

Human and Physical Geography		
ELG: The Natural World		
EYFS	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons. 	
KS1	<p><u>Seasonal and daily weather patterns in the UK</u></p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • 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; • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
LKS2	<p><u>Recycling and congestion</u></p> <p><u>Rivers and the water cycle</u></p> <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p>	<p>Children can describe and understand aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; • human geography, including: types of settlement and land use; • use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

<p>UKS2</p>	<p>Global aspects and climate change</p> <p>Earthquakes and volcanoes</p> <p>Food from around the world Global trade</p>	<p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p>	<p>Children can describe and understand aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, mountains 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 key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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