Geography Long Term Overview

Intent

At Embleton Primary School, our Geography curriculum inspires curiosity and deepens understanding of the world - locally, nationally and globally. Rooted in the National Curriculum and the Geography Association's principles, it equips pupils with knowledge of places, environments and processes, while fostering responsibility, enquiry and global awareness.

We place local geography at the heart of our provision, using Northumberland's landscapes, settlements and heritage to develop a strong sense of place. Through progressive, mixed-age planning, pupils explore the connections between human and physical geography and build a growing understanding of how the world works and their role within it.

Our curriculum promotes key concepts such as place, space, scale, interdependence, physical and human processes, and sustainability, enabling pupils to think like geographers and see themselves as connected global citizens.

Implementation

Geography is taught through a two-year rolling programme tailored to our mixed-age classes. Learning progresses from familiar places to global contexts and is structured around five key strands: locational knowledge, place knowledge, human geography, physical geography and fieldwork skills.

Each unit begins with a key question and retrieval of prior knowledge, building pupils' understanding through high-quality resources, vocabulary and practical enquiry. Fieldwork is integral, with children using maps, digital tools and direct observation to explore Embleton, the wider North East and beyond.

Impact

Pupils leave Embleton with a secure understanding of key geographical knowledge and skills. They can:

- Use maps, data and vocabulary to explain human and physical features.
- Ask and answer thoughtful geographical questions.
- Understand how people and environments are connected across the world.
- Show care for the planet and awareness of their impact.

All pupils, including those with SEND and disadvantaged backgrounds, are prepared for the next stage of learning and to engage with the world as informed, responsible citizens.

Key Geographical Learning Themes				
Locational Knowledge	**Place Knowledge**	**Human Geography**	**Physical Geography**	**Skills and Fieldwork**

	Autumn	**Spring**	**Summer**
EYFS	**Me and my world** Understanding the immediate environment and sense of belonging within the school community	**Weather & Seasons** Developing awareness of different environments and cultures	**Exploring Embleton** Understanding the importance of our environment
KS1 Cycle A	**Our village and local area** What makes Embleton special?	**Weather & Seasons** How does the weather affect our lives?	**The UK** What is the United Kingdom and where do we fit?
KS1 Cycle B	**Contrasting Localities (Urban v Rural)** How is Newcastle different from Embleton?	**Hot and Cold Places** What is it like in hot and cold places?	**Rivers and Coasts** How do rivers and coasts shape our land?
LKS2 Cycle A	**The Northumberland Landscape** What makes the Northumberland landscape unique?	**Rivers of the UK** How do rivers shape the land and our lives?	**The UK and its Regions** How is the UK divided and connected?
LKS2 Cycle B	**Settlement and Land Use** Why do people live where we do?	**Extreme Earth** What happens when the Earth gets angry?	**Europe - A study of a contrasting region** How is life different in southern Europe?
UKS2 Cycle A	**Northumberland through time** How has Northumberland's Geography changed over time?	**Climate Zones and Biomes** Why are there deserts, rainforests and tundras?	**World Trade and Global Connections** How does what we buy connect us to the world?
UKS2 Cycle B	**The UK's Physical Geography** How do the UK's rivers, mountains and coasts shape our land?	**Natural Disasters** What happens when nature goes wild?	**Contrasting Region - North America** How is life in North America different from life in Northumberland?

