



Manland Primary School- Geography Curriculum Intent



Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils: ♣ 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 ♣ 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 ♣ are competent in the geographical skills needed to: ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Reception	The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Children in Reception will develop the prerequisite skills they need to access the Key Stage 1 Geography Curriculum through a range of activities. These include both taught sessions and access to continuous provision.		
	Early Learning Goals that link to Geography: ELG People, culture and communities Describe their immediate environment using knowledge from observation, discussion, 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.	Children will: <ul style="list-style-type: none"> • Talk about the town in which they live. • Talk about different places that they visit e.g. the park, the beach, the farm, and can talk about some of the similarities and differences. • Explore maps and make their own simple maps. • Listen to stories which are set in different places, particularly different countries. • Discuss their homes and their lives, comparing them to lives of others around the world. 	Children will know: <ul style="list-style-type: none"> • The town or village that they live in and that this is in England. • That maps can be used to find the way somewhere. • That the world is made up of different countries. • Some similarities and differences between countries Key Vocab: Place, country, visit, holiday, travel, journey, same, different.



Manland Primary School- Geography Curriculum Intent



	Autumn	Spring	Summer
Year 1	<p><u>Our Town</u></p> <p><u>National Curriculum Content Area:</u> 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</p> <p>Use basic geographical vocabulary to refer to: key human features, including: town, village, factory, farm, house, office, shop.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • What a town is and what its features are • How to recognise local features using a map. • The school is located in Harpenden, in Hertfordshire. • The features of their school and its grounds. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Identify land use around the school. • key human features, including: city, town, village, factory, farm, house, office and shop. <p><u>Key Vocabulary</u></p>	<p><u>Our Country</u></p> <p><u>National Curriculum Content Area:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, port, harbour.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. • The capital of England is London. • The capital of Scotland is Edinburgh. The capital of Wales is Cardiff. • The capital of Northern Ireland is Belfast • UK is bordered by four seas, to the south by the English Channel, to the east by the North Sea. to the west by the Irish Sea and the Atlantic Ocean. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, and vegetation. • Use world maps, atlases and globes to identify the United Kingdom and its countries. <p><u>Key Vocabulary</u></p>	<p><u>Our World</u></p> <p><u>National Curriculum Content Area:</u> Name and locate the world's seven continents and five oceans</p> <p>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</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • The names and locations of the world's 7 continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia or Australasia. • The names of the 5 oceans: Arctic, Southern, Indian, Atlantic and Pacific. • How to use simple compass directions (North, South, East and West). • How to describe the location of features and routes on a map. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Name and locate the world's continents. • Name and locate the world's oceans • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Use world maps, atlases and globes to identify the continents and oceans studied. <p><u>Key Vocabulary</u></p>



