

Geography Progression Map

Locational Knowledge

KSI

Name and locate the world's 7 continents and 5 oceans.

Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: **United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.**

LKS2

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.

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.

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).

- locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- 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;

use key vocabulary to demonstrate knowledge and understanding in this strand: **county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.**

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UKS2

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.

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.

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).

- use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

YG	Countries of the UK	7 Continents and 5 Oceans	Geographical Concepts	Changes Over Time
EYFS				
Y1	<ul style="list-style-type: none"> Name the four countries of the UK, capital cities and surrounding seas. Begin to know the differences between town and country locations. Begin to know and name key features of the countries of the UK. 			

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	<ul style="list-style-type: none"> Describe human and physical features of the capital city London. 			
Y2	<ul style="list-style-type: none"> Use an atlas to locate the four countries of the UK, capital cities and other key places. Explain how an island is different from the mainland and locate some of the main British islands using an atlas. 	<ul style="list-style-type: none"> Name the seven continents and five oceans of the world correctly. Use an atlas to accurately locate the continents and oceans of the world. Locate continents, oceans including their own continent and country using a world map Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. 	<ul style="list-style-type: none"> Understand that the world is spherical. 	<ul style="list-style-type: none"> Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past.
Y3	<ul style="list-style-type: none"> Name the capital cities of the countries of the UK. Name the seas surrounding the UK. Name some of the UK's main rivers. Explain what a county is. Name counties local to their area. Name some areas of higher ground in the UK. 		<ul style="list-style-type: none"> Identify the location of the Prime Meridian. Can find the tropics of Cancer and Capricorn on a map. 	<ul style="list-style-type: none"> Explain who first settled in London. Describe some ways that London has changed since AD 43. Identify where some immigrants to the UK came from. Identify similarities and differences between their daily routine and that of a child from another historical period.

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Y4			<ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Name some of the countries on the Equator. • Locate the Northern and Southern Hemispheres on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude and longitude on a map. • Identify the Arctic Circle and the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn independently. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian on a map. • Find the local time in another city using time differences. 	<ul style="list-style-type: none"> • Explain that settlements have been built at different times in history.
Y5	<ul style="list-style-type: none"> • List some foods that are produced in the UK. 	<ul style="list-style-type: none"> • Describe a continent as a large landmass and explain that continents are groups of countries. • identify some countries in Europe, using an atlas to find the names of countries. 		<ul style="list-style-type: none"> • Describe how trade took place in Tudor and Victorian times. • Identify similarities and differences between trading today and different periods of history.

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		<ul style="list-style-type: none"> • Identify some countries in North America. • Identify some countries in South America. • Name some wonders of the Americas. 		
Y6			<ul style="list-style-type: none"> • Define latitude, longitude and the Equator as geographical terms. • Describe the significance of the equator, tropics and poles. 	

Geography Skills and Fieldwork

KSI

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.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

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.

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.

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional to describe the location of features and routes on a map;
- devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

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- e) use key vocabulary to demonstrate knowledge and understanding in this strand: *compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.*

LKS2

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

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.

- a) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b) use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c) use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d) use key vocabulary to demonstrate knowledge and understanding in this strand: *sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.*

UKS2

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

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.

- a) use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b) 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;
- c) use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

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d) use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

YG	<u>Geographical Awareness and Questioning</u>	<u>Maps, Atlases and Coordinates</u>	<u>Compasses, Directions and Routes</u>	<u>Fieldwork</u>
EYFS	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Describe what they see, hear and feel whilst outside. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Draw information from a simple map. 	<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Explore the natural world around them.
Y1	<ul style="list-style-type: none"> Begin to recognise familiar places in their local area. Write an address appropriately, understanding the order it's written in. Make simple observations about the geography of the classroom and school. Make observations about the school using description. Ask simple geographical questions. 	<ul style="list-style-type: none"> Use maps and plan a route, giving reasons for choices. Use aerial photographs to recognise basic human and physical features. Use internet mapping programmes to observe aerial views. Recognise and use basic map symbols and begin to understand the need for a key. Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. 	<ul style="list-style-type: none"> Use simple compass directions (NESW). Produce a journey line. Compare distances. 	<ul style="list-style-type: none"> Use simple fieldwork skills to study the geography of the school. Use fieldwork skills confidently to make a range of observations.

