



Geography progression – human and physical geography

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pre-school (30-50months)</p> <ul style="list-style-type: none"> -To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. -To talk about some of the things they have observed such as plants, animals, natural and found objects. -To talk about why things happen and how things work. -To develop an understanding of growth, decay and changes over time. -To show care and concern for living things and the environment. <p>Reception (40-60 months / ELG)</p>	<ul style="list-style-type: none"> -To know that physical land features include mountains, hills, rainforests and deserts. -To know that physical land features are naturally created. -To know that homes, shops and roads are features of towns and cities. -To know human features are man-made, including factories, farms, houses, offices, port and harbours. -To know that landmarks and monuments are features of a city or town that are easily seen and recognised from a distance. -To know that 	<ul style="list-style-type: none"> -To know that landmarks can be identified on maps. -To know that Tamworth castle is an important landmark in the town. -To know that human features are designed for a specific purpose. -To know typical seasonal and weather patterns in the UK. -To know that our school is located in the Belgrave area of Tamworth. -To know that our school is a human feature that has been built for a specific purpose. <p>Summary – local area and landmarks, north and south</p>	<ul style="list-style-type: none"> -To know that some foods are imported into our country as they do not grow in England. -To know that land is used for specific purposes including producing different foods. -To know that trade links are created between countries and allow the import of food into our country. -To know a volcano is an opening in the Earth's surface. -To know that lava, hot ash and mud slides from volcanic eruptions can cause severe damage. -To know the water cycle stages. -To know that rivers are a physical 	<ul style="list-style-type: none"> -To know that significant human and physical features affect how the land is used. -To know that land uses include agricultural, recreational, housing and industry. -To know that the environment can change over time, often as a result of human land use, -To know that a mountain is a physical feature that forms naturally. -To know that mountains are formed over thousands of years and are made when tectonic plates push together or move apart. 	<ul style="list-style-type: none"> -To know that there are 3 main types of agricultural land use in the UK. -To know that a wide variety of crops and livestock are farmed and reared in the UK. -To know that changes to the weather and climate can affect land use. -To know that there are a variety of biomes and vegetation belts around the world with specific climates and living things. -To know that tropical rainforests, tundra, forests, deserts, grasslands are all examples of biomes. -To know that farmers in 	<ul style="list-style-type: none"> -To know how land use affected the human decision of why cities were bombed. -To know which geographical features impacted the decisions to evacuate children from cities to the countryside. -To know economic activities influence land use and settlements. - To know that a volcanic eruption happens when two tectonic plates push together, pull apart from one another or slide alongside each other. <p>Summary – the links between human and physical geography, human</p>

<p>-To look closely at similarities, differences, patterns and change. -To know about similarities and differences in relation to places, objects, materials and living things. -To talk about the features of their own immediate environment and how environments might vary from one another. -To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>landmarks and monuments help to establish and describe a location/landscape. -To know that a settlement is a place where people live and work. -To know a settlement can be big or small, depending upon how many people live there.</p> <p>Summary - <i>common physical land features, human features of towns and cities, landmarks</i></p>	<p><i>poles, seasonal weather patterns</i></p>	<p>geographical feature. -To know that a river is a flowing, moving stream of water which moves water to an ocean, sea, or other body of water.</p> <p>Summary - <i>food produce, trade links, volcanoes, earthquakes, rivers</i></p>	<p>-To know that different parts of a mountain supports different species of plant and animals.</p> <p>Summary - <i>land use, physical features, environmental change, water cycle, mountains.</i></p>	<p>different countries adapt their farming practices to suit their local climate and landscape. -To know that our food is imported from different countries with different climates to the UK. -To know that land use around the Nile is dictated by its location by the river. -To know that the Nile is a natural resources, which allows for the distribution of natural resources including energy, food, minerals and water. -To know that rivers are split up into three parts. -To know what pollution and climate change are and how they affect the</p>	<p><i>action based on geographical features and land use.</i> To know that an earthquake is a sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust. -To know the centre of an earthquake is called an epicentre. -To know that earthquakes and volcanic eruptions are significant geographical activities known as natural disasters.</p>
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environment.
-To know that the seas/oceans and coast can be affected negatively by human actions.
-To know that people across the world are concerned about environmental issues.
-To know the ways in which people protest for change.

Summary -
agricultural land use, biomes, vegetation belts, use of natural resources, rivers around the world, environmental damage, sustaining the environment