



Roundswell Community Primary Academy

Geography Curriculum



INTENT

At Roundswell, we are committed to opening a world of opportunities for our children. We believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding of the world, as well as their place within it.

We will provide opportunities to access, investigate and make enquiries about their local area, the United Kingdom and the wider world. We will teach children geographical enquiry skills which will ensure they can fully access and explore our knowledge rich curriculum, giving them a progressive sense of place, moving from local to national to global.

Our geography curriculum is designed so that children are inspired to become curious and fascinated 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.



IMPLEMENTATION

Geography at Roundswell is taught consistently throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and of each theme taught and consideration has been given to ensure progression across themes throughout each year group across the school. At the beginning of each theme, children are able to convey what they already know as well as what they would like to find out.

This informs the planning and also ensures that lessons are relevant and take account of children's different starting points.

In the early years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the EYFS which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment. This is the first steps of becoming a geographer.

In KS1 & KS2, teachers ensure all aspects, knowledge and skills of geography are being taught across all year groups. It is planned and sequenced to ensure that learning and themes are accessible to all learners at Roundswell.

Geography lessons are planned coherently to build pupils knowledge and understanding of the world and the interaction between physical and human processes through quality first teaching.

Lessons build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.

A real focus will be placed upon developing their geographical . Enquiry work includes open-ended activities in which pupils are independently discovering things for themselves using their knowledge and skills. Teaching and learning is oriented towards answering questions, opening up problems and issues and moving towards general principles and solutions, with the teacher managing and organising an appropriate range of teaching and learning experiences.

From EYFS up to the end of key stage 2, pupils will be taught various geographical terms both in our local area and worldwide.

Geography assessment is ongoing and informs teachers with planning lesson activities and differentiation, it will be tracked against the geography progression of skills objectives.

All lessons are planned to using skills progression's so that knowledge is taught across the year groups; Skills are progressed across the key stage with Connexions made to prior learning.

Reactive geography informs peoples of worldwide events that are being reported in the news eg disasters and further build their understanding of physical geography and place knowledge through class discussions



IMPACT

We encourage the children at Roundswell Primary School to enjoy and value the curriculum we deliver.

We will constantly ask the WHY behind their learning and not just the HOW.

At Roundswell, the impact of quality first teaching in Geography will create a love, enthusiasm and deep understanding for Geography and the world

Well-constructed and well taught lessons provide pupils with opportunities to research and apply skills independently, skills essential for lifelong learning. Lesson observations and book scrutiny indicates high expectations and reflect what pupils have learned. All learning builds towards clearly defined end points that are met.

Pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world. All pupils will be able to discuss and recall a variety of events and where they happened in the world, as well as explain aspects of human and physical geography and confidently use maps and atlases.

Knowledge will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education and beyond. We want pupils to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.



Key Concepts

1. Place / Environment

What is it like?

How is it the same/ different?

2. Space/ Location/Scale

Where is it?

Where is it near?

Conceptual
understanding

3. Change, including historical impacts/ Sustainability

How has it changed & why?

How is it different?

4. Interconnectedness/ interactivity and culture (human)

How is it related?



