



Geography @ Wynndale

Progression from EYFS to Year 6

Our Geography Curriculum Intent

At Wynndale Primary School we recognise that geography should develop a child's natural curiosity and fascination about the world, leading to a greater understanding of its places, its people, and a greater awareness of their own place in it. It should help to provoke and provide answers to questions about both natural and human aspects of the world.

Our aim at Wynndale is to:

Explore by investigating where places are and what they are like, both in Britain and the wider world, through fieldwork and classroom study, therefore developing children's geographical knowledge and vocabulary

Inspire by developing an understanding of the ways in which places are interdependent and interconnected

Spark by igniting a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Deepen by encouraging complex, geographical enquiry and the ability to apply questioning skills, reach clear conclusions, explain their findings and develop effective presentation techniques. They should be able to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

A Geographer leaving Wynndale will be curious and fascinated about the world and its people. They will have investigated a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. They will have had opportunities to investigate and make enquiries about their local area of Mansfield and Nottinghamshire, so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. They will also have developed the ability to apply geographical skills and be able to confidently communicate their findings and geographical understanding to a range of audiences.



Progression Document: Geography

EYFS ELG:

- *To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- *To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- *To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps.

National Curriculum Subject Content

Key Stage One

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:

Locational 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 [for example, 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

Key Stage Two

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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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
- Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



Our Big Ideas and Key Concepts in Geography

We have identified 4 key concepts that will weave through our Geography Curriculum at Wynndale. These key concepts are important as they help our learners to view the 'big picture' of the subject and how it relates to them in the real world. Through the specific subject content taught, key concepts are explored. As children move through school, concepts are revisited and built upon so that children are able to make connections in their learning, helping them to 'know more and remember more' over time.

Geographical Skills
and Fieldwork

Physical Geography

Human Geography

Locational
Knowledge



Geography Driven theme in Spring Term: Place Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Immediate environment Comparing environments	Local area study	Non-European study: Africa	European Focus: 'Extreme Earth'	South America: Rainforest Region Study	Rivers, the Water Cycle and Renewable Energy	A USA Road Trip: North America study
Geography Driver Key Questions						
	Have humans have a positive impact on communities?	Life in Africa is the same as here: True or False?	How do geographical physical features affect where people live?	Do we really need the rainforest?	How have humans used and adapted the Earth's natural resources impact life on Earth?	How much does the geographical landscape of the USA owe to natural occurrences and how much has been determined by human activity?

Humanities – History/ Geography Driven theme in Summer Term

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Immediate environment Comparing environments	Kings and Queens	Polar Regions: Great explorers	Shang Dynasty	The Victorians	Local Study: Coal mining	Local Study; Derbyshire Eyam and the Plague
Driver Key Questions						
	What can we learn about Kings and Queens from the places they live?	'What can we learn about the polar regions from the explorers who travelled there?'	What made the Shang Dynasty a successful civilization?	How did the Victorians shape the world we live in today?	How did coal mining shape the lives of people and what were its positive and negative impacts on people and the landscape?	How did the village of Eyam respond to the plague, and what were the positive and negative impacts of their actions on people and the local area?

