



Crossflatts Geography Curriculum – Human and Physical

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Vocabulary	Hot, cold, hibernation, rain, snow, leaf colour, frost	Human Physical Autumn Summer Daylight Dawn Rainfall	Man made Created Winter Spring Dusk	City, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, physical features, human features, island, local, United Kingdom, contrast Weather Climate equator	Villages Towns Cities Earthquakes/Volcanoes Sedimentary Igneous Metamorphic Erosion Settlement Biomes, Erosion, arch, sand, pebbles, shingles, undercut, rockfall, landslide, dunes, mudflats, saltmarsh.	Borehole Community Reservoir Well Water tank Deciduous Desert Savanna	Lava flow, tectonic, magma chamber, tuff, pyroclastic flow, biome, eco-system, desert, rainforest, deciduous, taiga, savanna, temperate climate, tundra Evaporation Sea level Tributary	Distribution, nuclear, eco-power, turbine, Vegetation belt, earthquake, tectonic plate, fault line, biome, tundra, savanna, taiga, desert, rainforest, temperate, climate, tropical, sub-tropical
N.C. Objectives	Children talk about the features of their own immediate environment and how environments might vary from one another	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: <ul style="list-style-type: none"> 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 		Describe and understand key aspects of: <ul style="list-style-type: none"> 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 				
Key Learning/ Evidence of working at the expected standard	Know which features are physical and which are man-made when visiting the coast. To notice seasonal changes.	Recognise human and physical features in the local area. Identify and describe what places are like. Use geographical vocabulary to refer to features including: beach, cliff, coast, sea, season, weather etc for physical features. Use geographical vocabulary to refer to features including: city, town, shop, house, farm etc. for human features. To know that seasons change and what the four seasons are. Identify typical seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world.	Recognise human and physical features of non-European countries studied (e.g. Tanzania) Use geographical vocabulary to refer to features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use geographical vocabulary to refer to features including: city, town, village, factory, farm, house, office, port, harbour and shop Identify hot and cold areas of the world in relation to the equator and the North and South Poles	Describe and understand why early people chose to settle in particular areas of Britain (e.g. Skara Brae in the Stone Age). Describe and understand the different types of settlement in early Britain. Understand the importance of the distribution of natural resources in early Britain including minerals . Know what a mountain is and explain in simple terms how they are formed. Locate significant mountains on a world map.	Describe and understand the water cycle. Locate significant rivers on a world map. Describe how rivers and human activity are interlinked, using examples to see how the impact can benefit human development and how this affects the environment. Understand the importance of water and how people have learned to use this to create a sustainable energy source. Describe and understand the importance of rivers for Roman trade links. Understand the importance of the distribution of natural resources in Roman Britain including water .	Describe the key features of a volcano. Identify areas in the world where volcanoes are located. Explain how volcanoes are created. Explain the main effect that volcanoes have on human life (e.g. in South America). Understand how people have learned to use volcanic energy to create energy (electricity). Locate and describe the biomes of rainforest, taiga and tundra. Understand and compare vegetation belts across the world (areas characterised by certain plants due to climatic conditions) with a particular focus on South America. Describe and understand the different types of settlement in Viking Britain.	Describe the key features of an earthquake. Explain and study the main effects that earthquakes have on human life in North America. Compare the natural resources that are used to make energy. Explain how natural resources affected early settlements in North America (Mexico) (water, minerals and food). Explain and understand trade links between countries (e.g. North America and Africa). Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Compare and contrast the 4 major climate zones of the world (tropical zone, sub-tropics, temperate zone and cold zone) and explain how this is linked to the biomes.	



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<i>Possible evidence of greater depth understanding</i>	Children explain how they know which features are man-made and which are natural.	Can sort, describe and understand the difference between human and physical features from a range of pictures and images eg river, hill, valley, moorland, mountain, beach, cliff etc... v railway station, roads, etc... Can plan an appropriate wardrobe linked to a weather forecast that they have seen on the TV. Can plan activities linked to a weather report justifying appropriate clothing choices	Can compare Crossflatts to Keighley using images and maps to find similarities and differences in the human and physical geography. eg – difference in size and amenities on the main street; similarities in the river; moorland etc... Can use evidence collected to describe differences and similarities in daily/weekly/monthly/termly weather patterns.	Can draw comparisons and differences between different mountainous areas across the world. Can explain how different human activity across the world contributes to the way that people live and the dangers this poses to sustainable living.	Can suggest ways in which an interruption to the water cycle can impact upon the human activity e.g. drought in the developing world. Can confidently evaluate the impact of human activity on rivers linked to economic and environmental aspects. E.g. damming a river for hydroelectric power or reservoirs and the cost/benefit analysis compare the Washburn Valley to the Nile and Aswan Dam	Explain how different volcanoes can have a range of impacts depending upon whereabouts in the world they occur. Can confidently describe the impact of levels of economic development of different volcanic eruptions over time, making comparisons and drawing out differences and similarities.	Can confidently describe the benefits of trade and fair trade and answer the question where would you prefer to make a living and why?