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		<ul style="list-style-type: none"> Use world maps and globes to begin to locate some continents and countries. 		
Y2	<ul style="list-style-type: none"> Compare aerial and ground level view photographs. 	<ul style="list-style-type: none"> Name different types of maps and explain a range of key features of maps. Compare different types of maps. Identify map symbols. Use an atlas to locate the seven continents of the world. Use an atlas to locate the five major oceans of the world. Use aerial photographs and satellite images to recognise basic human and physical features. Confidently use an atlas to locate a range of countries, capital cities in the UK and the world. 	<ul style="list-style-type: none"> Name the four points of a compass. Use and follow compass directions (NESW), locational and directional language. Follow routes on a map. Plan a simple route around the local area using key vocabulary. Describe a journey line in detail using key geographical vocabulary. 	<ul style="list-style-type: none"> Draw a simple sketch map of the school and local area. Visit a seaside resort to carry out fieldwork and observations.
Y3		<ul style="list-style-type: none"> Label the key cities in the UK on a map. Find the names of seas on a map. Find the names of rivers on a map. Use a legend to find areas of higher ground on a map. Find their county on a map. 	<ul style="list-style-type: none"> Use the 8 compass directions to find a location on a map. 	

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		<ul style="list-style-type: none"> • Find areas of higher ground on a map of the UK. • Find London on world and UK maps. • Use an atlas to find countries of the world where rainforests are found. • Use the 8 compass directions to find a location on a map. 		
Y4		<ul style="list-style-type: none"> • Identify land use using a digital map. • Use a key to identify transport links on maps. • Use an atlas to find a route between two places. • Use a map to locate the Equator, Northern and Southern Hemispheres, North and South Poles, Lines of Longitude and Latitude, the Arctic and Antarctic Circles and the Tropics. • Identify a location on a map when the latitude and longitude are provided. 	<ul style="list-style-type: none"> • Use an atlas to find a route between two places. 	<ul style="list-style-type: none"> • Draw a map of a settlement. • Create a key for a map.
Y5	<ul style="list-style-type: none"> • Find differences between photographs of the same location. 	<ul style="list-style-type: none"> • Use an index to find a place name or a given place. • Find the correct page in an atlas by using the index. 		<ul style="list-style-type: none"> • Label a map using a key.

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	<ul style="list-style-type: none"> Find similarities between photographs of the same location. Find differences between maps of the same location. 	<ul style="list-style-type: none"> Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give co-ordinates by going across first and then up. Find a location from four-figure co-ordinates. Give four-figure coordinates for a location. Find similarities between maps of the same location. Identify physical features on a map. Use digital maps to calculate the distance between two places. 		
Y6		<ul style="list-style-type: none"> Explain that coordinates pinpoint a geographical location. 		<ul style="list-style-type: none"> Complete a local area study.

Human and Physical Geography

KSI

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farms, house, office, port, harbour and shop

a) 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

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Equator and the North and South Poles;

- b) 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;*
- c) use basic geographical vocabulary to refer to key human features, including: *city, town, village, factory, farm, house, office, port, harbour and shop.*

LKS2

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- a) physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b) human geography, including: types of settlement and land use;
- c) use key vocabulary to demonstrate knowledge and understanding in this strand: *mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.*

UKS2

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- a) physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- b) 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;
- c) use key vocabulary to demonstrate knowledge and understanding in this strand: *environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.*