Disciplinary Knowledge								
Breadth of Study	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork 	GF51: Know that maps can be used to find places GF52: Know how to use simple observational equipment to support exploration of the natural environment GF53: Know a journey will take me to a different place	GF51: Know that information can be drawn from a simple map e.g. be able to identify roads, open spaces, water on maps etc. GF52: Know how to use simple observational equipment to support exploration of the natural environment GF53: Know that a journey will take me to a different environment e.g. jungle, beach,	GF51: Know that you can use different sources (Digi Maps and physical maps) to find out about a local area – Google Maps/local person/first-hand observation GF52: Know what they like and dislike about their local area GF53: Know how to ask and answer geographical questions, such as: what is this place like? What or who else will I see in this place? What do people do in this place?	GF51: Know that maps, atlases and globes are used to identify the UK and its countries, as well as the countries, continents and oceans studied. GF52: Know how to use simple maps to make and follow simple routes GF53: Know how to use symbols and keys on a map GF54: Know North, South, East and West GF55: Know that there are different weather patterns in different parts of the world with a focus on the equator and the poles	GF51: Know that key features of a locality can be identified by using a map GF52: To be able to begin to use 2 figure grid references GF53: Know and identify NSEW on a map GF54: Know the 8 points of a compass GF55: Know some basic OS map symbols	GF51: Know how to find the same place on a globe and in an atlas GF52: Know how to ask and answer questions about the physical and human characteristics of a location GF53: Know and use the 8 points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the UK and the wider world	GF51: Know how to find answers to their own geographical questions GF52: Know how to use different types of sampling (random and systematic) to observe, measure and record the human and physical features in the local area. GF52: Know how to record these results in a variety of ways GF53: Know how to use 4 figure grid references confidently	GF51: Know how to choose the best way to collect information needed and decide the appropriate units of measure. GF52: Know how to make careful measurements and use data. GF53: Know how to use maps, Ariel photos, plans and web resources to describe a locality. GF54: Know how to plan a journey to a place in another part of the world taking account of distance and time. GF55: Know how to use 8 compass points, 6 figure grid references, symbols and keys. GF56: Know key symbols used on an OS map
Physical Geography 	PG1: Know the name of different features and objects in their immediate environment	PG1: Know how some environments are different to the one in which they live e.g. compare Mansfield to the countryside PG2: Know and discuss features of their local	PG1: Know their address PG2: Know the key features of their local area and be able to describe them using words and pictures	PG1: Know how to describe physical and human features of their locality through simple field study PG2: Know the main features of a hot and cold place in relation to the equator and the North and South	PG1: Know how volcanoes are created PG2: Know how earthquakes are created PG3: Know and describe physical features in a locality	PG1: Know geographical similarities and differences between countries PG2: Know the main features and physical differences of a well-known city and village	PG1: Know why many cities of the world are situated by rivers PG2: Know how the water cycle works PG3: Know why water is a valuable commodity	PG1: Know the physical features of different places around the world. PG2: Know how some places are similar, and others are different in relation to their human features.



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		environment		Pole PG3: Know the key features of a non-European, contrasting locality (compare and contrast)	PG4: Know the names and locations of countries of Europe and be able to identify their main physical and human characteristics	PG3: Know the locations of counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, including hills, mountains, cities, rivers, biomes and vegetation belts, key topographical features and land use patterns; and understand how some of these have changed over time		PG3: Know there are different climate zones. PG4: Know and understand the term sustainable development and use it in different contexts.
Human Geography 	HG1: Know that it is important to respect and care for the environment	HG1: Know how to respect and care for the environment HG2: Know how their behaviour can affect the environment	HG1: Know the human features of their own locality and a contrasting one in England	HG1: Know how people affect an area	HG1: Know that people's lives vary due to the weather HG2: Know that volcanoes have an impact on people's lives HG3: Know that the lives of people living in the Mediterranean would be different from their own	HG1: Know why people are attracted to live in cities rather than villages HG2: Know that different people have different views about environmental issues, and know how to compare this with their own view e.g. Tradelink's with coffee and chocolate HG3: Know how to suggest different ways that a locality could be changed and improved	HG1: Know why people are attracted to live by rivers HG2: Know the ways in which humans have both improved and damaged the environment HG3: Know how physical features affect the human activity in an environment	HG1: Know the human features of different places around the world. HG2: Know how some places are similar and others are different in relation to their physical features. HG3: Know how the physical features effect the human activity within a location. HG4: Know how human activity has caused an environment to change.
Locational Knowledge	LK1: Know that there are different countries in the world and be able to talk about differences between them LK2: Know about	LK1: Know that they live in Mansfield and Mansfield is a town LK2: Know that there are different countries in the	LK1: Know that 4 countries make up the UK and each have their own capital city and are surrounded by different seas. LK2: Know the	LK1: Know where the Equator, North Pole and South Pole are on a globe or in an atlas LK2: Know that there are different continents and	LK1: Know the location of world's most famous mountain regions on maps LK2: Know the location of the world's most famous volcanoes.	LK1: Know that the Earth is separated into different regions and zones, including time zones. LK2: Know that these regions and zones	LK1: Know the names and locations of many of the world's major rivers on a map LK2: Know the difference between	LK1: Know how time zones work. LK2: Know and understand the geographical significance of latitude, longitude, equator, northern/southern



