

## Geography: National Curriculum Progression

<p><b>Understanding the World Education Programme for EYFS</b> Involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading</p>	<p><b>The National Curriculum for Geography aims to ensure that all pupils:</b> 1) develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 2) 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 3) are competent in the geographical skills needed to: a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>
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### National Curriculum Programme of Study

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>People, Culture and communities.</b> 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-fiction texts and - when appropriate - maps</p>	<p>Use basic maps Use simple directional and positional language Use photographs to recognise where they are Use photographs, observational skills and simple language to talk about the surrounding area Name the country we live in Talk about key features of the country we live in</p>	<p>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. 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</p>	<p>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 the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 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)</p>				

### Location, place, using and creating maps

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about their immediate surroundings</p>	<p>Talk about the school from pictures Know what a map looks like and what it is used for</p>	<p>Identify the school site on an aerial image Understand how to use large scale maps atlases and a globe</p>	<p>Use satellite/aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use a world map, atlas and globe with confidence</p>	<p>Use a digital map to identify familiar places e.g. use Google Earth to identify countries and cities of the UK and other areas studied in the KS Use an atlas to describe and locate the countries of the UK, capital cities, where they live in the UK and three further major urban areas of the UK e.g. Manchester, Glasgow, Bristol, Norwich</p>	<p>Use the zoom tool on a digital map [Google maps] to locate given places e.g. start at Boston and zoom out to identify other local towns and cities of Lincolnshire and England Describe geographical similarities and differences between UK regions (e.g. use a copy of a map the British Isles, locate and label main rivers, add settlement names at the mouth of the rivers)</p>	<p>Can use digital maps to locate places studied in relation to the equator, latitude, longitude and time zones Name, locate and map the geographical / environmental regions of the United Kingdom</p>	<p>Use GPS ( latitude longitude reference) to locate a range of key locations in topic studied e.g. volcanoes Use Geographical Information System (GIS) to view, analyse and interpret places and data Name, locate and map the counties and cities of the United Kingdom</p>
<p>Children begin to talk about the type of place they live (house, caravan, flat)</p>	<p>Name the village / town/city we live in and talk about some key features of it Name the country we live in</p>	<p>Name and locate the UK and the four countries of the United Kingdom, their capital cities and surrounding seas on a map</p>	<p>Name and locate the UK and the four countries of the United Kingdom, their capital cities and surrounding seas on a range of maps Locate and name the seven continents and five oceans of the world on a globe ,atlas, map or satellite image</p>	<p>Relate continent, country, county, city where you live. Know that they live in Lincolnshire and recognise the names of nearby counties Use a map or atlas to locate countries and cities in Europe and in areas of study within their studies</p>	<p>Use an atlas to locate the UK, their own locality, Lincolnshire and surrounding counties, capital cities of the countries of the UK as well as at least 4 other major towns in the UK. Describe where they live in the UK using locational language ( north, south, east Use a map or atlas to locate countries and cities in Europe, North and South America. Using a map locate some countries in Europe [including Russia] as well as some major states in USA</p>	<p>Can use physical and political maps to locate and name world countries, and describe some human and physical characteristics using maps Describe and give reasons for geographical differences between UK, European, North and South American regions</p>	<p>Can use atlases to identify the distinct characteristics of some regions of Europe or other continents Can use globes and atlases to accurately locate places by their latitude and longitude</p>
<p>Begin to use language modelled to them to talk about the place around them</p>	<p>Ask simple questions about the place they see with simple geographical language. Children begin to express opinions on natural and built environments and listen to others points of view. They use words such as busy, quiet and pollution.</p>	<p>Ask simple geographical questions e.g. what is it like to live in this place? What or who will I see in this place? What do people do in this place?</p>	<p>Devise a simple map using the simple symbols and construct a key. Use simple alpha-numeric grid references (A1,B1)</p>	<p>Use a simple letter and number grid to give the location of given features e.g. city, town, mountain, church etc</p>	<p>Can independently use a four figure grid to give the location of given features e.g. city, town, mountain, church etc</p>	<p>Can use four figure, and find six figure, grid references to identify features on a map</p>	<p>Describe how locations around the world are changing and explain some of the reasons for change</p>