Manland Primary School- Geography Curriculum Intent



	human, physical , features, fieldwork map, environment, town, city, village, factory, office, transport.	United Kingdom, capital city, country, atlas globe, port, harbour, coast, vegetation.	Continent, ocean, North, South, East and West, near and far; left and right, map, key, aerial photograph
Year 2	<p><u>London in the context of the UK</u></p> <p><u>National Curriculum Content Area:</u> 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</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • What the key features of a village, town and city are. • Maps contain a range of common symbols. • Maps may contain grid references. • What the key physical and human features of coastal, rural and urban areas are. • Harpenden is a suburban area • Aerial photographs show human and physical geographical features • What a range of significant London landmarks are. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, and village. • Use fieldwork to identify these features in our suburban town • Use simple grid references (A1, B1). • Use aerial images and plan perspectives to identify whether an area is coastal or rural. • Locate London on a map, using compass directions. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<p><u>Weather</u></p> <p><u>National Curriculum Content Area:</u> 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</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: season and weather</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • The weather in the United Kingdom can change from day to day. • The four seasons have particular weather patterns. • There are changes in weather in each season. In spring, it is often rainy and the temperature begins to get warmer. In summer, the sun is much stronger. The temperature is warmer than in any other season. In the autumn, the weather turns chillier, windier and there is often rain. In the winter, it is often cold and frosty. • Countries around the world have different climates. • Countries near the equator have hotter climates and the Arctic and Antarctic have much colder climates. • Climates can affect many things, such as which plants can grow. • Many animals are specially adapted to the climate they live in. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • 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 fieldwork to record changes in weather 	<p><u>Life in Cairo</u></p> <p><u>National Curriculum Content Area:</u> 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: Cairo</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • That Africa is a continent and Egypt is a country in Africa • Where Cairo is and be able to identify it on a world map • That Cairo and Egypt have a desert climate • That Cairo is Africa's most populous city • About the vegetation and plant life of a desert climate. • That Cairo is situated on the River Nile • About how Cairo and London are similar and different in their physical and human geography. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Make comparisons between a desert climate and oceanic climate • Identify similarities in physical and human geography between London and Cairo • Use fieldwork to compare seasonal and daily weather patterns between Cairo and London • Identify vegetation in the local area and compare to that in Cairo • Use basic Geographical vocabulary, such as: vegetation, river, season, weather, city, • Use world maps and atlases to locate Africa, Egypt and Cairo.



Manland Primary School- Geography Curriculum Intent



	<p><u>Key Vocabulary</u> map, aerial map, grid references, north, south, east, west, city, town, village, coastal or rural area, physical and man-made features, landmarks</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: weather • Devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> • Use simple compass directions to describe the locations of the capital cities within the countries.
		<p><u>Key Vocabulary</u> United Kingdom, location, Equator, North and South Poles, latitude, Artic, Antarctic, climate</p>	<p><u>Key Vocabulary</u> Desert, climate, weather, vegetation, city, South, North, Equator, population, rainfall, Equator.</p>
Year 3	<p><u>Getting to know the UK</u></p> <p><u>National Curriculum Content Area:</u> <u>Locational knowledge</u> 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.</p> <p><u>Geographical skills and fieldwork</u> use the eight points of a compass, four 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</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • That England is split into 9 geographical regions: London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. • What a county is and that we live in Hertfordshire. • The location of some counties in the UK and some major cities of the UK. • Some of areas of high ground in the UK. • How to use an atlas. • How to use the 8 points of a compass. <p><u>Pupils will learn to:</u></p>	<p><u>Volcanoes and Earthquakes</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • That the earth is made up of different layers. They will be able to name them and describe their characteristics. • That the earth is in a state of constant change and movement. • How the movement of tectonic plates contribute to extreme events around the world • Pupils will know about the different types of extreme events, including: earthquakes, volcanoes and tsunamis. • About the human and environmental impact of the extreme earth events. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Describe key aspects of: physical geography, including mountains, volcanoes and earthquakes. 	<p><u>Our European Neighbours</u></p> <p><u>National Curriculum Content Area:</u> <u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia / countries of Eastern Europe), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • The UK is located in Europe • How to locate countries and major cities using maps • There are 51 countries in Europe. • The continent of Europe is in the northern hemisphere. • There are many different landscapes, climates, physical and human characteristics within Europe.