GEOGRAPHY CURRICULUM MAP OVERVIEW

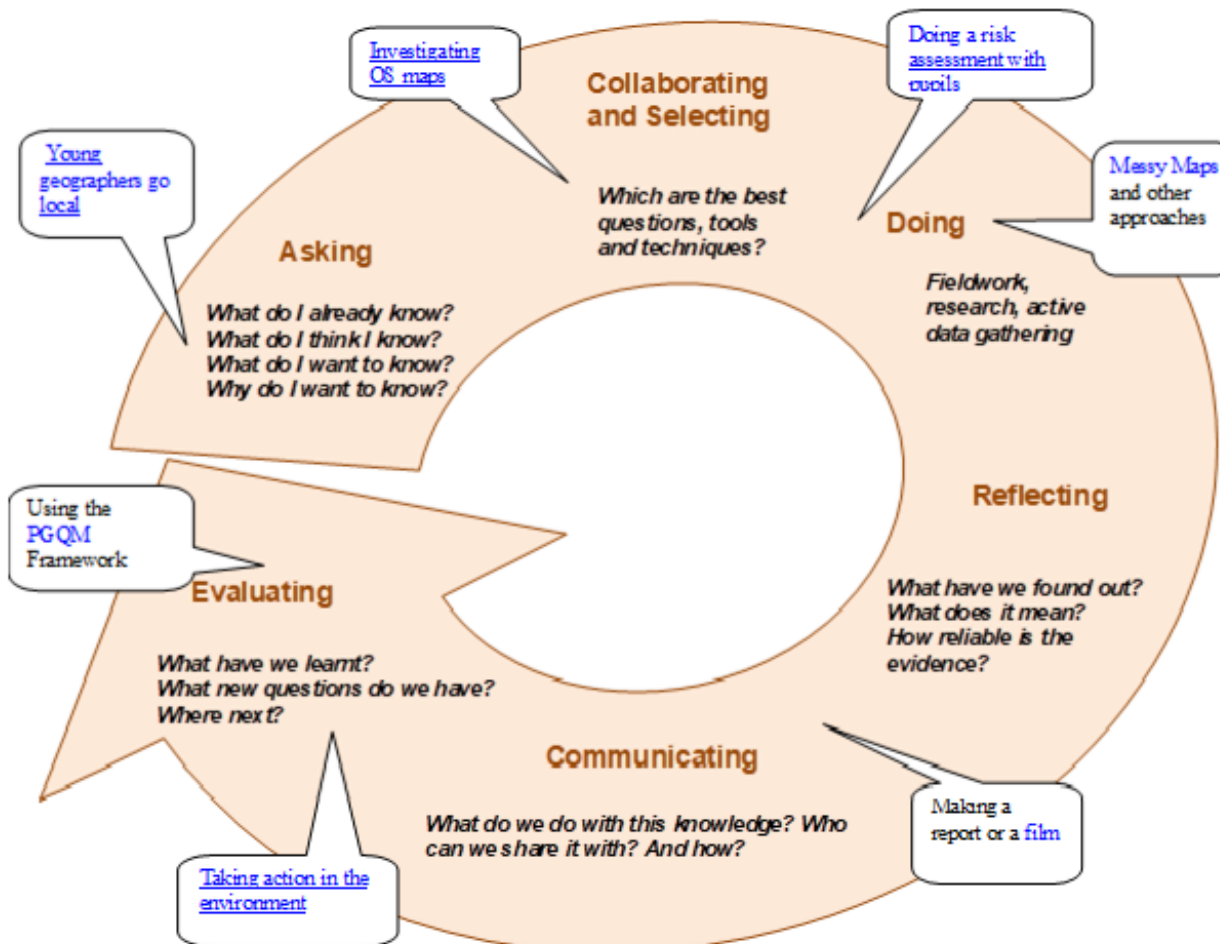
Disciplinary Knowledge Progression Across Year Groups



Geography Curriculum Map Overview



An Enquiry framework





Geography Curriculum Map Overview



EYFS	Year 1
	Asking
	Begins to formulate basic 'What', 'Where', and 'Why' questions about their immediate surroundings. Demonstrates curiosity about the different physical features and characteristics of their local environment.
	Collaborating and Selecting
	Demonstrates an ability to work in pairs or small groups to complete simple tasks such as collecting data on local weather patterns. Begins to identify and select relevant geographical information from simple maps or images.
	Doing
	Demonstrates basic map reading skills such as locating the school and their home on a local map. Begins to understand and explore simple patterns of geographical concepts such as simple weather patterns and seasons
	Reflecting
	Shows an ability to recall key geographical facts about their local environment. Begins to identify how geographical features or weather patterns affect their daily lives.
	Communicating
	Begins to use basic geographical terms to describe their local environment (e.g., hill, river, etc.).
	Evaluating
	Makes simple observations and statements about geographical data or findings.