<p>Adults model and encourage use of appropriate words, e.g. 'town', 'village', 'road' 'path', 'house', 'flat', 'temple' and 'synagogue'</p>	<p>Begin to identify simple features of a place. Use appropriate words such as town, village, road, path, house, flat to help children to talk about their observations Recognise a simple map, create simple maps, plans and models of known and imaginary landscapes Children can use a simple map of a familiar place such as their school</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area Children can draw a simple map [see fieldwork] Use simple maps of the local area [large scale print, pictorial] to name and locate local landmarks</p>	<p>Identify and use simple compass points [North, South, West and East] Identify the four countries of the UK, their surrounding seas, capital cities and the school's local towns [Boston, Spalding, Lincoln] on a map [extend to a range of maps/atlas if necessary]</p>	<p>Can use a simple letter/number grid to give the location of given features. Will be able to find locations from given four figure grid references (see above) Give direction instructions using four compass points</p>	<p>Can identify and sequence a range of settlement sizes from a village to a city, describing the characteristics of settlements with different functions e.g. coastal towns Give directions using an eight point compass</p>	<p>Can use a scale bar to estimate distance from a map Give directions using an eight point compass</p>	<p>Can interpret Ordnance Survey maps, using four and six-figure coordinates and scale to find locations, related distances and recognise patterns Give directions using an eight point compass</p>
<p>Children are helped to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Children play with maps and small world equipment to create their own environments.</p>	<p>Follow simple directional language in play</p>	<p>Use locational and directional language to describe the location of landmarks and routes on a map</p>	<p>Locate countries studied [in topics in KS1] on a map and a globe. Identify and label the North and South Poles, axis, equator, northern and southern hemispheres</p>	<p>Use large scale maps outside e.g. Follow a local river downstream on an OS map, identify some features of the river Use a globe and map to name and locate the Equator, Tropics of Cancer and Capricorn, the Arctic, Antarctic Circle, Southern and Northern Hemispheres.</p>	<p>Use large scale maps to identify specific features. Following a local river downstream on an OS map, identify human and physical features along the course and record with grid references Use a globe and map to name and locate the Equator, Tropics of Cancer and Capricorn, the Arctic, Antarctic Circle, Southern and Northern Hemispheres. Identify the position of the Prime/Greenwich Meridian and start to understand the significance of</p>	<p>Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude.</p>	<p>Measure more complex distances and areas on maps (Digimaps) Describe how countries and geographical regions are diverse and yet interconnected and interdependent</p>
<p>Start to understand and follow simple direction and positional language</p>	<p>Follow simple directional language in play</p>	<p>Give and take directions</p>	<p>Use locational and directional language e.g. near/far, left/right/ to describe the location of features and routes on a map</p>	<p>Determine the difference between a human and a physical geographical feature</p>	<p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</p>	<p>Can describe height and slope from a map using contours</p>	<p>Can describe the shape of the land from contour patterns</p>
<p>Adults model simple directional language in play</p>	<p>Begin to recognise features of own location in other places around them.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK [own locality] and a non-European country</p>	<p>Investigate other people's opinions about an area, how it has changed and how it might look in the future</p>	<p>Investigate other people's opinions about an area, how it has changed and how it might look in the future</p>	<p>Can use simple statistics to ask and answer questions about locations</p>	<p>Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations</p>	<p>Make connections and consider different perspectives, challenge stereotypes, source provenance and bias</p>
<p>Talk about what they see around them with language modelled by adults around them.</p>	<p>Can read and compare map scales and uses them to measure distances</p>	<p>Can work confidently with a range of maps from large scale street maps to 1:50,000 maps</p>	<p>Can use digital maps to research factual information about features</p>	<p></p>	<p></p>	<p></p>	<p></p>



