Geography: Progression of Knowledge and Skills

Key to understanding this document: Black = National Curriculum Objectives Blue = Knowledge Red = Skills to be taught Green = Resources to be used

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-	Name and locate the world's seven continents and five oceans. **Around The World:** I know that: France is a country in Europe. China is a country in Asia. Australia is the name of both a country and a continent. Kenya is a country in Africa. The USA is a country in North America. Brazil is a country in South America. There are no countries in Antarctica. **Life In The City:** I can match some capital cities with their country.	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. **Where Do I Live?** I know that: The world is split into seven land masses called continents. There are oceans between the continents. The difference between a continent and a country. I can: Name the four countries of the UK. Name the four capital cities of the	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. Identify the position and significance of.. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **The Rainforest:** I know what the equator, Tropic of Cancer and Tropic of Capricorn are,	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	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. 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)	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

	fiction texts and when appropriate, maps. Recognise some environments that are different to the one in which they live. Draw information from a simple map. Maps of the classroom, maps of walks to school or around the school, story maps. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion,	I know that: London is the capital city of the UK Edinburgh is the capital city of Scotland. Cape Town is one of the capital cities of South Africa.	UK and match them to their country. **Let's Go To The Arctic:** I know the names of the countries in the Arctic Circle.	and can place them on a world map. I can name continents and countries that have areas of rainforest. **Our European Neighbours:** I can name different countries in Europe. I can name the seas and oceans surrounding Europe. **Investigating India:** I know that India is a country in Asia. I know that New Delhi is the capital of India. I know that India is in the Northern Hemisphere.	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. **Volcanoes:** I know that the equator separates the Northern and Southern Hemispheres. I know that the capital of Hawaii is Honolulu. **Countries of the World:** I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population.	**The Grand Canyon:** I know that: The Grand Canyon is located in the USA, North America. The USA is made up of 50 states. The Grand Canyon is in the state of Arizona. I know what lines of longitude and latitude are. **Extreme Earth:** I know where some places of extreme temperature are located.	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) **Our Local Area: Tonbridge** I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements can be split into different zones, including commercial,

	stories, non-fiction texts and maps. 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their				I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are. **Earning a Living:** I know that the UK's industries are dependent on geographical areas.		residential, industrial, educational, forests, parks and commons. **South America:** I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. **Exploring Scandanavia:** I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.
Place Knowledge	experiences and what has been read in class. Understand some important processes and changes in the natural world	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a

	around them, including the seasons.	and of a small area in a contrasting non-European country. **Life in the City** I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town.	and of a small area in a contrasting non-European country. **Let's Go To The Arctic:** I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland.	region in a European country. **Our European Neighbours:** I can compare the human and physical geography of London and Paris, I can ask and answer questions to help me compare and contrast London and Paris.	region in a European country, and a region within North or South America. **Volcanoes:** I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). **Countries of the World:** I can compare two different countries and state their similarities and differences.	region in a European country, and a region within North or South America. **The Grand Canyon:** I can compare and contrast an area of the UK with the Grand Canyon.	region in a European country, and a region within North or South America. **South America:** I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK. **Exploring Scandanavia:** I can use graphs to compare the climates of London, Copenhagen and Umeå. I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.
Human and Physical Geography		Identify seasonal and daily weather patterns in the	Use basic geographical vocabulary to refer	Describe and understand key aspects of:	Describe and understand key aspects of:	Describe and understand key aspects of:	Describe and understand key aspects of:

		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 key physical and human features. (see key vocabulary section.) **Weather Patterns:** I can identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. I can describe how daily weather patterns change over time, and how weather may be different in inland/ coastal areas. I can identify ways in which we learn about the weather, then make predictions about	key physical and human features. (see key vocabulary section.) **Where Do I Live?** I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. I know what a settlements is. I can describe the basic differences between a village, town and city. **Let's Go To The Arctic:** I can use photos to identify geographical features of towns in the Arctic Circle. I can describe what the weather is like in the Arctic. I know that the seasons in the Arctic are different to the seasons we have. I know that winter lasts longer in the	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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. **The Rainforest:** I can: Define what a rainforest is. Locate areas of rainforest on a world map. I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth.	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. **Volcanoes:** I can describe what a volcano is. I know some facts, such as the height and age of some of the world's most famous volcanoes. I can explain why a volcano erupts. I know that ash, gas, lava and rocks are released when a volcano erupts. I can explain how a volcano eruption affects the local	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. **The Grand Canyon:** I know what the Colorado Plateau is and I can describe some of its features. I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. I can use appropriate geographical vocabulary to	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. **Our Local Area:** I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural

		the weather which are helpful. I can begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. I can learn more about the way seasonal weather in an equatorial region is different to the weather in the UK. I can learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom. I can show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator. **Around The World**	Arctic than in other parts of the world. I can sort photographs to compare Arctic summer and winter. I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs. I can name some animals that have adapted to live in the Arctic environment. I can describe the human features of cities in the Arctic Circle. I know that Inuits are native people of the Arctic Circle. I can describe some features of the Inuit way of life.	I can describe the four layers of the rainforest and name some animals that live in each layer. I know what the water cycle is. I can: Explain the basic steps of the water cycle using appropriate vocabulary. Explain why rain falls more often in rainforests than in other parts of the world. Use line graphs and bar charts to explore the climate of rainforests. I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. I can compare daily life for people living in rainforest tribes with that of people living in modern society.	people and environment. I know some of the strategies put in place to help people survive when they are near a volcano eruption. I can explain the difference between: A composite, shield and dome volcano. A dormant, active and extinct volcano. I know what tectonic plates are. I know that: Most world's volcanoes are found at the boundaries of tectonic plates. The 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. Minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to	describe how the Grand Canyon was formed. I know that the environment is very different at the top of the Grand Canyon to the bottom. I can describe what a biome is and I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. I can describe what a desert scrub biome is and explore some of its features. I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. I can identify the pros and cons of tourism at the Grand Canyon. I know that native American tribes have lived around the Grand Canyon for hundreds of years.	resources that are found in the UK. I can identify UK commodities that are made or produced in my local area. I can describe land use around my school, explaining how I feel about different areas and what I would change. I can compare local climate data with climate data for other parts of the UK. I know how different winds can affect the climate of different parts of the UK. **South America:** I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America.

I can identify and describe some key human and physical features of countries in each of the continents.
I can use words such as city, beach, mountain and lake to describe features of a place.
I know that some countries are hot countries and some countries are cold countries.

Life in the City
I know that:
A city is larger than a town or village.
Each country has a capital city.
A capital city is where the government runs the country from.
I can list some human and physical features you might find in a city.

I know what deforestation is and why it is happening.
I can describe:
The impact deforestation has on local wildlife and the environment.
Ways in which steps are being taken to protect rainforests from deforestation.

Our European Neighbours:
I can identify:
European countries based on human features, such as language, flag and currency.
The capital cities of Europe.
I can compare two European capital cities according to their human and physical features.
I can use independent research to explore the human and physical features of

live near volcanoes.
I can identify some of the animals and plants that live in volcanic areas.
I can describe some of the human and physical features of Hawaii, a volcanic area.
I can carry out my own research about a particular volcano.

Countries of the World:
I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.
I can describe what some of the climate zones of the world are like.
I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.

I can describe some of the features of the way of life of the traditional Havasupai tribe.
I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon.
I know that a National Park is an area that is looked after by the American government.
I can explain why it is important to look after and protect the Grand Canyon.

Water World:
I can compare and contrast water availability and usage in the UK and Kenya.
I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords.
I know that some

I can use plate tectonics to describe how mountains are formed.
I know what a volcano is and how they are formed.
I know the differences between the three types of volcanoes.
I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism.
I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.
I know that the main industries of South America are agriculture and timber.
I can name some key industries in different South

			a particular European country. **Investigating India: Terms 5 /6 Investigating India:** I can identify similarities and differences in the human and physical geography of the UK and India. I know that: India is one of the most populated countries in the world. India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and tropical wet climates, and I can explain what each of these climates is like. I know what a monsoon is. I can explain how a mountain is formed. I know that there are are five different types of mountain formations.	I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. **Earning a Living:** I understand the concept of trade links and the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around	of the Earth's bodies of water have salt water and some have fresh water. I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. I can explain why the water cycle is important for our planet. I can draw and label a diagram of the water cycle. I can describe some of the ways in which people need water every day to live. I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.	American countries. I can use independent research to find out key details of the human and physical geography of a particular South American country. **Exploring Scandanavia:** I can use photographs to describe what the landscape of Scandinavia is like. I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. I can describe the features of the different climate