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	their immediate environment e.g. home, school, family, friends LK3: Know the name of the town in which they live – Mansfield	world and be able to talk about the similarities and differences between them LK3: Know where the United Kingdom (UK) is located on a map	differences between the following types of place: rural, coastal, city, town and village	oceans making up the world.	LK3: Know the different weather patterns in different parts of the world, especially Europe LK4: Know that maps, atlases, globes and digital/computer mapping are used to locate countries and describe their features	have different geographical features. LK3: Know the names and locations of some of the countries and cities of the world and their identifying human and physical characteristic and understand how some of these have changed over time LK4: Know the names and locations of the countries of North and South America and identify their main features	the British Isles, The UK and Great Britain LK3: Know how to locate cities in the UK on a map. LK4: Know locate the main islands that surround the UK. LK5: Know how to locate of well-known European countries. LK6: Know how to locate countries in the Northern Hemisphere LK7: Know the name of the largest desert in the world. LK2: Know how to locate the tropics of Cancer and Capricorn Arctic and Antarctic circles.	hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones. LK3: Know how to locate the USA and Canada on a map. LK4: Know the names and locations of some of the countries and cities of the world (Including Russia) and their identifying human and physical characteristics. Understand how some of the aspects have changed over time.
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Year Group	Substantive Knowledge – Spring Term
1	Local Area Pupils learn about their home, school and local area, including important places and their address. They use simple directional language and read basic maps with symbols. They identify human and physical features and understand the difference between built and natural environments. Children observe seasonal changes, explore how people care for their local area, learn about transport, recognise important local jobs, and understand that places change over time, including local traditions and events.
2	Africa: Pupils learn that Africa is the second-largest continent, located south of Europe, between the Atlantic and Indian Oceans, and made up of 54 countries (including Egypt, Kenya, Nigeria, Morocco and South Africa). They explore its varied landscapes and climates, from the Sahara Desert and Congo Rainforest to savannahs and Mount Kilimanjaro, and study major rivers such as the Nile and Congo. Children learn about Africa's wildlife (lions, elephants, giraffes and rhinos), national parks such as the Serengeti, and important landmarks including the Pyramids of Egypt. They explore the diversity of people, languages and cultures across the continent, understand key economic activities such as farming (coffee, cocoa and maize) and natural resources (gold, diamonds and oil), and recognise Africa's importance in the wider world.
3	Angry Earth Volcanoes: Pupils learn that a volcano is an opening in the Earth where magma, ash and gases escape. They study the structure of a volcano (magma chamber, main vent and crater) and understand how volcanoes form when magma rises through cracks in the Earth's crust. Children learn how pressure causes eruptions and that magma is called lava at the surface. They identify active, dormant and extinct volcanoes and explore where they are found, particularly along tectonic plate boundaries such as the Ring of Fire. Pupils examine the effects of eruptions, including the creation of new land and fertile soil as well as hazards such as ash clouds and lava flows. They study examples including Mount St. Helens (USA), Mount Vesuvius (Italy) and Mount Etna (Italy), and learn why people live near volcanoes and how scientists monitor them to keep communities safe. Earthquakes: Pupils learn that an earthquake is the shaking of the ground caused by sudden movements in the Earth's crust. They understand that earthquakes occur when tectonic plates move, collide or slide past one another, mostly at plate boundaries such as the Ring of Fire.



	Children learn key vocabulary including focus (where the earthquake starts inside the Earth) and epicentre (the point on the surface above it), and how earthquakes are measured using a seismometer and the Richter scale. They explore the effects of earthquakes, including damage to buildings and infrastructure, as well as tsunamis, landslides and aftershocks. Pupils study examples such as the 1906 San Francisco earthquake and the 2011 Japan earthquake, and learn how people prepare for earthquakes through strong building design and safety drills. Mountain Regions: Pupils study major mountain ranges around the world, including the Himalayas (Asia, home to Mount Everest), the Alps (Europe), the Andes (South America), the Rockies (North America), the Atlas Mountains (Africa) and the Ural Mountains (which divide Europe and Asia). They learn where these ranges are located and the countries they pass through. Weather Patterns: Pupils learn that weather patterns describe how temperature, rainfall and wind vary over time in different places. They explore how Europe's weather is influenced by its location on Earth and its proximity to oceans and mountains.
4	The Amazon Rainforest: Pupils learn that the Amazon Rainforest is the largest tropical rainforest in the world, located in South America, mainly in Brazil but also stretching into countries such as Peru and Colombia. They study its hot, humid tropical climate, high temperatures (around 25-30°C) and heavy annual rainfall (around 2,300mm), which support dense vegetation and rich biodiversity. Children learn that the Amazon is home to around 10% of the world's known species, including animals such as jaguars, sloths, poison dart frogs, piranhas and macaws, and plants such as mahogany, rubber trees, balsa wood and bromeliads. They explore the four layers of the rainforest (emergent, canopy, understory and forest floor) and how each supports different wildlife. Pupils understand the importance of the Amazon in regulating the global climate and absorbing carbon dioxide, as well as the threats posed by deforestation from logging, farming and mining. They also learn about the Indigenous peoples who have lived in the rainforest for thousands of years and rely on its resources for survival.
5	<u>Rivers, Renewable Energy & The Water Cycle</u> Rivers: Pupils learn that rivers are natural flows of water from source to mouth, often into seas, lakes or other rivers. They study river features such as source, course (upper, middle, lower), tributaries, confluences, floodplains and mouths, and understand how rivers shape the landscape through erosion and deposition. Children explore landforms created by rivers, including waterfalls,