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YG	<u>Weather, Climate and the Tropics</u>	<u>Natural Hazards</u>	<u>Rivers and the Water Cycle</u>	<u>Human Geography</u>
EYFS	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 			
Y1	<ul style="list-style-type: none"> Name weather types in the UK. Identify daily changes in weather. Identify seasonal changes across a year. Recognise weather symbols. Understand how weather can affect people's lives. Explain some dangers of the weather and how people can protect themselves. Locate hot and cold countries of the world. Make observations about the weather in the UK using description and some explanation. Make recordings about the weather with some support. 			
Y2				<ul style="list-style-type: none"> Use key words to describe different places, including seaside locations. Describe simple human and physical features about seaside resorts. Locate their nearest seaside resort on a map and locate

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				<p>some seaside resorts of the UK.</p> <ul style="list-style-type: none"> • Explain that seaside resorts can be found in the UK and worldwide. • Begin to classify key features of places into 'natural' and 'man-made'. • Observe aerial photographs of seaside locations to recognise basic human and physical features. • Describe in more detail that seaside resorts have changed over time and explain some simple features of seaside holidays in the past. • Describe a UK seaside resort (St. Ives, Cornwall) in detail using a range of information.
Y3	<ul style="list-style-type: none"> • Describe what the weather is usually like in a tropical climate. • Tell you that rainforests are found between the tropics of Cancer and Capricorn. • Name the four layers of a rainforest. • Tell you about the climate in each layer. • Tell you about the plants found in each layer. 	<ul style="list-style-type: none"> • Name the layers that make up the Earth and describe their properties. • Name the key parts of a volcano. • Explain how a volcano is formed. • Describe what happens when a volcano erupts. • Describe some of the risks and benefits of living near a volcano. 	<ul style="list-style-type: none"> • Name the seas that some rivers flow into. 	

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	<ul style="list-style-type: none"> Tell you more about animals living in each layer of the rainforest. Tell you what deforestation means. 	<ul style="list-style-type: none"> Show where most volcanoes are found. Explain why earthquakes occur. Explain how to keep safe during an earthquake. Describe a tsunami. Describe the damage caused by a tsunami. Explain how to keep safe during a tsunami. Explain how tornadoes form. Explain where tornadoes happen. Describe how scientists collect data about storms. 		
Y4	<ul style="list-style-type: none"> Describe the climate in the tropics. Explain why day and night occur. 		<ul style="list-style-type: none"> Describe water in its solid, liquid and gaseous state. Explain how to change a solid into a liquid and a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. List the main events in the water cycle. Explain that the water cycle keeps going. Explain that changes in temperature cause evaporation and condensation. 	<ul style="list-style-type: none"> Explain what a settlement is. Identify important features of a settlement site. List the things settlers need from a settlement site. Sort settlers' needs by importance. Identify reasons settlers have chosen a site. Identify features of a good settlement site. Explain that some settlements were built by invaders.

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			<ul style="list-style-type: none"> • Use the words evaporation and condensation to explain why clouds form. • Explain that water has to be cleaned for drinking and some steps in doing this. • Suggest ways to remove dirt from water. • List different types of flooding. • Explain what causes flooding. • Describe how flooding affects communities. 	<ul style="list-style-type: none"> • Explain that settlements have been built at different times in history. • Identify who built a settlement from clues in its name. • List different types of land use and identify similarities and differences.
Y5				<ul style="list-style-type: none"> • Identify important features of a settlement site. • Rank human needs by importance to me. • List the resources a settlement needs to thrive. • Tell you the main stages of electricity distribution. • Identify what makes an energy source renewable. • Name some of the methods of power generation used in the UK, including renewable methods. • Find the country or town of origin on a food label. • List some foods that are produced in the UK.