Geography Curriculum Map Overview



Year 2	Year 3	Year 4
Asking		
Begins to ask more specific questions about local and global locations, including the relationships between different physical features (e.g., how rivers might affect the landscape). Shows curiosity about the ways people interact with their geographical environment.	Demonstrates an ability to formulate more complex geographical questions about human and physical characteristics of different regions. Shows curiosity about global geographical features and the way these interact with human societies.	Asks questions about the impact of human activities on physical geography, such as deforestation or urban development. Explores the reasons for geographical phenomena and changes over time.
Collaborating and Selecting		
Demonstrates increased proficiency in working in groups to gather, select, and interpret geographical data. Selects relevant information from a wider range of sources, including maps, graphs, and texts.	Collaborates in larger groups to conduct more complex geography tasks such as local field studies. Selects and interprets relevant information from a variety of sources, including digital media, to address specific geographical questions.	Collaborates effectively to plan and conduct geographical investigations, dividing roles and responsibilities within the group. Demonstrates an ability to select, analyse and interpret a wide range of geographical data to draw conclusions.
Doing		
Demonstrates improved proficiency in using maps, including understanding simple symbols and keys. Begins to compare and contrast different geographical environments, such as urban vs rural areas.	Uses maps of larger scales, understands grid references and starts to use compass directions. Begins to understand basic geographical patterns and processes, such as the water cycle.	Begins to use more advanced map skills, such as understanding contours and topographic maps. Investigates how human and physical geographical features interact, such as how rivers influence settlement patterns.
Reflecting		
Reflects on the implications of geographical phenomena, such as how changes in weather patterns might affect people's lives. Begins to draw connections between different geographical concepts (e.g., how climate affects vegetation).	Reflects on the impact of geographical processes on human societies, such as how volcanoes and the effect on the local population Begins to draw links between geographical phenomena in different regions of the world.	Reflects critically on the implications of geographical processes and human interventions, such as flood prevention. Begins to draw parallels between geographical issues in different parts of the world.
Communicating		
Uses a broader range of geographical vocabulary and demonstrates the ability to communicate geographical observations in a coherent manner.	Uses a wider range of geographical terms and can explain the meaning of geographical features and phenomena.	Communicates geographical findings effectively using appropriate language, charts, maps and digital tools.
Evaluating		
Evaluates simple geographical data or findings, making plausible predictions or conclusions.	Begins to evaluate the reliability of different sources of geographical information and can justify their conclusions based on evidence.	Evaluates geographical data critically, considering possible bias and perspectives, and can make well-reasoned predictions and conclusions.



Geography Curriculum Map Overview



Year 5	Year 6
Asking	
Asks detailed questions about global geographical issues, such as climate change, sustainability, or resource distribution. Shows curiosity about the relationships between physical geography, human societies, and geopolitical issues.	Formulates detailed, insightful geographical questions that demonstrate an understanding of complex human and physical processes. Shows a sophisticated curiosity about global geographical trends and challenges, such as the effect physical geography has on a national population
Collaborating and Selecting	
Collaborates effectively in a variety of settings, including field studies and digital platforms, to gather and interpret complex geographical data. Selects and synthesizes information from a wide range of sources to construct well-reasoned geographical arguments.	Leads and manages group tasks effectively, demonstrating an understanding of collaboration and data management in conducting comprehensive geographical investigations. Critically selects and synthesises information from a comprehensive range of sources, displaying an understanding of bias, reliability, and validity.
Doing	
Demonstrates a comprehensive understanding of map skills, including using latitude and longitude to identify locations. Explores complex geographical patterns and processes, such as the effect of climate change and sustainable living	Demonstrates advanced map skills and can use a range of maps effectively, including digital maps and GIS (Geographic Information System). Analyses and interprets complex geographical patterns and processes, such as the impacts of natural disasters or the influences of climate on global ecosystems.
Reflecting	
Reflects on the interconnectedness of geographical processes and phenomena, understanding the concept of a global system. Demonstrates awareness of how geographical processes and issues can impact future developments.	Reflects on the global implications of geographical issues, demonstrating an understanding of the links between human activity, geographical processes, and sustainable futures. Shows a sophisticated understanding of how geographical features, phenomena, and issues are interconnected on a global scale.
Communicatin	
Communicates geographical information confidently, effectively, and accurately using a wide range of formats and geographical terms.	Communicates geographical findings in a clear, coherent, and persuasive manner, employing a wide range of geographical terms and utilising diverse media effectively.
Evaluating	
Evaluates geographical information critically, considering the limitations of the data and the validity of their own conclusions.	Critically evaluates geographical information, processes and issues, making reasoned predictions about future developments and justifying conclusions based on comprehensive evidence.



