parts of a river from Source to Sea |  |  |  |
| **G9** | explain the process of erosion and deposition in relation to rivers |  |  |  |
| **G10** | explain why many cities of the world are situated by rivers |  |  |  |
| **G11** | explain why people are attracted to live by rivers |  |  |  |
| **G12** | describe and understand key aspects of Rivers and the river system (inc valleys, hills, mountains) and the water cycle |  |  |  |
| **Geographical knowledge** |
| **G13** | name and locate counties and cities of the United Kingdom? (Also in Y3) |  |  |  |
| **G14** | name and locate the different geographical regions of the United Kingdom |  |  |  |
| **G15** | identify key human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and in the local area |  |  |  |
| **G16** | identify the position of the equator and what this means in relation to South American countries |  |  |  |
| **G17** | name and locate the main rivers of the UK on a map |  |  |  |
| **G18** | name and locate the seas around the UK |  |  |  |
| **G19** | explain what the water cycle is and use correct vocabulary to show what happens at each phase of the process |  |  |  |
| **G20** | name and locate the tallest mountains in each part of the United Kingdom |  |  |  |
| **G21** | locate the main countries of South America |  |  |  |

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| **KEY SKILLS PREVIOUSLY INCORPORATED INTO THE LOWER KS2 CURRICULUM**  |
|  | Recognise key map symbols  |  |  |  |
|  | Draw own map using appropriate symbols |  |  |  |
|  | Read maps and atlases |  |  |  |
|  | Recognise some of the major countries in Europe on a map and features of them |  |  |  |
|  | Recognise some of the major countries of the world on a map and features of them.  |  |  |  |
|  | Recognise compass points |  |  |  |
|  | Recognise that North is at the top of the map |  |  |  |
|  | Recognise key UK landmarks |  |  |  |
|  | Recognise key cities and locations in Britain |  |  |  |
|  | Recognise the location of Scarbotough and North Yorkshire on a map. |  |  |  |
|  | Read street maps of local area. |  |  |  |
|  | Read Ordnance survey maps of local area. |  |  |  |
|  | Recognise effects of pollution on the environment and prevention of this |  |  |  |
|  | Compare Eastfield / Scarborough with a location in the UK |  |  |  |
|  | Form informed opinions on possible local developments |  |  |  |
|  | Recognise the effect of weather on populations |  |  |  |
|  | Recognise key global issues such as global warming |  |  |  |
|  | Recognise flags of Uk and other nations  |  |  |  |

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interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps and writing at length.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Upper Key Stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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 (including day and night)

**Place knowledge**

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

describe and understand key aspects of:

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

**Geographical skills and fieldwork**

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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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| **YEAR 5: GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry and Fieldwork** | **Au** | **Sp** | **Su** |
| **G1** | use digital media / maps / globes / atlases to locate places of interest |  |  |  |
| **G2** | collect statistics about key aspects of physical geography and present them in the most appropriate ways |  |  |  |
| **G3** | choose the most appropriate writing skills to communicate what they know |  |  |  |
| **G4** | use geographical vocabulary during discussions and in their written work |  |  |  |
| **G5** | draw maps and plans of localities they have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols |  |  |  |
| **Human and Physical Geography** |
| **G6** | describe and understand key aspects of Physical geography - Climate zones, biomes and vegetation belts, Volcanoes and Earthquakes |  |  |  |
| **G7** | describe how volcanoes are created |  |  |  |
| **G8** | describe how earthquakes are created |  |  |  |
| **G9** | describe how volcanoes have an impact on people’s lives |  |  |  |
| **G10** | Identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in two different regions? (one in the UK and one abroad) |  |  |  |
| **G11** | name and locate the significant features of the location they are studying |  |  |  |
| **G12** | understand the importance of a river in the development of a place |  |  |  |
| **G13** | explain what flooding is, how it occurs and why it can be important to some people |  |  |  |
| **G14** | identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in their explanation |  |  |  |
| **G15** | describe the main features of a village/town/city |  |  |  |
| **Geographical knowledge** |
| **G16** | name and locate places where famous volcanic eruptions have taken place |  |  |  |
| **G17** | 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 (including day and night) |  |  |  |
| **G18** | compare and contrast places that they have studied using the physical and human features for their comparisons, and their knowledge of continents, countries, climate, temperature, and economy |  |  |  |
| **G19** | give some reasons for the similarities and differences between places, using geographical language and what they know about relationships between countries |  |  |  |