	meanders and deltas, and learn about their uses for drinking water, farming, transport, energy and recreation. They also study flooding, wildlife supported by rivers, and major rivers such as the Thames, Amazon, Yangtze, Nile, Volga, Mississippi and Murray. Pupils develop map skills to locate rivers in the UK and worldwide and understand their courses. Renewable Energy: Pupils learn that renewable energy comes from natural sources that can be replenished, such as the sun, wind and water. They explore types including solar, wind, hydropower, geothermal and biomass, and learn how solar panels, wind turbines and dams generate energy. Children understand that renewable energy is sustainable, reduces pollution and greenhouse gas emissions, and is essential for a cleaner future. They also consider challenges, such as dependence on weather, and examples of UK renewable energy like offshore wind and solar farms. The Water Cycle: Pupils learn that the water cycle is the continuous movement of water on Earth, changing between liquid, gas and solid. They study the stages: evaporation, condensation, precipitation and collection, and the role of the sun in driving the cycle. Children understand its importance in providing fresh water, supporting life, influencing weather and maintaining a global system that recycles water repeatedly. The UK: Pupils learn that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland, with capitals London, Edinburgh, Cardiff and Belfast.
6	Physical and Human Features of the USA Size & Location: Pupils learn that the USA is the third-largest country in the world, located in North America, bordering Canada and Mexico, with coastlines on the Atlantic and Pacific Oceans. Major Physical Features: • Mountain Ranges: Rocky Mountains (west) and Appalachian Mountains (east). • Rivers & Lakes: Mississippi River, Colorado River (Grand Canyon), and the Great Lakes. • Deserts & Plains: Great Plains and Mojave Desert. • Volcanoes & National Parks: Yellowstone (supervolcano, geysers) and Hawaiian Islands. • Climate Zones: Cold winters in the north, hot deserts in the southwest, tropical in Florida and Hawaii, mild coastal in California and Oregon. Human Features of the USA: • Major Cities: New York City, Washington D.C., Los Angeles, Chicago.



- **Economy & Industries:** Agriculture (wheat, corn, cattle), manufacturing (cars, airplanes), technology (Silicon Valley), oil & energy.
- **Transport & Land Use:** Highways, railways, airports, urban vs rural areas.

Yellowstone National Park:

- **Physical:** Super volcano, geysers (Old Faithful), hot springs (Grand Prismatic Spring), mud pots, mountains, rivers, forests, meadows.
- **Human:** First national park (1872), tourism, conservation.
- **Wildlife:** Wolves, bison, elk, bears, over 1,500 plant species.
- **Climate:** Cold winters, mild summers, wildfires.

Rocky Mountains:

- **Physical:** Stretch 4,800 km from Canada to New Mexico; formed by tectonic activity, glaciation, erosion; includes major peaks, rivers, national parks.
- **Human:** Indigenous tribes, gold rush, railroads; economy includes tourism, mining, logging.

Grand Canyon:

- **Physical:** 446 km long, up to 29 km wide, over 1,800 m deep; carved by Colorado River, tectonic uplift, weathering; rock layers show 2 billion years of Earth's history.
- **Human:** Home to Hopi, Navajo, Havasupai tribes; became a national park (1919); tourism and railways developed access.