	Autumn	Spring	Summer
Core Concept	Place knowledge and Human Geography	Physical Geography, Locational knowledge and Human Geography	Place knowledge, Human Geography and Skills and Fieldwork
Topic	**Me and My World**	**Weather & Seasons**	**Exploring Embleton**
EYFS	**Key Question:** What is in my school environment? **Make a fuss!** ● **What places can we see in school?** a) Classrooms b) The hall c) The office ● **What is outside in our school environment?** a) The field b) Reception outdoor area c) The playground ● **How is school different from my home?** a) At school, we learn and play with lots of friends. b) At home, we live with our family and sleep in our own bed. ● **Who helps us at school?** a) Teachers b) Mrs Cotton c) Mr Shaw d) Mandy the cook **Key Vocabulary** Environment, school, home, building, road, field, hall, office, classroom ***Abstract Vocabulary*** *Safe, caring, compare, belong, community, different, change, same*	**Key Question:** How is the weather different in the UK, Arctic and Africa? **Make a fuss!** ● **What is the weather like in the UK?** a) It rains b) It is sunny c) It is windy d) It snows ● **What is the weather like in the Arctic?** a) It is cold b) It snows a lot ● **What is the weather like in Africa?** a) It is hot b) It is sunny c) It is dry ● **What clothes do people wear in each country?** a) UK- People wear warm coats and boots in winter and t-shirts and shorts in summer. b) Antarctic- People wear big warm coats, hats, scarves, and boots to keep warm. c) Africa- People wear light, cool clothes to stay cool in the hot weather. **Key Vocabulary** UK, Antarctica, Africa, Weather, Cold, Hot, Warm, Sunny, Rainy, Snowy, Windy, Dry, Icy, Season, Change, Temperature ***Abstract Vocabulary*** *Same, different, change, feel, safe, belonging*	**Key Question:** What makes Embleton special? **Make a fuss!** ● **What key landmarks are in Embleton?** a) Holy Trinity Church b) Quarry c) Playpark ● **What animals live in Embleton?** a) Farm animals b) Birds c) Rabbits ● **How is Embleton different from other places?** a) Embleton has a quarry b) It is quieter and has more open space than a busy town or city. c) There are fields and animals like birds and rabbits. ● **What key features would be on a map of Embleton?** a) School b) Village Shop c) Creighton Hall d) Holy Trinity Church e) Playpark **Key Vocabulary** School, shop, road, map, key, path, landmark ***Abstract Vocabulary*** *Quiet, rural, community, explore, same, different*
Core Concept	Location Knowledge, Place Knowledge, Human Geography, Physical Geography, Skills and Fieldwork	Place Knowledge, Physical Geography, Fieldwork and Skills	Location Knowledge, Place Knowledge, Skills and fieldwork

Topic	Our Village and Local Area	Weather & Seasons	The UK
KS1 Cycle A	**Key Question:** What makes Embleton special? **Make a Fuss!** ● **Embleton is a Village in a rural location (not urban)** ● **Quarry** a) Originally a Whinstone Quarry producing whinstone blocks to use in pavements and buildings. b) Was then used as a landfill site for household rubbish. c) When the landfill site closed they filled it with soil and allowed wildflowers to grow. d) Wildlife such as ducks, geese, birds and bats now enjoy the site. e) Quarry used for Dark Skies (very little light pollution) ● **Understand the difference between Human and Physical features:** a) Human features have been built humans for example houses and shops b) Physical features are made naturally for example fields and rivers ● **Draw simple maps of the village to include:** a) School b) Field c) Quarry d) Houses e) Shop f) Road ● **Identify key symbols that could be used on the map of Embleton including the 4 compass points** **Skills:** Drawing Maps **Key Vocabulary**	**Key Question:** How does the weather affect our lives? **Make a Fuss!** ● **Understand weather symbols and can describe the weather with simple vocabulary** ● **Recording of weather data:** a) Rain Gauge b) Temperature c) Wind direction d) Daily weather chart ● **Name the 4 seasons and associated weather** ● **Key comparisons can be made about weather in two UK locations** ● **Weather can affect us and our lives:** a) Farming b) Travel c) School ● **Use key symbols and vocabulary to describe the weather taking on the role of a weather forecaster.** **Skills:** Measuring weather **Key Vocabulary** Season, forecast, gauge ***Abstract Vocabulary*** *Temperature, direction, meteorologist*	**Key Question:** What is the United Kingdom and where do we fit in? **Make a Fuss!** ● **The United Kingdom Has Four Countries** – ***England, Scotland, Wales, and Northern Ireland make up the UK.*** a) The capital city of each country- London, Edinburgh, Cardiff, Belfast b) Each country has its own flag. c) Each country has its own traditions. ● **Northumberland is in England** – ***Our school is in Northumberland, which is in the north east of England, close to Scotland.*** **a)** It has beautiful countryside, castles, and a long coastline. ● **Hadrian's Wall is an Important Part of History**: a) Hadrian's Wall was built by the Romans and stretches across northern England. b) It shows how people in the past protected their land. ● **The UK Has Many Physical Features**: a) There are mountains like Ben Nevis in Scotland. b) Rivers like the Thames in England, Tyne in Newcastle. c) Famous coasts like the Giant's Causeway in Northern Ireland. ● **Maps Help Us Find Places**: a) We can use atlases, globes, and maps to find Northumberland and the four countries of the UK. b) We can use maps to locate important landmarks like rivers, mountains, and cities. **Skills:** Using atlases and globes. Identifying locations on a map. **Key Vocabulary** Atlas, globe, Hadrian's Wall, landmark

