

	Geographical knowledge - The UK and local area - The world and continents Geographical understanding - Physical themes - Human themes - Understanding places and connections Geographical skills and enquiry - Map and atlas work - Fieldwork and investigation					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Stone Age	Climate and Weather	Bronze Age and Iron Age	Rivers and the Water Cycle	Ancient Egyptians	Changes in local environment
3		Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested Vocabulary Tropical, polar climate zones, globe, map, biome, temperate, continent,		Can locate the UK's major urban areas and locate some physical environments in the UK Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can describe how some physical processes can cause hazards to people. Can recognise that there are advantages and disadvantages of living in certain environments Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains		Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can understand the physical and human geography of the UK and its contrasting human and physical environments. Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary.

		country, vegetation zone, rainfall, temperature, atmosphere, humidity, wind, precipitation, season, flora, fauna.		Can use a simple letter and number grid. Can give direction instructions up to four compass points. Can use large-scale maps outside Vocabulary Water cycle, mountains, source, mouth, waterfall, estuary, precipitation, transportation, infiltration, percolation, deposition, tributary, confluence, symbols, grid references		Can recognise the main land uses within urban areas and the key characteristics of rural areas Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar place Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested Vocabulary Topographical features, hills, mountains, coasts, rivers, land-use patterns, four- and -six grid references, sketch maps, plans, graphs, digital technologies, sustainable
4		Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary Can plan a fieldwork investigation in the local area selecting appropriate techniques		Can locate and describe some human and physical characteristics of the UK Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas		Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Can understand the physical and human geography of the UK and its contrasting human and physical environments. Can identify and sequence a range of settlement sizes from a village to a city.

		Vocabulary Tropical, polar climate zones, globe, map, biome, temperate, continent, country, vegetation zone, rainfall, temperature, atmosphere, humidity, wind, precipitation, season, flora, fauna.		Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains Can use four-figure grid references. Can give direction instructions up to eight compass points. Can adeptly use large-scale maps outside Vocabulary Water cycle, mountains, source, mouth, waterfall, estuary, precipitation, transportation, infiltration, percolation, deposition, tributary, confluence, symbols, grid references		Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places Can plan a fieldwork investigation in the local area selecting appropriate techniques Vocabulary Topographical features, hills, mountains, coasts, rivers, land-use patterns, four- and -six grid references, sketch maps, plans, graphs, digital technologies, sustainable
5		Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest.		Can locate and describe several contrasting physical environments (e.g. use a map of the British Isles to locate and label the main British rivers, add the names of settlements at the mouth of the rivers, and locate and label the mountains/hills where the source of these rivers are found)		Can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.

		Can understand that animals and plants are adapted to the climate. Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques Vocabulary Tropical, polar climate zones, globe, map, biome, temperate, continent, country, vegetation zone, rainfall, temperature, atmosphere, humidity, wind, precipitation, season, flora, fauna.		Can describe several physical features and describe how they change. Can describe some of the processes associated with rivers and mountains Can offer reasons why physical processes can cause hazards to people. Can offer explanations for the advantages and disadvantages of living in hazard-prone areas Can describe some of the processes associated with rivers and mountains Can explain the water cycle in appropriate geographical language. Know that six-figure grid references can help them find a place more accurately than four-figure grid references. Can use the scale bar or 1 km grid to estimate distance. Can recognise patterns on maps and begin to explain what they show Vocabulary Water cycle, mountains, source, mouth, waterfall, estuary, precipitation, transportation, infiltration, percolation, deposition, tributary, confluence, symbols, grid references		Know and understand what life is like in cities and in villages. Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at different scales and add annotations Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques Vocabulary Topographical features, hills, mountains, coasts, rivers, land-use patterns, four- and -six grid references, sketch maps, plans, graphs, digital technologies, sustainable
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Victorians	Trade	Anglo-Saxons	South America	Vikings	North America
3		Can use a map to identify countries in Europe and/or North and South America. Can understand that climate and vegetation are connected. Can understand that animals and plants are adapted to climate. Can understand that our food is grown in many different countries. Know the journey of how one product gets into their home. Can locate countries in Europe and North and South America on a map or atlas. Vocabulary Trade links, imports, exports, natural resources, energy, food, minerals, recycle, local, originate, fair trade.		Can use a map to identify countries in Europe and/or North and South America. Can locate countries in Europe and North and South America on a map or atlas. Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary. Can recognise the main land uses within urban areas and the key characteristics of rural areas Can recognise that there are physical and human differences within countries and continents. Can show awareness of the physical and human characteristics of a European region and a region in North or South America Vocabulary		Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary.