Manland Primary School- Geography Curriculum Intent



	<ul style="list-style-type: none">Compare the physical and human features of Hertfordshire with another country.Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and land-use patterns.Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. <p><u>Key Vocabulary</u> country, county, compass, grid reference, human feature, physical feature, geographical region</p>	<p><u>Key Vocabulary</u> Crust, mantle, outer core, inner core, volcano, tsunami, earthquake, magma, tectonic plates, erupt</p>	<p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none">Name and locate Europe on a world map.Identify and locate countries in Europe.Identify features of European countries.Identify the major capital cities of Europe.Compare two European capital cities including London.Find out about the physical and human features of one European country.Create a transect across Europe. <p><u>Key Vocabulary</u> Capital, Continent, region, city, landmark, feature, human & Physical geography, coastline, border, transect</p>
Year 4	<p><u>Village Settlers</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u> 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.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none">Why certain places were chosen for settlementsMany of the places where people live today have existed for hundreds or even thousands of years.Many settlements were created by early settlers to the UK including Romans, Vikings, Anglo-Saxons.London was first settled in AD 43.Place names give us clues as to who first settled in an area and what it was like.Early settlers needed shelter, water, food. Transport links were useful.There are different types of land use and this has changed over the years.	<p><u>Rivers of the World</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: rivers.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none">The source of most rivers is on high ground or in the mountains.Some rivers join up with other rivers (tributaries).The point where they meet is called a confluence.Rivers in England at their mouth, will flow into either the North Sea, Irish Sea, English Channel or Atlantic Ocean.Meanders is a winding curve or bend in a river.As meanders grow, two meanders can merge together through erosion. The water takes this newer, shorter course.The longest river in the world is the Nile River.	<p><u>Italy Today</u></p> <p><u>National Curriculum Content Area:</u> <u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><u>Human and physical geography</u> describe and understand key aspects of: physical geography, including: climate zones human geography, including: types of settlement and land use</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Pupils will know:</u></p>



Manland Primary School- Geography Curriculum Intent



	<p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> Describe key aspects of: human geography, including: settlements and land use. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Describe how the locality of the school has changed over time. <p><u>Key Vocabulary</u> Agriculture, early settlers, healthcare, industrial, businesses, leisure time, retail, settlement</p>	<p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use a range of resources to identify the key physical and human features of a location. Compare rivers from different continents – Thames, Nile, Mississippi, Amazon and Yangtze. Describe key aspects of: physical geography, including: rivers and the water cycle. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <p><u>Key Vocabulary</u> stream, tributary, delta, confluence, channel, mouth, source, meander,</p>	<ul style="list-style-type: none"> Where Italy is in the world About the physical characteristics of Italy About some important landmarks in Italy About the physical and human geography of an region in Italy About some similarities and differences between a region of Italy and South East England. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> Name and locate Italy and England on a European map. Identify the physical features of Southern Italy using maps and Google earth. Identify the physical features of South East England using maps and Google earth. Compare two regions' geographical features. Use fieldwork to compare the weather of Rome and London. <p><u>Key Vocabulary</u> Oceans, lakes, mountains, rivers, weather climate patterns, country/region boundaries, buildings, elevation, region, peninsula</p>
Year 5	<p><u>Marvellous Maps</u></p> <p><u>National Curriculum Content Area:</u> <u>Locational knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><u>Geographical skills and fieldwork</u> 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</p>	<p><u>Mountains of the world</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: mountains.</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom compared to mountains around the world.</p> <p><u>Locational knowledge</u> Name and locate key topographical features including mountains</p>	<p><u>Local Water</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: the water cycle.</p> <p><u>Geographical skills and fieldwork</u> 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.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> The stages of a water cycle