Long Term Planning

Geography			
	Autumn 2	Spring 2	Summer 2
Year 1	How does the weather affect our lives?	What is the Geography of where I live?	Why do we love being by the sea so much?
Year 2	Why does it matter where my food comes from?	Why don't penguins need to fly?	What are the similarities and differences between Brazil and North Devon? (Rainforest)
Year 3	How and why is my local environment changing?	Why do so many people live in megacities?	Why do some earthquakes cause more damage than others?
Year 4	How can we live more sustainably?	What is a river?	Beyond the Magic Kingdom: what is the Sunshine State really like?
Year 5	Why are mountains so important?	Why is fair trade fair?	Why are jungles so wet and deserts so dry?
Year 6	Who are Britain's national parks for?	- HISTORY -	How is climate change affecting the world?



GEOGRAPHY CURRICULUM MAP OVERVIEW

Substantive Knowledge

Progression



Geography Curriculum Map Overview



	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none">To locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica;To identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;	<ul style="list-style-type: none">To locate Antarctica on a map of the world.To identify countries in Africa which lie within the Sahara Desert;To identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;



Geography Curriculum Map Overview



Place

Knowledge

- To observe and know reasons for the distribution of hot and cold places in the world
 - To know terms why the temperature of places decreases with distance from the Equator towards the north and south poles
 - To compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;
 - To know why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result
- To compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;
 - To use maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world;
 - To identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school;
 - To identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed
 - To observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern
 - To describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages
 - To identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer;
 - To know in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity;
 - To know, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school;
 - To compare and contrast the structure of a tropical rainforest with a wood in the local area



Geography Curriculum Map Overview



Human and Physical Geography

- To identify and describe the basic atmospheric elements of the weather
- To observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur;
- To identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments;
- To use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school;
- To know that the many different uses of land observed in the local area can be grouped into a small number of categories
- To know key physical and human geographical features of the local area
- To recognise any current changes in land use;
- To identify and describe the main physical and human features of seaside environments
- To know popular activities undertaken at the seaside;
- To know and give reasons why seaside holidays have changed in living memory;
- To compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.
- To know that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced;
- To know and, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products;
- To know and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities;
- To offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming;
- To compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole;
- To know how cheese is manufactured on one Devon farm and how it is exported;
- To explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom;
- To know and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported
- To describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers;
- To know, recognise and describe the key geographical features of the Antarctic environment
- To know, recognise and describe the key geographical features of the Sahara Desert;
- To know why Antarctica is a desert despite being the coldest place on Earth;
- To describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences;
- To know and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;



Geography Curriculum Map Overview



		<ul style="list-style-type: none">● To compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco);● To know the main elements which make up the weather and understand that weather conditions change from one moment to the next.● To know and describe the structure of typical tropical rainforest in Brunei;
Geography skills and fieldwork	<ul style="list-style-type: none">● To observe, measure and record the elements of daily weather by using a variety of simple instruments and devices● To present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement;● Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area;● To use interactive online mapping to plot, describe and explain a geographical walk around the local area.● To identify, describe and categorise living things within a rock pool habitat;● To identify, categorise and begin to explain the distribution of sea shells on a beach;● To know, describe and offer reasons for the presence of pollution on a beach;	<ul style="list-style-type: none">● To use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.



