Colwich CE Primary School
Design and Technology

God is love, so we: Learn to Love; Love to Learn; Learn for life

The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world. Barak Obama

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two-year cycle, along with the specific vocabulary which supports this understanding.

EYFS - Early Learning Goals

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.
The Natural World	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KEY STAGE 1 and KEY STAGE 2

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1/2 ***National Curriculum** Skills Knowledge	***Name and locate the world's seven continents and five oceans** Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Showing on a map which continent they live in. To be able to name the seven continents of the world. To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. To be able to name the five oceans of the world. ***Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	***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** Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place To know that life elsewhere in the world is often different to theirs. To know that life elsewhere in the world often has similarities to theirs. To know some similarities and differences between their local area and a contrasting non European country	***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** Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.	Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed. ***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** **Question** Asking questions about the world around them. Recognising there are different ways to answer a question. **Observe** Commenting on and discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds **Measure**

	Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located		To know that weather conditions can be measured and recorded. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place ***Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** Recognising and describing some physical features of a location using subject-specific vocabulary. To know that physical features means any feature of an area that is on the Earth naturally. To know that coasts (and other physical features) change over time. To know some key physical features of the UK ***Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop** Recognising and describing some human features of a location using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. To know that human features means any feature of an area that was made or built by humans. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	Asking and answering simple questions about the features of their school and school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. **Record** Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. **Present** Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. ***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** Using an atlas to locate the UK. Using a map to locate the four countries of the UK. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. ***Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map** Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary).

				Responding to instructions using directional language to follow routes. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. ***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** Adding labels to sketch maps. Using simple picture maps and plans to move around the school. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features.

				To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.
	Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork**
Year 3/4 ***National Curriculum** Skills Knowledge	***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** Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers.	***Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America** Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes	***Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*	Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed. ***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** **Question** Beginning to choose the best approach to answer an enquiry question. **Observe** Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments **Measure** Using simple sampling techniques appropriately. Making digital audio recordings for a specific

	To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species.* ***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** Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.* ***Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic**		To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. ***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** Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data **Record** Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data **Present** Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs. ***Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. ***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** Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied.

	Circle, the Prime/Greenwich Meridian and time zones (including day and night) Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.			Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 5/6 ***National Curriculum** Skills Knowledge	***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** Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* ***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** Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	***Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America** Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes. To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.	***Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important. ***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** Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy.	Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed. ***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** **Question** Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. **Observe** Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. **Measure** Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. **Record** Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. **Present** Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence

	To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. ***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)** Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.		To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.	collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. ***Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. ***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** Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

				To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.* To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods

Vocabulary

	aerial photograph aerial view arid atlas beach capital city car park city cliff climate coast coastline compass continent country data collection desert different direction directional language e.g. near, far, next to, behind, etc. distance Equator	active volcano agricultural land air freight analyse biome buttress roots canopy layer capital city carbon footprint climate climate change climate zone commercial land community compare compass points composite volcano condensation consume country border county crust data	agriculture air pollution airstrip analyse arid atlas atmosphere audience barren biodegradable biofuel biome birth rate buffer cartogram city climate climate change coal conclusions coniferous trees consumption contour line

	farm	deforestation	coral bleaching
	features	delta	coral reef
	feelings	direction	crude oil
	fieldwork	dispersed	dam
	forest	distribution	data
	globe	dormant volcano	data collection methods
	grasslands	drifting ice	death rate
	harbour	drought	deciduous trees
	hill	earthquake	decompose
	house	emergent layer	deforestation
	human feature	enquiry	densely populated
	ice sheet	epicentre	desert
	improve	Equator	desertification
	island	estuary	digital map
	key	evaporation	digital technologies
	lake	export	disposable
	land	extinct volcano	drought
	landmark	facilities	ecology
	locate	fault line	ecosystem
	location	fault-block mountain	emissions
	map	fertile soil	energy source
	mild	fertiliser	enquiry
	mountain	flooding	erosion
	museum	floodplain	evidence
	north	fold mountain	flash flood
	ocean	food bank	fold mountain
	photograph	food miles	fossil fuels
	physical feature	forest floor	geology
	pictogram	geothermal energy	glacier
	pier	global warming	greenhouse gases
	place	grant	habitat
	pond	greenhouse gas	hemisphere
	position	groundwater	human feature
	post office	hemisphere	human footprint
	postcard	ice sheet	hydropower
	present	ice shelf	impact
	questionnaire	iceberg	improvements
	rain gauge	igneous rock	involuntary
	river	import	issue
	roundabout	index	justify
	route	indigenous peoples	land height
	sand dunes	inner core	latitude
	school grounds	interpret	leisure

	sea	irrigation	Likert scale
	season	land use	longitude
	shop	legend	marine
	similar	leisure	mesa
	survey	lianas	method
	symbol	linear	microplastics
	tally chart	lines of latitude	migrants
	temperature	lines of longitude	migration
	thermometer	local	mining
	tourist	logging	mountain climate
	town	magma	mountain range
	village	magma chamber	mushroom rock
	weather	man-made rock	national park
	weather vane	mantle	natural arch
		meander	natural disaster
		memorial	natural gas
		metamorphic rock	natural increase
		method	nature reserve
		metro	noise pollution
		mining	non-renewable
		monument	nuclear power
		natural rock	ocean current
		negative effects	OS map
		nucleated	physical feature
		outer core	plot
		oxbow lake	policy
		percolation	population
		pesticides	population
		place of worship	population density
		plate boundary	population distribution
		positive effects	presenting
		precipitation	Prime Meridian
		present	process
		produce	producer
		pyroclastic flow	pull factors
		qualitative	push factors
		quantitative	qualitative
		questionnaire	quantitative
		quote	questionnaire
		recreational land	rainfall
		region	ranching
		reliability	recommendation
		residential land	recreational land use

		responsible trade	refugee
		risk	regenerate
		river mouth	region
		route	renewable
		sample size	renewable energy
		scale bar	replenish
		seasonal food	risk
		sedimentary rock	risk
		seismic waves	route
		settlement	salt flat
		shield volcano	sand dune
		source	scale
		summarise	sea level
		sustainability	single use plastic
		tectonic plate	six-figure grid reference
		trade	solar power
		transpiration	sparse
		transportation	sparsely populated
		treaty	species
		trend	subjective
		tributary	temperate
		Tropic of Cancer	temperate forest
		Tropic of Capricorn	time zone
		tsunami	tourism
		understory layer	tourist
		valley	tourist attraction
		vegetation	urban planner
		vegetation belts	vegetation
		vent	viewpoint
		volcanic mountain	voluntary
		volcanic springs	water cycle
		water cycle	weather
		waterfall	windpower