| | | | | I can name and locate some of the major mountain ranges in India, and explore facts about each one. I know that the Ganges River and Narmada River are two of the major rivers in India. I can explain some of the features of the Ganges and Narmada rivers. I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. I can explore and describe some features of Indian culture and how this has influenced the wider world. | the world affects the economy. | I can describe the six steps in the water treatment process. I know what the term 'water conservation' means and why this is important. I know that Kenya is a water-scarce country. I can explain what hydropower is and how it can be used to contribute to a sustainable future. I can identify the positive and negative aspects of using hydropower. I can carry out my own research into a particular hydroelectric dam around the world.

Extreme Earth:
I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph | zones in Scandinavia. I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy. |

showing the hottest and coldest inhabited places on Earth, before comparing them.
I can explain what a drought is and some of the causes and effects.
I can explain why some areas get more rain than others in relation to the water cycle.
I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards.
I can describe the effects of extreme weather phenomena on the environment and people affected.
I can use plate tectonics to describe what earthquakes are and why they happen.
I know what the Richter scale is.
I can describe the effects of

					earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts.	
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 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. **Around the World**	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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **The Rainforest:** I can use a world map to find out the names of some countries that have rainforests in them. I can sort countries into those that do and those that don't have areas of rainforest. **Our European Neighbours:** I can locate the countries of Europe, including	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use...symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **Volcanoes** I can locate volcanoes on a world map. I can use a key to label the world's tectonic plates on a map.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) 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

I can identify the UK and France on a map of Europe.
I know that the lines within a map denote country borders.
I can locate the seven continents on a world map.

Life in the City
I can:
Use aerial photos to identify human and physical features in capital cities.
Locate Edinburgh and Cape Town on a world map.
Identify human and physical features on a map of a city.
Create a key for a map.
Use simple compass directions and directional language to move around a map.

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.

Where Do I Live?
I can locate the United Kingdom on a world map.
I can locate the four countries of the UK on a map.
I know where the capital cities of the UK are on a map.
I can explore my local area: Stocks Green, identifying basic human and physical features.

Russia, on a map of Europe.
I can locate the capital cities of Europe on a map.

Investigating India:
I can locate India on a world map.
I can use a climate map with a key to identify different climates in India.
I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India.
I can use the street view function on Google maps to explore the human and physical features of cities in India.
I can use population density maps to compare the populations of India and the UK.

I can name countries and continents that sit on different tectonic plates.

Countries of the World:
I can label each of the seven continents on a world map.
I can locate countries in a particular continent on a world map.
I can use given clues to help me locate a country on a world map.
I know that I can use an atlas and the internet to find where countries are located in the world.
I can use a climate zone map to identify what a country's climate is like.
I can locate major capital cities of the world on a map.

Earning a Living:

the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The Grand Canyon:
I can use a map of the USA to identify where Arizona is.

Water World:
I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water.
I can identify local bodies of water on a map.
I can use fieldwork to observe, measure, record and present information about a local body of water.

the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Our Local Area:
I can use fieldwork to observe where some of the UK's natural resources can be found.
I can use fieldwork to identify different examples of land use in my local area.
I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.
I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.

I can explore a map of my local area: Stocks Green and identify basic features, such as roads and rivers.

Let's Go To The Arctic:
I can identify the Arctic Circle on a world map and a globe.
I can identify the countries of the Arctic Circle on a world map.
I can mark a map of the Arctic to show where different Arctic animals live.

Map Makers:
I know that there are lots of different types of maps and that they can be used for different purposes.
I can use simple compass directions and directional language to move around a map.
I can use aerial photographs and perspectives to

I can use a map of the UK to identify where different industries are more prevalent.
I can annotate a world map to show different industries in different countries.

I can use fieldwork to gather information about the vegetation and wildlife of a local river.
I can use fieldwork to gather weather data about my local area.
I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.
I can use a topographical map to identify the major mountain ranges of the UK.

