

# Geography Curriculum: Progression of Skills, Knowledge & Understanding

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>							
<ul style="list-style-type: none"> <li>Name and locate different parts of the school.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying land and water on a map or globe</li> <li>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</li> <li>To know that usually water is represented in blue on a map or globe.</li> <li>To know the name of their school and the place where they live.</li> <li>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> </ul>	<p><b>What's it like here?</b></p> <ul style="list-style-type: none"> <li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> </ul> <p><b>What is the weather like in UK?</b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries on a map of the UK.</li> <li>Identify the country they live in.</li> <li>Begin to locate the four capital cities of the UK.</li> <li>Identify the four compass directions.</li> <li>Use the compass directions to describe the location of features.</li> </ul> <p><b>What is it like living in Shanghai?</b></p> <ul style="list-style-type: none"> <li>Name the continent they live in.</li> <li>Use an atlas to locate the UK and China on a world map.</li> <li>Use an atlas to locate Europe and Asia on a world map.</li> <li>Draw compass points.</li> </ul>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Locate some countries with hot or cold climates on a world map.</li> </ul> <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>Identify and locate characteristics of the UK on a map.</li> <li>Locate human and physical features on a world map.</li> <li>Name and locate the five oceans on a world map.</li> </ul> <p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>Label these on a map of the UK.</li> <li>Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>Explain the location of UK coasts using the four compass directions.</li> <li>Follow a prepared route on a map.</li> </ul>	<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>Give a correct example of a mountain range and its continent.</li> <li>State whether they would or would not want to live near a volcano.</li> </ul> <p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>Describe what lines of latitude and longitude are, giving an example.</li> <li>Describe Antarctica's location in the far south of the globe.</li> <li>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>Confidently use the zoom function on a digital map.</li> <li>Begin to recall the eight points of a compass, following at least four of them.</li> <li>Recognize and describe features on their school grounds from an aerial map.</li> <li>Draw a map of the route they take on an expedition.</li> </ul> <p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>Locate some cities in the UK.</li> <li>Locate some geographical regions in the UK.</li> <li>Describe the location of New Delhi.</li> </ul>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>Name some major rivers and their location.</li> <li>Identify the location of a river on an OS map.</li> </ul> <p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>State the location and some key features of the Amazon rainforest.</li> </ul> <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> </ul>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>Locate the Alps on a world map and identify and label the eight countries they spread through.</li> </ul> <p><b>Why do Oceans matter?</b></p> <ul style="list-style-type: none"> <li>Identify the Great Barrier Reef as part of Australia.</li> </ul> <p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>Identify the lines of latitude where hot desert biomes are located.</li> <li>Locate the largest deserts in each continent.</li> <li>Recognise that the Mojave Desert has a different time zone to the UK.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>Identify the most densely and sparsely populated areas.</li> <li>Follow a selected route on an OS map.</li> </ul> <p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>Locate UK cities on a map.</li> <li>Use six-figure grid references to identify features on an OS map.</li> <li>Plot points on a sketch map.</li> </ul> <p><b>Trade &amp; Economics / Biomes</b></p> <ul style="list-style-type: none"> <li>Use an atlas to find countries.</li> <li>Name some countries the UK imports/exports goods to/from.</li> </ul>
<b>Place Knowledge</b>							
<ul style="list-style-type: none"> <li>Name and locate different parts of the school.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Feel confident when taken out around the local neighbourhood and enjoy</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how environments in stories and images are different to the environment they live in.</li> </ul>	<p><b>What's it like here?</b></p> <ul style="list-style-type: none"> <li>Recognize four features in the school grounds using a map.</li> <li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>Draw a design to improve three areas of the playground</li> </ul>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>Describe some similarities and differences between the UK and Kenya.</li> </ul> <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>Identify human and physical features.</li> <li>Explain the difference between oceans and seas.</li> </ul>	<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>Observe, digitally record, and map different rocks using a symbol on a map.</li> <li>Identify rock types and their origins based on collected data.</li> </ul> <p><b>Who lives in Antarctica?</b></p>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>Describe different ways a river is used.</li> <li>Describe human and physical features around a river.</li> <li>Make a judgement on the environmental quality in a river environment.</li> </ul>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>Locate three physical and three human characteristics in the Alps.</li> <li>Research and describe the physical and human features of Innsbruck.</li> <li>Compare the human and physical geography of their local area and Innsbruck.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>Begin to describe what might influence the environments people live in.</li> <li>Create a digital map to plot and compare data collected from two locations.</li> <li>Suggest an idea to improve the environment.</li> </ul>