**Geographical fieldwork**

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On local walks, notice objects around them and talk about what they see	On local walks, collect interesting things and talk about them, take photos, make sketches and videos	Introducing fieldwork: Take photographs of interesting things on the local area and explain what the picture show, make sketches/videos of observations		Children carry out fieldwork in the local area using appropriate strategies given e.g. participate in a group to create a river on the playground using natural materials	Independently use geographical enquiry through fieldwork in the local area using appropriate strategies and resources given e.g. participate in a group to create a river on the playground using natural materials	Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies	Carry out fieldwork surveys to collect, analyse, present results e.g. graphs, charts, tables and maps, draw conclusions from geographical data using multiple sources of increasingly complex information
Children start to talk about the area for example if the ground is flat or sloped	Children begin to become familiar with the school grounds and local area, making collections and talking about what they see	Identify and use simple fieldwork and observational skills to study the geography of the school and its grounds [on a walk in the local area, children pick up things e.g. a leaf/stick and use to create a memory map/journey stick to show the journey]	Identify simple field work and observational skills to study the geography and land use of the schools surrounding environment [close proximity to the school] e.g. road, park, river, shops		Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies	Make detailed field sketches of a location's features, annotating with appropriate geographical words	Analyse and interpret different data sources including those collected in the field
	Children begin to recognise local features of the area around them from photos.	Children can use aerial photographs to identify physical and human features of a locality	Children can use aerial photographs to identify a range of physical and human features of a locality	Know how to plot routes on simple maps	Know how to locate, plan and plot routes on maps	Can plan and carry out a fieldwork investigation in an urban and/or rural setting using appropriate techniques	Can independently design, plan and carry out a fieldwork investigation in an urban area and/or rural area using appropriate techniques
Adults point out and talk about local landmarks	Children can recognise local landmarks and talk about them as language is modelled by the adults.	Children can draw a simple map with a basic key showing landmarks	Children can draw a map with a key of places showing landmarks		Describe how the locality of the school has changed over time		
Children have use of maps and plans in their play	Children can talk about features on a map of the school grounds that they create with adults.	Children can locate features of the school grounds on a base map	Children can accurately locate a range of features of the school grounds on a base map	Devise a map showing a short route with features in correct order and in the correct place include a simple key	Devise a map showing a short route with features in correct order and in the correct place include keys, four figure grid references, a scale and compass rose	Know how to devise maps and plans of localities studied that include symbols, keys, 6 figure grid references, a scale and an eight point compass rose	Draw own detailed sketch maps and field sketches of locations with annotations to identify patterns, processes and change e.g. land use, climate zones, population densities, height of land
				Present information gathered in fieldwork in a simple graph	Present information gathered in fieldwork using simple graphs.	Know what a climate zone is, identify the main climate zones of the world in relation to the equator	Explore locations from different perspectives and reflect on own beliefs
				Make a simple sketch map of the local area e.g. their classroom or school	Make a simple scale plan of a room	Map the land use of a location with given criteria e.g. shopping, leisure, residential etc	Can make an accurate scale plan of a room with objects in the room
				Can start to use a digital map and understands the function of the 'zoom' tool	Interpret thematic mapping and aerial and satellite photographs	Can use digital maps to investigate features of an area	Can use digital maps to research factual information about features
Begin to use language to describe the weather	Children talk about the weather daily using the correct vocabulary	Assist in keeping a weather chart based on first-hand observations using picture symbols [link to seasonal learning in science]	Keep a weekly weather chart using picture symbols, present the data and identify simple patterns			Make careful measurements of rainfall, temperature, distances, depths and record these in then most suitable way - including the use of ICT	
Begin to use language to identify the seasons	Know that weather changes are linked to the seasons	Show an awareness that weather may vary in different parts of the UK and the world	Identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles			Can present information gathered in fieldwork using a range of graphs	Can present information gathered in fieldwork using a range of graphs and other data presentation techniques