Year Group	Substantive Knowledge – Summer Term
1	Kings and Queens Pupils learn that Great Britain is part of the United Kingdom and consists of England, Scotland and Wales. They identify London as the capital city and locate important royal landmarks such as Buckingham Palace and Windsor Castle. Pupils understand that countries have physical and human features and that maps can be used to locate places. They begin to recognise that different parts of the UK may look different and that location helps us understand where historical events took place.
2	Polar Regions and Great Explorers Pupils learn that the Arctic and Antarctica are the coldest regions on Earth and are located at the North and South Poles. They understand the difference between the Arctic (a frozen ocean surrounded by land) and Antarctica (a continent surrounded by ocean). Pupils learn about climate, ice caps, extreme weather and wildlife such as polar bears and penguins. They understand how physical geography creates extreme environments and how humans must adapt to survive there. Maps, globes and atlases are used to locate the polar regions and describe their key physical features.
3	The Shang Dynasty Pupils learn that the Shang civilisation developed near the Yellow River because rivers provide water, fertile soil, transport routes and food. They understand how physical features influence settlement patterns and how natural resources support early civilisations. Pupils also recognise that flooding can both benefit and damage communities and that maps and atlases help locate China and describe its geographical features.
4	The Victorians and their Empire Pupils learn that industrial cities grew near coalfields, rivers and transport routes, leading to urbanisation, overcrowding and pollution. Britain became globally connected through trade, ports and empire expansion. They understand how human geography reshaped landscapes and how physical geography influenced where industrial growth occurred. Maps are used to explore global connections and trade networks.



5	<i>Local Study: Coal Mining</i> Pupils learn that coalfields are located in Derbyshire, Nottinghamshire and South Yorkshire because of underlying physical geology. Mining significantly changed the landscape through spoil heaps, railways and industrial structures. Transport networks developed to move coal nationally and internationally. After closures, regeneration projects altered land use and economic activity. Pupils understand how human activity can transform physical and human geography over time.
6	<i>Local Study: Eyam and the Plague</i> Pupils learn that Eyam is a rural village in Derbyshire within the Peak District, and that its location and relative isolation influenced both the spread of the disease and the success of quarantine. Trade routes connected rural and urban areas, enabling transmission. The landscape still contains evidence of the plague, such as boundary stones and burial sites. Pupils understand how geography shapes human responses to crisis and how events can leave long-term marks on the landscape.



Progression in Key Geographical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Countries, town, map, United Kingdom (UK), land, sea, house, home, school, family, friends, farm, countryside, wild/wildlife, journey, weather, season, Mansfield, road, open space, shop, park	Countries, United Kingdom (UK), North Pole, South Pole, address, hot, cold, weather, season, rural, coastal, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop, tourist, harbour, pier, bay, physical features, human features, map, atlas	Continents, countries, oceans, cities, England, Wales, Scotland, Ireland, United Kingdom (UK), North, South, East, West, physical features, human features, town, village, North Pole, South Pole, Equator, Europe, Non-European, Africa, weather, climate, atlas, weather pattern, beach, coast, forest, mountain, city, village, farm	Continents, countries, oceans, cities, Europe, physical features, human features, compass, ordnance survey, symbol, maps, grid reference, earthquakes, volcanoes, capital cities, Mediterranean, north, north-west, north-east, south, south-west, south-east, west, east, tectonic plates, active, dormant, crust, crater, lava, mantle, peak, conduit	British Isles, Great Britain, United Kingdom (UK), map, physical features, human features, compass, grid reference, ordnance survey, symbol, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Artic, Antarctic, time zone, North America, South America, hills, mountains, cities, rivers, biomes and vegetation belts, topographical features, deforestation, climate, humid	British Isles, Great Britain, United Kingdom (UK), map, physical features, human features, compass, grid reference, ordnance survey, symbol, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn, settlements, land use, economic activity, trade links, natural resources, energy, food, minerals, water, climate zones, rivers, mountains, volcanoes, earthquakes, water cycle, ocean, stream, estuary, source, flood, floodplain, precipitation, pollution, tributary, reservoir, dam, erosion,	British Isles, Great Britain, United Kingdom (UK), map, physical features, human features, compass, grid reference, ordnance survey, symbol, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn, USA, North America, Canada, Russia, time zones, Greenwich Mean Time (GMT), desert, Sahara, Sustainability, Equator, Continent, Locality, Latitude and Longitude, Topological, Global Citizenship, Rocky Mountains, Grand Canyon, Yellowstone National Park

**“Geography explains the past, illuminates the present and prepares us for the future”
Michael Palin**