<p>exploring new places with their key person.</p>		<p>using the results from the survey.</p> <p><b>What is the weather like in UK?</b></p> <ul style="list-style-type: none"> <li>Describe some seasonal changes.</li> <li>Explain what the weather is like during each season in the UK.</li> </ul> <p><b>What is it like living in Shanghai?</b></p> <ul style="list-style-type: none"> <li>Identify features they see on a walk.</li> <li>Compare Shanghai to their locality.</li> <li>Identify similarities and differences between human and physical features.</li> </ul>	<p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>Define what the coast is.</li> <li>Locate coasts in the UK.</li> <li>Describe how people use the coast.</li> <li>Describe how the local coast has been used.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>Understand Antarctica has a polar climate made up of ice sheets, snow, and mountains.</li> <li>State that tourism and research are the two main reasons people visit Antarctica.</li> <li>Describe equipment researchers might use and clothes they wear.</li> <li>List some of the research carried out in Antarctica.</li> <li>State the outcome of Shackleton's expedition.</li> <li>Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> <p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>Describe the difference between villages, towns, and cities.</li> <li>State some similarities and differences between land use and features in New Delhi and the local area.</li> <li>Identify and begin to offer explanations about changes to features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Make suggestions on how a river environment could be improved.</li> </ul> <p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>Name and describe the four layers of tropical rainforests.</li> <li>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul> <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>Identify that different foods grow in different biomes and say why.</li> <li>Describe the intentions around trading responsibly.</li> <li>Describe the journey of a cocoa bean.</li> </ul>	<ul style="list-style-type: none"> <li>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul> <p><b>Why do Oceans matter?</b></p> <ul style="list-style-type: none"> <li>Describe the benefits of the Great Barrier Reef.</li> <li>Describe how humans impact the oceans and the consequences of this.</li> <li>Make suggestions for how to improve a marine environment.</li> </ul> <p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of a hot desert biome.</li> <li>Describe ways the Mojave Desert is used.</li> <li>Identify how humans use the desert.</li> <li>Give the benefits and drawbacks of living in a desert environment.</li> <li>Identify characteristics of two contrasting biomes and compare land use.</li> <li>Discuss if a desert environment is hospitable and why.</li> </ul>	<p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>Describe the significance of the Prime Meridian.</li> <li>Consider and justify the location of energy sources.</li> <li>Identify human features on a digital map.</li> </ul> <p><b>Trade &amp; Economics / Biomes</b></p> <ul style="list-style-type: none"> <li>Use an atlas to find countries.</li> <li>Name some countries the UK imports/exports goods to/from.</li> </ul>
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<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Use simple geographical words to describe physical features e.g. sand, tree, rock, water, soil.</li> <li>• Use simple geographical words to describe human features e.g. office, shop, farm.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing weather across the seasons.</li> <li>• Observing and discussing the effect the changing seasons have on the world around them.</li> <li>• Beginning to use the names of the seasons in the correct context.</li> <li>• Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>• To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</li> <li>• To know some of the key characteristics of each season.</li> <li>• To know that there are four seasons in a year marked by certain weather conditions.</li> <li>• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</li> <li>• To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> </ul>	<p><b>What's it like here?</b></p> <ul style="list-style-type: none"> <li>• Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> </ul> <p><b>What is the weather like in UK?</b></p> <ul style="list-style-type: none"> <li>• Identify the four seasons.</li> <li>• Observe and describe daily weather patterns.</li> <li>• Suggest appropriate clothing and activities for each season.</li> </ul> <p><b>What is it like living in Shanghai?</b></p> <ul style="list-style-type: none"> <li>• Give examples of human and physical features.</li> <li>• Explain the location of features using some directional language.</li> <li>• Use an aerial photograph to locate physical and human features.</li> <li>• Draw simple pictures or symbols on a sketch map.</li> <li>• Identify China's physical and human geography.</li> <li>• Sort physical and human features using photographs.</li> <li>• Identify physical and human features in images of Shanghai.</li> </ul>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>• Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>• Recognize the features of hot and cold places.</li> </ul> <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>• Use an aerial photograph to draw a simple sketch map.</li> <li>• Collect data by sketching findings on a map and completing a tally chart.</li> <li>• Present their findings in a bar chart.</li> </ul> <p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>• Name some of the physical features of coasts.</li> <li>• Name features of coasts and label these on a photograph.</li> <li>• Identify human features in a coastal town.</li> <li>• Identify human features on the local coast.</li> <li>• Record data using a tally chart.</li> <li>• Represent data in a pictogram.</li> </ul>	<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>• Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>• Explain one or more ways a mountain can be formed.</li> <li>• Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>• Name three ways in which volcanoes can be classified.