**Human and Physical geography**

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about features of their own immediate environment and how environments might vary from one another.	Know that weather changes are linked to the seasons  Begins to use some simple geographical vocabulary - key <b>PHYSICAL</b> features: sand, sea, beach, hill, season; key <b>HUMAN</b> features: house, flat, caravan, church, village, factory, farm, house, office, port, harbour and shop	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		<b>PHYSICAL</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; <b>HUMAN</b> 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			
Talk about what they see around them with language modelled by adults around them.	Begin to identify some features of the school environment	Identify the human and physical features of the school environment [see fieldwork above]	Understand the difference between human and physical geographical features - <b>Physical</b> : beach, cliff, coast, forest, hill, mountain, desert, river, sea, ocean, soil, valley, vegetation, season, weather. <b>Human</b> : city, town, village, factory, farm, house, office, shop.	Describe where you live and how the UK is located related to our continent, country, county, city, town, village.	Locate and describe physical and human characteristics of the UK e.g. use a copy of a map of the British Isles and locate and label the main British Rivers. Add the names of the settlements at the mouth of the rivers	Use a range of resources to describe and identify a location's key physical and human features and understand how some of these aspects have changed over time	Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation and the use of natural resources
Talk about what they see around them with language modelled by adults around them.	Begin to talk about the natural environment when they are in it	Talk about the natural environment, naming features and use key vocabulary [may link to animals and environments in science]	Identify the human and physical features of the locality [Boston]. Compare to those of a 'distant place' e.g. non-EU country [consider coverage of KS1 topics]	Children can make observations about, and describe, the local area and its human and physical geography, and suggest how they are connected	Ask and answer geographical questions about the human and physical characteristics of a location	can independently ask and answer geographical questions about the human and physical characteristics of a location	Understand physical geography relating to: glaciation, plate tectonics, rocks, <b>fold mountains</b> , soils, weathering, geological timescales, weather and climate, rivers and coasts
			Children can describe their locality and how it is similar and different to the 'distant place'	Children can describe the human and physical geography of a 'distant place' and suggest why it differs to their local area	Children can offer explanation for some similarities and differences between some European and some non-European regions	Can describe a river and mountain environment in the UK using appropriate geographical vocabulary	Can describe and name key landscape features of river and mountain environments in the UK and can describe some of the processes associated with rivers and mountains, including the water cycle
Talk about aspects of the world around them, visiting places with parents such as shops, parks and other familiar places	Ask questions about aspects of their familiar world such as the place where they live or the natural world. Adults introduce vocabulary to enable children to talk about their observations and ask	Describe an aspect of the physical and human geography of a distant place using visual aids.	Identify the River Witham, compare to a non-EU river taught in a KS topic and the River Thames.	Locate the continent of Europe, name the countries in Europe and identify the main physical and human features of the countries.	Summarise a physical, human or environmental issue, it's possible causes, and solutions either in the local area or an area studied.	Summarise the impact that people are having on their environment and how they are trying to manage an environment	Understand how human and physical processes interact to have an impact on landscapes both in terms of spatial variation and change over time
Use parents' knowledge to extend children's experiences of the world.			Recognise a natural environment and describe it using key vocabulary	Use simple geographical vocabulary to describe significant physical features and talk about how they change	Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains		Can discuss, debate and make decisions considering ethical, moral and cultural viewpoints
Support children by providing supplementary experience and information to enhance their learning about the world around them.		Children can recognise a natural environment and describe it using geographical vocabulary	Children can recognise different natural environments and describes them using a range of key vocabulary	Can understand how some physical processes can cause hazards to people, describing some advantages and disadvantages of living in hazard-prone areas	Can understand hazards from physical environments and their management, such as avalanches in mountain regions	Can explain how climate and vegetation are connected in biomes and understand some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected	Can explain climate patterns of a region, describe the characteristics of a biome, how plants and animals have adapted to live in it and a range of ways they could be protected for the future
Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.		Can identify a range of human environments such as the local area and contrasting settlements, describe some activities that occur there using key vocabulary	Children can identify different human environments such as the local area, and contrasting settlements such as a village and a city. They can describe their features and some activities that occur there using a range of vocabulary	Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary	Can understand how human activity is influenced by climate and weather	Can understand how human activity is influenced by climate and weather
Introduce vocabulary to enable children to talk about their observations and to ask questions.			Identify a range of human settlements and describe them environments, such as the local area and contrasting settlements and describe them using key vocabulary	Can locate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary	Can understand the relationship between climate and vegetation	Identify physical features of a landscape e.g. the parts of a river or a coastline, explain the processes acting on them and how humans manage them	Can understand that no one type of energy production will provide all our energy needs
			Identify similarities and differences between local physical features to those of a region studied in Year 1, e.g. River Thames.	Can identify and sequence a range of settlement sizes from a village to a city	Can describe the distinctive characteristics of settlements with different functions and different sizes e.g. coastal towns	Can explain why some settlements/ regions are different from others	Can explain why some settlements/ regions are different from others and can give reasons why some are similar
				Can describe the characteristics of settlements with different functions, e.g. coastal town	Can describe the main land uses within urban areas and the activities that take place there	Can explain several threats to wildlife/habitats	
Begin to use language to describe the weather	Children talk about the weather daily using the correct vocabulary			Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	Can describe the key characteristics of rural areas	Can use simple geographical vocabulary to describe significant features and talk about how they change	Can explain and offer reasons why, types of industry in an area has changed over time
	Know that weather changes are linked to the seasons	Identify seasonal and daily weather patterns in the weather and climate.	Identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles		Use resources to identify the key physical and human features of a location	Collect statistics about people and places, present them in the most appropriate ways	Collect statistics about people and places, present them in the most appropriate ways
		Show an awareness that weather may vary in different parts of the UK and the world.	Children can talk confidently about seasonal changes and can describe patterns of hot and cold areas of the world, relating these to the Poles and the Equator		<b>PLACE</b> : Explain own views about locations and give reasons, using key vocabulary including; <b>PHYSICAL</b> : rivers, mountains, volcanoes, earthquakes, the water cycle <b>HUMAN</b> : settlements and land use	Understands how a settlement/region develops due to the location of the natural resources	Describe a place in terms of how economically developed it is, including distribution of natural resources