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				<ul style="list-style-type: none"> • Tell you what food miles are. • Identify ways to reduce food wastage. • Identify ways to reduce energy usage. • Identify ways to reduce water wastage. • Tell you that food shortages are a global problem, naming areas most affected. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing resource shortages around the world.
Y6	<ul style="list-style-type: none"> • Explain how latitude affects the geography and climate of a region. 		<ul style="list-style-type: none"> • Use the index or legend to find rivers. • Identify Describe and the place in which the source of a river is found. • List some features of a river's upper course. • List some features of a river's middle course. • List some features of a river's lower course. • Compare the features of rivers at different points along their courses. • Describe how water erodes a riverbank. 	<ul style="list-style-type: none"> • Explain what trading is. • Explain the difference between imports and exports. • List some goods exported from the UK. • List some goods imported to the UK. • Name some countries the UK exports goods to. • Name some countries the UK imports goods from. • List some products that are fairly traded.

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			<ul style="list-style-type: none">• Describe how deposition changes the shape of a river.• Explain how meanders form and identify them on maps or photographs.• Describe how waterfalls are formed.• List some ways that rivers are used and sort into categories.• List some advantages for different uses of a river.• List some disadvantages for different uses of a river.• Describe what a dam is and two reasons they are built.• Give the location of one major dam.• Identify the advantages of benefits of building a dam.• Identify the disadvantages and risks of building a dam.	<ul style="list-style-type: none">• Describe how goods can be the product of more than one country.• Describe how trade takes place today.• Describe how trade took place in Tudor and Victorian times.
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Place Knowledge

KSI

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.

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- a) compare the UK with a contrasting country in the world;
- b) compare a local city/town in the UK with a contrasting city/town in a different country;
- c) use key vocabulary to demonstrate knowledge and understanding in this strand: *South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.*

LKS2

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.

- a) understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- b) explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;
- c) understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- d) explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;
- e) use key vocabulary to demonstrate knowledge and understanding in this strand: *Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.*

UKS2

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.

- a) understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- b) understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- c) use key vocabulary to demonstrate knowledge and understanding in this strand: *latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.*

YG

Place Knowledge

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Recognise some environments that are different to the one in which they live.
- Recognise some similarities and differences between life in this country and life in other countries.

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Y1	<ul style="list-style-type: none"> • Compare the capital cities London and Brasilia, highlighting the similarities and difference between the two locations. • Make comparisons between different the weather of different places studied.
Y2	
Y3	<ul style="list-style-type: none"> • Tell you some similarities between the Amazon rainforest and Sherwood Forest. • Tell you some differences between the Amazon rainforest and Sherwood Forest.
Y4	<ul style="list-style-type: none"> • Identify similarities between the UK and the tropics. • Identify differences between the UK and the tropics. • Compare daylight hours in the UK and polar regions.
Y5	<ul style="list-style-type: none"> • Tell you about important physical features of an area of eastern Europe, drawing comparisons to the UK. • Tell you about the climate of an area of eastern Europe, drawing comparisons to the UK. • Tell you about the human geography of an area of eastern Europe, drawing comparisons to the UK. • Explain what planning is needed for a trip abroad. • Identify similarities and differences between a place in eastern Europe and where I live. • Identify similarities and differences between the climate of a place in eastern Europe and where I live. • Identify similarities and differences between the human geography of a place in eastern Europe and where I live.
Y6	<ul style="list-style-type: none"> • Describe physical features of an area of the Americas, drawing comparisons to the UK. • Describe the climate of an area of the Americas, drawing comparisons to the UK. • Describe the human geography of an area of North America, drawing comparisons to the UK. • Identify similarities between a place in North America and where they live. • Identify differences between a place in North America and where they live. • Identify similarities between the climate of a place in North America and where they live. • Identify differences between the climate of a place in North America and where they live. • Identify similarities between the human geography of a place in North America and where they live. • Identify differences between the human geography of a place in North America and where they live. • Investigate El Salvador, describing its climate and physical features. • Identify the issues of the people living in El Salvador, comparing their experiences to people in the UK.