</li> </ul> <p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>• Define what climate zones are.</li> <li>• Understand that Antarctica has a polar climate made up of ice sheets, snow, and mountains.</li> </ul> <p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Identify some human and physical features in New Delhi.</li> </ul>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>• Identify water stores and processes in the water cycle.</li> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• List some of the problems around rivers.</li> </ul> <p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>• Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>• Name one way in which the Amazon is changing.</li> <li>• Articulate why the Amazon rainforest is important.</li> <li>• Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>• Use a variety of data collection methods with support.</li> </ul> <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative impact of food production.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Collect data through an interview process.</li> <li>• Analyse interview responses to answer an enquiry question.</li> <li>• Discuss any trends in data collected.</li> </ul>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> <li>• Locate three physical and three human characteristics in the Alps.</li> </ul> <p><b>Why do Oceans matter?</b></p> <ul style="list-style-type: none"> <li>• Describe the water cycle.</li> <li>• Describe how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• Explain some actions that can be taken to help support healthy oceans.</li> <li>• Explain which data collection method would be best for marine fieldwork and why.</li> <li>• Collect data using a tally chart, photographs, and a sketch map.</li> <li>• Safely navigate the fieldwork environment.</li> <li>• Present data using a tally chart and pie chart.</li> </ul> <p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>• Name and describe the physical features found in a desert.</li> <li>• Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>• Describe some of the threats to deserts.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>• Describe the increase in global population over time.</li> <li>• Define birth and death rates, suggesting what may influence them.</li> <li>• Define migration, discussing push and pull factors.</li> <li>• Explain why some people have no choice but to leave their homes.</li> <li>• Describe the causes of climate change, explaining its impact on the global population.</li> <li>• Suggest an action they can take to fight climate change.</li> <li>• Calculate the length of a route to scale.</li> <li>• Use a variety of data collection methods, including using a Likert scale.</li> <li>• Collect information from a member of the public.</li> </ul> <p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>• Describe the significance of energy.</li> <li>• Give examples of sources of energy and their trading routes.</li> <li>• Define renewable and non-renewable energy.</li> <li>• Discuss the benefits and drawbacks of different energy sources.</li> <li>• Discuss how transport links have changed over time.</li> <li>• Design and use interview questions.</li> </ul> <p><b>Trade &amp; Economics / Biomes</b></p> <ul style="list-style-type: none"> <li>• Use an atlas to find countries.</li> <li>• Name some countries the UK imports/exports goods to/from.</li> </ul>
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<p>Follow simple directions.</p> <p>Talk about places they have visited.</p>	<p>Question</p> <p>Ask questions about the world around them.</p> <p>Observe</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Measure</p> <p>Answering simple questions, guided by the teacher.</p> <p>Record</p> <p>Creating some of the features they notice in their school and school grounds.</p> <p>Present</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p> <p>To know that a map is a picture of a place.</p> <p>To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	<p>Question</p> <p>Ask questions about the world around them.</p> <p>Observe</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Measure</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Record</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Present</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> <p>Using an atlas to locate the UK.</p> <p>Using a map of the UK to locate the four countries.</p> <p>Beginning to use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>Using an atlas to locate the Atlantic Ocean and Pacific Ocean.</p> <p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p>	<p>Question</p> <p>Recognising there are different ways to answer a question.</p> <p>Observe</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Measure</p> <p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</p> <p>Record</p> <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Taking digital photographs of geographical features in the locality.</p> <p>Making digital audio recordings when interviewing someone.</p> <p>Present</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p> <p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>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.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p>	<p>Question</p> <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Observe</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Measure</p> <p>Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.</p> <p>Record</p> <p>Taking digital photos and labelling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Present</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>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.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using</p>	<p>Question</p> <p>Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.</p> <p>Observe</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Measure</p> <p>Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.</p> <p>Record</p> <p>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.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.</p> <p>Present</p> <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p> <p>Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p>
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