Geography Curriculum Map Overview



	Year 3	Year 4
Locational Knowledge	<p>To know, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual.</p> <p>To know and begin to explain the distribution of megacities across the continents of the world.</p> <p>To locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country</p> <p>To recognise and locate the largest cities in South America</p> <p>To locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources</p>	<p>To know, locate, compare and contrast the constituent states of the United States of America.</p>
Place Knowledge	<p>To know and give reasons why places change</p>	<p>To know and describe key geographical features of one state other than Florida</p> <p>To know and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world</p>



Geography Curriculum Map Overview



Human and Physical features

To know, with examples, how some environmental change may be the result of natural change whilst other change may be the result of deliberate human activity to improve the quality of life.

To know that the quality of the environment may change within the local area and make judgements to explain observations.

To know how remote sensing by satellites inform geographers of environmental change on a global scale, and identify and explain specific examples of change from NASA images of locations around the world.

To know and describe the key features of cities and suggest reasons for why people live in cities of such high density

To know some of the reasons why Baghdad was the first city in the world with a million inhabitants

To understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom

To know and offer reasons for the features of the city of Brasília, capital of Brazil

To know and conclude why the Brazilian government built a new capital city in 1960

To compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant

To know and explain the causes of earthquakes

To know and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world

To know and explain using examples what living sustainably means

To know and explain the differences between renewable and nonrenewable resources

To know how solar panels and wind turbines generate electricity

To know how sources of energy used to make electricity in the United Kingdom are changing

To know how electricity is generated in hydroelectric power stations

To know why creating new habitats for birds is a good example of sustainable development

To know and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable

To know how physical features of rivers change from source to mouth

To know why the course of a river changes as it flows from higher to lower ground

To know the features of river estuaries and explain why they are such important ecosystems for wildlife

To know the components of the hydrological or water cycle and explain the important role that rivers play

To know the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure

To understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London



Geography Curriculum Map Overview



To know why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction

To know and explain the causes of volcanoes

To explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand

To know the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida

To know the historical significance of the Maya civilisation and suggest reasons for its catastrophic end

To know and draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world

To know the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location

To compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours

To reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida

To know how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage



Geography Curriculum Map Overview



Geographical Skills and fieldwork

To observe, record and explain changes that have occurred in the past to the immediate local area.

To observe and record the distribution of earthquakes in New Zealand over the past two hundred years

To undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable

To use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river

To use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things

To interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding



Geography Curriculum Map Overview



	Year 5	Year 6
Locational Knowledge	<p>To locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</p> <p>To identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps</p>	<p>To identify, locate, describe and explain the distribution of the 15 National Parks in the UK</p>
Place Knowledge	<p>To identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains</p>	<p>To know special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this</p>



Geography Curriculum Map Overview



Human and Physical Geography

To know what geographers define as mountains and understand how this can lead to disagreements

To know how the movement of plates of the Earth's crust can form ranges of fold mountains

To reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924

To know why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east

To evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago

To know that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward

To know why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it

To know why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading

To compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences

To know how National Parks actively encourage visitors to enjoy and learn about what makes them special

To know the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK

To identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists

To identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose

To know the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom

To know who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do

To compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States

To know why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people

To evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia

To know why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring



Geography Curriculum Map Overview



To know why the terms of international trade are not always fair for some producers of goods in other countries around the world

To know what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification

To evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status

To know in basic terms the pattern of climate in the United Kingdom

To know reasons for the distribution of different types of climate around the world

To compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world

To know why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;

To describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world

in weather patterns and to sea levels and make judgements about what should be included in them

To know different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland

To know and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be

To know how, as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions



Geography Curriculum Map Overview



Geographical Fieldwork and Skills

To measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations

To construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements

To know how climate affects both the landscape of different biomes and the plants and animals that can live there

To observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'