South America:
I can locate the countries of South America on a map.
I can use political maps and climate maps to identify the climate zones of South America.
I can use a topographical map to locate the mountain ranges of South America.

			recognise landmarks. I can create an aerial view of our classroom. I know that maps use keys to help identify features. I can use a map of our local area: Stocks Green to identify features. I can use fieldwork and observational skills to study Stocks green School and its surroundings. I can draw a map of Stocks Green school, including a key. I can use Google maps to explore Stocks Green School and the local area. I can follow a map plan to make a 3D map.				I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries. **Exploring Scandanavia** I can locate Scandinavia's countries and major cities on a map. I can use a climate map to identify areas of different climates in Scandinavia.
Key Vocabulary	Village City Town Country World	**Key physical features:** beach, cliff, coast, sea, ocean, river, soil, valley,	**Key physical features**: beach, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	**Rainforest:** Emergent layer Canopy Understory Forest Floor Equator	**Volcanoes:** Geothermal energy Eruption Hawaii Honolulu Volcanic area	**The Grand Canyon:** Arizona Colorado Plateau Havasupai Tribe National Park State	**Our Local Area:** Settlement Commercial Residential Industrial Parks

Place	vegetation, season and weather.	season and weather.	Tropic of Cancer	Non-Volcanic area	Longitude	Forests
Stocks Green	**Key human features:**	**Key human features:**	Tropic of Capricorn	Pacific Ocean	Latitude	Commons
Home			Water Cycle	Ring of fire	Erosion	High order services
School	city, town, village, factory, farm, house, office, port and harbour.	city, town, village, factory, farm, house, office and shop.	Climate	Tectonic plates	Biome	Low order services
Journey			Bar chart	Northern Hemisphere	Desert Scrub Biome	Import
Same			Line graph	Southern Hemisphere		Export
Different			Tribes		**Extreme Earth:**	Local climate data
Weather			Modern society	Volcano types:	Extreme temperature	
Seasons		**Where do I live?**	Deforestation	Composite	Richter Scale	**South America:**
	Around the World:	Local area	Impact	Shield	Earthquake	Tropic of Cancer
School resources.	Country	Stocks Green		Dome	Tsunami	Tropic of Capricorn
	Continent	Hildenborough	**Our European Neighbours:**	Dormant	Drought	Equator
	Europe	Settlement	Europe	Active	Cause	Brazil
	Border	Village	London		Effect	Andes
	City	Town	Paris	**Countries of the World:**	Tornado	Hydroelectric Dam
	Beach	City	Language	Country	Tropical Storm	
	Mountain	Land mass	Flag	Continent	Hail Storm	**Exploring Scandanavia:**
	Lake	Ocean	Currency	North Pole	Blizzard	Norway
	Antarctica	Continent	Compare	South Pole	Hydropower	Sweden
		United Kingdom	Contrast	Climate Zones:	Sustainable Future	Denmark
	Life in the City:	Mountains		Desert		London
	Village	Hills	**Investigating India:**	Arctic	**Water World:**	Copenhagen
	Town	Lakes	New Delhi	Tropical	Seas	Umeå
	City		Kolkata	Atlas	Oceans	Climates:
	Aerial Photograph	**Let's go to the Arctic:**	Mumbai	Internet	Lakes	Marine West Coast
	Human Features	United Kingdom	Ganges River	Human features	Straits	Humid Continental
	Physical Features	London	Narmada River	Physical features	Glaciers	Subarctic
	Capital City	Greenland	Monsoon		Fjords	Tundra
	Edinburgh	Sisimiut	Mountain	**Earning a Living:**	Glaciers	
	Cape Town	Arctic Circle	Formation	Full-time work	Reservoirs	
	Key	Inuits	Highland	Part-time work	Bays	Planbee powerpoints and resources. School resources.
	Compass Direction	Native	Culture	Industry	Gulfs	
		Glaciers	Northern hemisphere	Trade links	Salt water	
	Weather Patterns:	Sea ice	Population Density	Economy	Fresh water	
	Seasonal	Icebergs	Climates:	Sector	Precipitation	
	Daily				Infiltration	
	Weather Pattern				Evaporation	

		Inland area Coastal area Poles Equator Equatorial region Polar region Planbee powerpoints and resources. School resources.	Map Makers: Compass direction Aerial Photograph Aerial View Key Google maps Planbee powerpoints and resources. School resources.	Humid Sub-Tropical Semi-Arid Arid Tropical wet and dry Tropical wet Planbee powerpoints and resources. School resources.	Business Unemployment Retirement Planbee powerpoints and resources. School resources.	Transpiration Condensation Transportation Water Treatment Plant Water Conservation Planbee powerpoints and resources. School resources.