Manland Primary School- Geography Curriculum Intent



	<p>knowledge of the United Kingdom and the wider world</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • How different maps are used for different purposes • Latitude lines run around the earth east to west. • Longitude lines run over the top of the earth north to south. • About the names of different types of maps, including atlases and ordnance survey maps. • About common symbols used on a map • About grid references and the eight points of a compass. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Find countries in Europe and North and South America on a map. • Use a key to describe features on an Ordnance Survey map. • Use the eight compass points to describe routes on a map. • use four and six figure grid references to locate places on a map <p><u>Key Vocabulary</u> Longitude, latitude, grid reference, ordnance survey, atlas, compass points, compass.</p>	<p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • How to identify a mountain on a map by using contour lines • The names of British mountain ranges and their locations. • That climates in mountainous areas are different to climates in low lying areas. • How mountains are formed, e.g. fold mountains, volcanic mountains, dome mountains and plateau mountains. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe and understand key aspects of: physical geography, including: vegetation belts, rivers, mountains and volcanoes <p><u>Key Vocabulary</u> Mountain, Summit, Range , Contour, Tectonic Plates, Altitude, Economic, Environmental.</p>	<ul style="list-style-type: none"> • That clouds form when warm, moist air is cooled. When it is cooled, it condenses into tiny water droplets which appear as clouds. • That heat from the sun evaporates water, which rises, condenses in the cool air and then falls back down to earth. • The river Lea flows through Harpenden in a SE direction. The Upper Lea is the section of the River Lea from Luton Hoo to Lemsford. • How erosion affects rivers and specifically the River Lea • How humans alleviate the effects of erosion. • That rivers flood and how that can affect communities <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Describe and understand key aspects of: physical geography, including: rivers • Use the eight points of a compass, four-figure grid references. • Evaluate how humans mitigate the dangers of erosion and flooding in the River Lee. <p><u>Key Vocabulary</u> water cycle, evaporation, transpiration, condensation, precipitation, solid, liquid, gas, and runoff, erosion</p>
Year 6	<p><u>Britain and the World</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u></p>	<p><u>Climate Change</u></p> <p><u>National Curriculum Content Area:</u> <u>Human and physical geography</u></p>	<p><u>Welcome to America</u></p> <p><u>National Curriculum Content Area:</u> <u>Place knowledge</u></p>



Manland Primary School- Geography Curriculum Intent



Human geography and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Pupils will know:

- What 'trade' is and how it has changed through time to become global in Britain.
- What resources different regions have and where the food products we buy come from.
- Why we import food.
- What are imports and exports and why we import food.
- What the impact of trade and Empire was on the Industrial Revolution.
- What the importance of certain imported and exported resources was for Britain and the role of Britain's colonies.
- That trade has changed a lot through history due to developments in transportation but also due to the changing relationships of the UK with other countries.
- In Tudor times, the UK traded with the Americas.
- In Victorian times, the UK mainly traded with other countries who were in the British Empire.

Pupils will learn to:

- Describe Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Link to History and British Empire

Key Vocabulary

fair trade, trade economy, transportation, resources, energy, Industrial revolution

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.

Pupils will know:

- The difference between weather and climate. The different climate zones, including biomes (a large region of Earth that has a certain climate and certain types of living things).and vegetation belts.
- How climate change is affecting different parts of the world, e.g. drought, hurricanes, flooding, melting ice caps.
- The cause of different climates.
- Humans produce greenhouse gases, which create a blanket around the earth. Sunlight travels to earth as shortwave radiation. Reflected sunlight is trapped in the earth's atmosphere by the greenhouse gases = earth heats up.
- Fossil fuels are burnt to make energy = carbon dioxide is released into the atmosphere.

Pupils will learn to:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Key Vocabulary

Climate change, global warming, greenhouse gases, fossil fuels, atmosphere, biomes. Vegetation, drought, melting ice caps, vegetation belts

Locate the world's countries using maps, with a focus on North America.

Understand geographical similarities and differences through the study of human and physical geography of a region within North America.

Locational knowledge

Locate the world's countries, using maps to focus North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Pupils will know:

- How to locate countries within North America using a range of maps.
- The Americas are two separate continents consisting of North America and South America.
- North America contains 23 different countries, some being dependent on one another for transport and resources.
- The Americas cover a huge area of the globe, extending over several lines of latitude and longitude.
- North American contain some of the World's prominent mountain ranges.
- The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna.

Pupils will learn to:

- Name and locate the countries of North America.
- To investigate and compare the climates of North America.



Manland Primary School- Geography Curriculum Intent



			<ul style="list-style-type: none">• To explore the geographical features of North America.• To explore the capital cities of North America.• To compare a region in the UK with a region in North America.• To research the physical and human features of A North American country. <p><u>Key Vocabulary</u> biomes, climate, continent, country equator, latitude, hemispheres, flora/fauna, longitude, tropical, temperate, tundra, mainland, economic.</p>
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