Geographical enquiry, sources and communication

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk with adults about the world around them	Children ask questions about the world around them.	Begin to ask questions e.g. what is it like to live in this place?	Use observations to respond to questions	Ask interpretive questions such as 'what is .....like?'	Use sources of evidence to respond to a range of questions.	Draw on knowledge and understanding suggest 'what if ...?', 'How could...?', 'Why might...?', style questions	Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.
Children respond to what they see	Children can answer simple questions about what they see in their immediate environment	Respond to questions like what ... and where ...?			Ask questions to enable opinion to be voiced such as 'what do I think about it?'		
Children begin to talk about what they see	Children describe what they see	Make oral descriptions from simple observations	Express own opinions; describe features and places				
Children's play with adults enables them to explore ge	Children show through their play what they know	Communicate verbally through drama, pictures, sketches and maps.	Begin the use of technology to communicate, voice recorders, cameras and computers.				
			Start to communicate in writing, expanding through a range of genres.	Describe and offer explanations and reasons	Consider and explain own and others views about topical issues	Recognise and describe patterns	
					Ask and answer questions using appropriate geographical vocabulary	Suggest plausible conclusions, decisions	Describe and explain processes e.g. features caused by river erosion and possible extrapolation
Children use a range of resources in their play to support geography talk	Children use a range of resources in their play to support geography talk	Use a range of given secondary sources - texts, images, aerial photos, stories, videos etc	Develop use of secondary sources, use them to ask and respond to questions	Use satellite images, GIS, VR to explore distant locations	Use satellite images, GIS, VR to explore distant locations	Gather data for use as a primary source	Select and use a wider variety of primary and secondary sources