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| **KEY SKILLS PREVIOUSLY INCORPORATED INTO THE UPPER KS2 CURRICULUM**  |
|  | Recognise key map symbols |  |  |  |
|  | Draw own map using appropriate symbols |  |  |  |
|  | Recognise contours |  |  |  |
|  | Recognise reasons for and examples of migration |  |  |  |
|  | Recognise counties within Britain |  |  |  |
|  | Recognise make-up of UK |  |  |  |
|  | Use a compass to locate places on a map |  |  |  |
|  | Ask geographical questions using correct geographical vocabulary |  |  |  |
|  | Recognise tectonic plates |  |  |  |
|  | Recognise the causes and effects of earthquakes |  |  |  |
|  | Recognise the causes / main features of volcanoes |  |  |  |
|  | Recognise continents |  |  |  |
|  | Recognise key mountain ranges |  |  |  |
|  | Recognise the effects of erosion |  |  |  |
|  | Recognise pros and cons of tourism in Scarborough and other location |  |  |  |
|  | Recognise effects of pollution on the environment and prevention of this |  |  |  |
|  | Recognise key UK and worldwide rivers  |  |  |  |
|  | Recognise the effects of water on landscapes and people |  |  |  |
|  | Recognise area of drought and the affects of this on the population. |  |  |  |
|  | Compare Eastfield / Scarborough with a location in another continent |  |  |  |
|  | Form informed opinions on possible local developments |  |  |  |
|  | Draw a plan / map to scale |  |  |  |
|  | Recognise key global issues such as global warming and how we can all do our bit to prevent this. |  |  |  |
|  | Recognise extreme weather such as hurricane or tornado and how this might affect populations. |  |  |  |

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| **YEAR 6: GEOGRAPHY** | **Planned / Covered** |
| **Geographical Enquiry and Fieldwork** | **Au** | **Sp** | **Su** |
| **G1** | use the contents and index pages of an Atlas with confidence and speed |  |  |  |
| **G2** | use aerial photographs to identify patterns (such as ‘ribbon development’, industry around rivers, ports etc).  |  |  |  |
| **G3** | use digital media and the internet to help find out about a location (e.g. Google Earth). |  |  |  |
| **G4** | use knowledge of time zones to work out journey times around the world |  |  |  |
| **G5** | understand scales of maps, such as 1:25 000 ( 1cm represents 25 000 cm in real life) |  |  |  |
| **G6** | make detailed field sketches and combine these with digital images of the features of a location, labelling them with appropriate geographical words. |  |  |  |
| **G7** | use geographical vocabulary in all forms of their work |  |  |  |
| **G8** | 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) |  |  |  |
| **G9** | use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record data when studying |  |  |  |
| **Human and Physical Geography** |
| **G9** | understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc). |  |  |  |
| **G10** | understand geographical similarities and differences through the study of human and physical geography of a region in the UK (Scarborough) and a region in Europe (Greece) |  |  |  |
| **G11** | explain the process of erosion and deposition (at the coast) |  |  |  |
| **G12** | identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) |  |  |  |
| **G13** | analyse and evaluate geographical similarities and differences between a region in the UK with other regions in Europe |  |  |  |
| **Geographical knowledge** |
| **G14** | Name all counties and major cities of the UK |  |  |  |
| **G15** | name and locate all continents in the world |  |  |  |
| **G16** | name and locate the major cities of Europe on a map |  |  |  |
| **G17** | identify the position and significance of the equator |  |  |  |
| **G18** | identify the position and significance of the arctic and Antarctic circle |  |  |  |
| **G19** | identify the position and significance of Greenwich Meridian Time and use this to calculate time differences across the world. |  |  |  |

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| **KEY SKILLS PREVIOUSLY INCORPORATED INTO THE UPPER KS2 CURRICULUM**  |
|  | Recognise key map symbols |  |  |  |
|  | Draw own map using appropriate symbols |  |  |  |
|  | Recognise contours |  |  |  |
|  | Recognise reasons for and examples of migration |  |  |  |
|  | Recognise counties within Britain |  |  |  |
|  | Recognise make-up of UK |  |  |  |
|  | Use a compass to locate places on a map |  |  |  |
|  | Ask geographical questions using correct geographical vocabulary |  |  |  |
|  | Recognise tectonic plates |  |  |  |
|  | Recognise the causes and effects of earthquakes |  |  |  |
|  | Recognise the causes / main features of volcanoes |  |  |  |
|  | Recognise continents |  |  |  |
|  | Recognise key mountain ranges |  |  |  |
|  | Recognise the effects of erosion |  |  |  |
|  | Recognise pros and cons of tourism in Scarborough and other location |  |  |  |
|  | Recognise effects of pollution on the environment and prevention of this |  |  |  |
|  | Recognise key UK and worldwide rivers  |  |  |  |
|  | Recognise the effects of water on landscapes and people |  |  |  |
|  | Recognise area of drought and the affects of this on the population. |  |  |  |
|  | Compare Eastfield / Scarborough with a location in another continent |  |  |  |
|  | Form informed opinions on possible local developments |  |  |  |
|  | Draw a plan / map to scale |  |  |  |
|  | Recognise key global issues such as global warming and how we can all do our bit to prevent this. |  |  |  |
|  | Recognise extreme weather such as hurricane or tornado and how this might affect populations. |  |  |  |