

Physical and Human Geography

National Curriculum aim:

- All pupils 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

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>* Begin naming features/familiar places within the local environment e.g. school, home, house, road, park</p> <p>* Make observations of the local environment and begin to understand why some things occur and/or change</p> <p>* Identify and begin to describe the daily weather and seasons using basic vocabulary</p> <p>* Identify similarities and differences between familiar places using basic vocabulary</p>	<p>*Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>* Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</p> <p>*Begin to express opinions on the features of the immediate</p>	<p>*Explain the main differences between human and physical geographical features.</p> <p>* Understand and use a range of basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of the places studied</p> <p>*Make simple comparisons between the key human and physical features of places studied</p> <p>St Albans /Walton on the Naze/ Sylhet</p> <p>*Express a range of opinions on</p>	<p>* Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment).</p> <p>*Begin to use a wider geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the places studied.</p> <p>*Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements.</p> <p>*Identify and describe land use in the UK and understand how this has changed over time in the locations studied</p> <p>St Albans /Walton on the Naze/ Sylhet</p>	<p>* Explain the differences between the terms 'human geography' and 'physical geography'.</p> <p>*Use a wide geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the countries and regions studied.</p> <p>Understand the key features of and the physical processes involved in the formation of mountains, volcanoes and earthquakes.</p> <p>*Describe, compare and evaluate some of the effects/impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied.</p> <p>*Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth.</p>	<p>* Begin to understand the links between the human and physical geography of the places studied.</p> <p>*Secure and further develop the use of a wide geographic vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the continents, countries and regions studied.</p> <p>* Describe and understand the concept of climate.</p> <p>*Identify the key features of the world's climate zones, biomes and vegetation belts</p> <p>*Understand and explain how rivers can impact and change the physical and human geography of the locations studied.</p> <p>*Identify and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires)</p> <p>* Identify the physical and human activities associated with the UK and local coastline.</p>	<p>* Secure understanding of the links between the human and physical geography of the places studied.</p> <p>*Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</p> <p>*Identify how the physical and human geographical features of a local area St Albans / The Amazon has an impact on economic activity and suggest ways in which the local economy/services could be improved.</p> <p>* * Understand the impact of climate zones and biomes on the human and physical geography of the Americas.</p> <p>* Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied</p>

	<p>local environment *Use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied *Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season</p>	<p>the features of St Albans and suggest improvements that could be made *Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.</p>	<p>*Identify some examples of the economic activity of the locations studied. *Describe the key features and uses of rivers (including The Nile) and understand how their features and uses have changed over time.</p>	<p>*Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place The Alps * Describe and explain the economic activity of the location studied (The Alps).</p>	<p>* Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. * Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world</p>	
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