Geographical vocabulary

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
on top	above	autumn	Belfast	Active volcano	allotment	arid	Antarctic
over	backwards	building	address	clay	arable farming	climate change	Arctic
bridge	bridge	bungalow	aerial view	cliff	ascent	climate zones	biomes
bungalow	bungalow	bus	Africa	climate zone	basin	climate/ weather	canopy [trees]
caravan	caretaker	car	Antarctica	community	bed	compass	climate zones
church	church	cold	Arctic Ocean	compass	canal	condensation	congestion
flat	cleaner	dry	Asia	Core	coastal	confluence	conservation
dentist	dentist	far	Atlantic Ocean	Crater	condensation	continent	deforestation
doctor	doctor	farm	Australasia	diagram	contour	contour lines	disperse
go	forwards	fog	beach	Dormant	current	contours	distance
teacher	Head Teacher	globe	behind	Earth's Crust	delta	delta	Equator
house	house	hail	Cardiff	Earthquake	distance	deposition	equatorial
sideways	left	hot	city	environment	distribution	development	export
map	map	journey	cliff	Epicentre	downstream	electricity	Greenwich/Prime Meridian
Police Officer	Police Officer	junction	coast	equator	environment	energy	grid reference
right	right	left	desert	erosion [within weathering]	erosion	enquiry	immigrant
road	roundabout	London	distant	Eruption	estuary	evaporation	import
school	school	long	Dublin	Extinct volcano	evaporation	excursion	indigenous
street	street	lorry	east	factory	export	features	land use
teacher	teacher	narrow	Edinburgh	fieldwork	floodplain	flood plain	latitude
stop	traffic lights	near	Eire	harbour	freshwater	fossil	latitude
tunnel	tunnel	plan	England	Igneous	greenhouse	fuel	location
under	under	rain	English Channel	industry	grid reference	grid reference	longitude
crossing	zebra crossing	right	environment	lake	grid reference	ground water	longitude
		seasons	Equator	landscape	height	industrial	magma
		short	Europe	latitude	hemisphere	industry	migrate
		snow	factory	Lava	humid	irrigation	minutes[location]
		spring	forest	loam	import	landscape	natural disaster
		summer	harbour	longitude	inland	meander	natural resources
		town	hill	Magma	intensive farming	mouth	naturalised
		transport	Indian Ocean	Magma chamber	landscape	natural	Northern hemisphere
		travel	Irish Sea	Mantle	man-made materials	natural	Ordnance Survey
		village	landscape	mountain	market gardening	panel	pollution
		wet	larger	natural disaster	meander	population	pollution
		wide	local	North East	mixed farming	precipitation	population
		wind	location	North West	mountain	products	questionnaire
		winter	London	ocean	native/ indigenous	questionnaire	renewable
			mountain	office	natural resources	renewable	rural
			North	peat	organic farming	river	scale
			North America	Plates	ox-bow lake	satellite	Southern hemisphere
			North Pole	polar	peak	scale [maps]	subterranean
			North Sea	political map	polar	sea level	survey
			Northern Ireland	port	precipitation	settlement	sustainability
			ocean	primary source	productivity	solar	symbols
			Pacific ocean	relief map	range	solar	tectonic plates
			port	settlement	river	source	Time zone
			river	sketch	salt water	sub-continent	Tropic of Cancer
			route	soil	satellite	surface	Tropic of Capricorn
			Scotland	South East	scale	survey	tropical
			sea	South West	secondary source	sustainable	urban
			seasonal	Super volcano	settlement patterns	terrain	vegetation belts
			semi-detached	transport [carry]	source	tourist	
			smaller	tropical	spring [water]	transportation	
			soil	valley	sustainable	tributary	
			South	vegetation	tourism	turbine	
			South America	Vent	trade	vegetation belts	
			South Pole	Vibration	tributary	water cycle	
			Southern or Antarctic Ocean	Volcano	tropical	wind	
			terraced	Volcanologist	upstream		
			valley	weather	urban/ rural		
			vegetation	weathering	valley		
			Wales		valley		
			west		warm		
					water cycle		
					weathering		
					weathering/erosion		

An Enquiry framework