				Forest floor, understory layer, canopy layer, emergent layer Rainforest, temperate, tropical, boreal, deciduous, coniferous Climate, tropics, tropical, forecast Forest floor, understory layer, canopy layer, emergent layer, habitat, diet. Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, 'thying' site Deforestation		Can recognise the main land uses within urban areas and the key characteristics of rural areas Can recognise that there are physical and human differences within countries and continents. Can show awareness of the physical and human characteristics of a European region and a region in North or South America <u>Vocabulary</u> City, state, country, continent, North America, South America, northern hemisphere, compass points City, country, continent, South America, region, Brazil and other South American countries, southern hemisphere Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)
4		Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can understand that climate and vegetation are		Can use a map or atlas to locate some countries and cities in Europe or North and South America.		Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA.

		connected in an example of a biome. Can understand that animals and plants are adapted to the climate. Can understand that our food is grown in many different countries because of their climate. Know the journey of how one product gets into their home in detail. Understand how human activity is influenced by climate and weather. Can locate some countries in Europe and North and South America on a map or atlas. Vocabulary Trade links, imports, exports, natural resources, energy, food, minerals, recycle, local, originate, fair trade.		Can locate some countries in Europe and North and South America on a map or atlas. Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural area Can describe and compare similarities and differences between some regions in Europe and North or South America. Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special <u>Vocabulary</u> Forest floor, understory layer, canopy layer, emergent layer Rainforest, temperate, tropical, boreal, deciduous, coniferous Climate, tropics, tropical, forecast Forest floor, understory layer, canopy layer, emergent layer, habitat, diet.		Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. Can locate some countries in Europe and North and South America on a map or atlas. Can relate continent, country, state and city, and identify states in North America using a map Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural area Can describe and compare similarities and differences between some regions in Europe and North or South America. Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special <u>Vocabulary</u>
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				Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, 'thying' site Deforestation, soil erosion, impact		City, state, country, continent, North America, South America, northern hemisphere, compass points City, country, continent, South America, region, Brazil and other South American countries, southern hemisphere Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)
5		Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can understand how climate and vegetation are connected in biomes. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate. Can understand that products we use are imported as well as locally produced.		Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can locate most countries in Europe and North and South America using an atlas. Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas Can offer explanations for the similarities and differences		Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can use a map to locate the states of the USA. Can use an atlas to name and locate a range of cities and counties in the UK Can locate most countries in Europe and North and South America using an atlas. Can identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples Can describe the distinctive characteristics of settlements with different

		Understand how human activity is influenced by climate and weather. Can locate most countries in Europe and North and South America using an atlas. Vocabulary Trade links, imports, exports, natural resources, energy, food, minerals, recycle, local, originate, fair trade.		between some regions in Europe and North or South America. Can describe and compare the physical and human characteristics of some regions in North or South America. Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America <u>Vocabulary</u> Forest floor, understory layer, canopy layer, emergent layer Rainforest, temperate, tropical, boreal, deciduous, coniferous Climate, tropics, tropical, forecast Forest floor, understory layer, canopy layer, emergent layer, habitat, diet. Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, 'thying' site Deforestation, soil erosion, impact		functions and of different sizes, e.g. coastal towns. Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas Can offer explanations for the similarities and differences between some regions in Europe and North or South America. Can describe and compare the physical and human characteristics of some regions in North or South America. Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America <u>Vocabulary</u> City, state, country, continent, North America, South America, northern hemisphere, compass points City, country, continent, South America, region, Brazil and other South American countries, southern hemisphere Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies,
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						Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Romans	Earthquakes and volcanoes	Local study	Our World	Journeys	Coasts
3		Can locate countries in Europe on a map or atlas. Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can name some of the processes associated with rivers and mountains Can describe how some physical processes can cause hazards to people. Can recognise that there are advantages and disadvantages of living in certain environments (e.g. investigate the impacts of the 2011 Japanese earthquake using images and internet research). Can use digital maps to identify familiar places. Vocabulary aftershock, epicentre, fault line, foreshock, main shock, magnitude, Mercalli scale, microquake, Richter scale, seismic, seismograph,		Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas. Can use digital maps to identify familiar places. Vocabulary Sphere, map, globe, Equator, continents, oceans, Northern Hemisphere, Southern Hemisphere, lines of latitude, Tropic of Cancer,		Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can relate continent, country, county, city/where they live. Can locate the UK's major urban areas and locate some physical environments in the UK. Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary. Can understand the basic physical and human geography of the UK and its contrasting human and physical environments. Can recognise that some regions are different from others Can show awareness of the physical and human

		seismologist, tectonic plates, tremor, tsunami, Valdivia earthquake, active volcano, ash, ash fall, crater, dormant volcano, eruption, Etna, extinct volcano, igneous rock, lava, magma, Ring of Fire, vent, Vesuvius, volcanologist, Vulcan		Tropic of Capricorn, North Pole, South Pole, key, address, Russian Doll Analogy, nesting, county, post code, district, continent, country, axis, rotate, equator, hemisphere, day, night, Greenwich meridian, Greenwich meantime, longitude, latitude, time zone		characteristics of a European region Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested Vocabulary British Isles, headlands, cliffs, bays, beaches. Maritime, dunes, marshes, estuaries, docks, ports, harbours, resorts, tourism, pollution, settlement,
4		Can locate some countries in Europe on a map or atlas. Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can name some of the processes associated with rivers and mountains Can understand how physical processes can cause hazards to people.		Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. Can use the zoom function of a digital map to locate places. Vocabulary Sphere, map, globe, Equator, continents, oceans, Northern		Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Can locate and describe some human and physical characteristics of the UK. Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can understand the physical and human geography of the

		Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research). Can use the zoom function of a digital map to locate places. Vocabulary aftershock, epicentre, fault line, foreshock, main shock, magnitude, Mercalli scale, microquake, Richter scale, seismic, seismograph, seismologist, tectonic plates, tremor, tsunami, Valdivia earthquake, active volcano, ash, ash fall, crater, dormant volcano, eruption, Etna, extinct volcano, igneous rock, lava, magma, Ring of Fire, vent, Vesuvius, volcanologist, Vulcan		Hemisphere, Southern Hemisphere, lines of latitude, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, key, address, Russian Doll Analogy, nesting, county, post code, district, continent, country, axis, rotate, equator, hemisphere, day, night, Greenwich meridian, Greenwich meantime, longitude, latitude, time zone		UK and its contrasting human and physical environments. Can explain why some regions are different from others Can understand how the human and physical characteristics of one region in Europe Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. Can, in a group, carry out fieldwork in the local area selecting appropriate techniques Vocabulary British Isles, headlands, cliffs, bays, beaches. Maritime, dunes, marshes, estuaries, docks, ports, harbours, resorts, tourism, pollution, settlement,
5		Can locate most countries in Europe on a map or atlas. Can describe several physical features and describe how they change. Can describe several physical features and describe how they change.		Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude. Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.		Can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). Can locate and describe several contrasting physical environments.

		Can describe some of the processes associated with rivers and mountains Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed Can offer reasons why physical processes can cause hazards to people. Can offer explanations for the advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes). Can use the zoom function to explore places at different scales and add annotations. Vocabulary Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent eruption, lava, molten,		Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude. Can use the zoom function to explore places at different scales and add annotations Vocabulary Sphere, map, globe, Equator, continents, oceans, Northern Hemisphere, Southern Hemisphere, lines of latitude, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, key, address, Russian Doll Analogy, nesting, county, post code, district, continent, country, axis, rotate, equator, hemisphere, day, night, Greenwich meridian, Greenwich meantime, longitude, latitude, time zone		Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Can describe the main land uses within urban areas and the activities that take place there. Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different from others and give reasons why some are similar Can understand how the human and physical characteristics are connected for more than one region in Europe Can use an atlas to name and locate a range of cities and counties in the UK Can plan a fieldwork investigation in the local area selecting appropriate techniques Vocabulary British Isles, headlands, cliffs, bays, beaches. Maritime, dunes, marshes, estuaries, docks, ports, harbours, resorts, tourism, pollution, settlement,
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		ash, plume, caldera, pressure, converge, diverge, Java and Sumatra, Philippines, Mid-Atlantic Ridge, Iceland, -Active, dormant, extinct, Popocatépetl, Iztaccíhuatl, Mexico, 'Ring of Fire', Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy, magma, mantle, volcanic plates, Oceanic crust, Continental crust, vents, lava, pressure, gas bubbles				
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Annual Basis Year 6

Year 6 Willow	Ancient Greeks	Protecting the environment: are we damaging our world?	Migration	European study – The Alps	Mayans	Our World in the Future (considering the past, present and future of their local area)
	Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation Can understand how food production is influenced by climate Can use thematic maps for specific purposes Can understand that products we use are imported as well as locally produced. Can understand where our energy and natural resources come from Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Can explain several threats to wildlife/habitats	Know and understand what life is like in cities and in villages and in a range of settlement sizes. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can use digital maps to investigate features of an area.	Can use physical and political maps to describe key physical and human characteristics of regions of Europe. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs The pupil can locate cities, countries and regions of Europe on physical and political maps. The pupil can describe key physical and human characteristics and environmental regions of Europe. Can describe and understand a range of key physical processes and the resulting landscape features.	Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps	Can use four-figure grid references and find six-figure grid references. Can describe height and slope from a map. Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue)." Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers). Can understand how climate and vegetation are connected in biomes. Can describe what the climate of a region is like and how plants and animals are adapted to it.

		Sustainability, habitat destruction, endangered, extinction, conservation, COP, climate change, discussion, debate, negotiation, polluters, mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar, fossil fuels, marine, ocean, endangered species, scientific survey, quadrat, Environment Agency		Can understand how a mountain region was formed. Know information about a region of Europe and its physical environment and climate, and economic activity. Continent, country, region, settlement, city, town, village, human features: created by humans, for example: roads, houses, canals, physical features, longitude, latitude, tropic of cancer, north, south, east, west, names of continents and relevant European countries and regions, fold mountains, tectonic plates, lithosphere, asthenosphere, natural resources, industry, agriculture, tourism, avalanche, mountain, processes		Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations). Can locate and describe several physical environments in the UK Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can recognise broad land-use patterns of the UK Human features, physical features, topographical features, region, enquiry, future needs, detached, semi-detached, terraced, apartments, flats, bungalow, industry, employment, primary, secondary, tertiary, amenities, accessible, public services, public spaces, community spirit, sustainable development, zero carbon footprint
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