	Village, map, symbol, compass, North, feature, Human feature, Physical feature, landmark ***Abstract Vocabulary*** *Direction, location, position, distance, environment*		***Abstract Vocabulary*** *Location, country, city,Island, tradition, Romans, protected*
Core Concept	Location Knowledge, Place Knowledge, Human Geography, Physical Geography	Location Knowledge, Place Knowledge	Physical Geography, Skills and Fieldwork
Topic	**Contrasting Localities (Urban v Rural)**	**Hot & Cold Places**	**Rivers & Coasts**
KS1 Cycle B	**Key Question:** How is Newcastle different from Embleton? **Make a Fuss!** ● **Newcastle is a City, Embleton is a Village**. a) Newcastle is a busy city with lots of buildings, people, and transport. b) Embleton is a quiet village with open spaces and fewer houses. ● **Urban vs. Rural** - ***Newcastle is an urban*** area with shops, offices, and busy streets, while ***Embleton is a rural area*** with a beach, golf course, farms, countryside, and more nature. ● **Transport is Different**: a) In Newcastle, there are buses, trains, and busy roads. b) In Embleton, people mostly use cars or walk, and there are fewer roads and traffic lights. ● **Housing and Buildings are Different**: a) Newcastle has tall buildings, flats, and shopping centres. b) Embleton has cottages and farms. ● **Things to Do Are Different** a) In Newcastle, you can visit museums, shops and cinemas b)In Embleton, you can explore nature, go for walks on the beach and see animals in the countryside.	**Key Question:** What is it like in hot and cold places? **Make a Fuss!** ● **The Equator, North Pole, and South Pole Are Important**: a) The Equator is the hottest part of the Earth. b) North Pole (Arctic) and South Pole (Antarctic) are the coldest places. ● **Hot Places and Cold Places Look Very Different**: a) Deserts like the *Sahara* are dry, sandy, and extremely hot. b) The *Arctic and Antarctic* are icy, snowy, and freezing cold. ● **Animals Adapt to Their Climates**: a) Polar bears and penguins have thick fur or blubber to stay warm in cold places. b) Camels store fat in their humps to survive in the hot desert. ● **People Live in Hot and Cold Climates**: a) Some people, like the Inuit in the Arctic, build warm homes (igloos or wooden houses). b) People in deserts wear loose, light clothing to keep cool. ● **The World Has 7 Continents and 5 Oceans**. a) We can find hot and cold places by looking at maps and globes. b) The *Pacific Ocean* is the biggest, and Antarctica is a frozen continent! **Skills:**	**Key Question:** How do rivers and coasts shape our land? **Make a Fuss!** ● **Rivers Have a Beginning and an End**: a) A river starts at its *source* (often in hills or mountains) b) flows to its *mouth*, where it meets the sea c) The River Tyne flows into the North Sea! ● **Coasts Are Where the Land Meets the Sea**: a) Northumberland has a beautiful coastline with *beaches, cliffs, and dunes*. b) The sea shapes the land by washing away rocks and sand. ● **Water Shapes the Land**: a) Rivers carve valleys and create waterfalls. b) Waves crash against cliffs and make them change over time. ● **Rivers and the Sea are Important for People:** a) We use rivers and the sea for *travel, fishing, and fun* like boat trips and beach visits. b) Water is also important for drinking and farming. ● **We Can Find Rivers and Coasts on Maps**: a) Using maps and globes, we can spot rivers, lakes, and the sea. b) The River Tyne and the North Sea are big water features near us! **Skills:** Observing and describing physical features. Identifying water features on a map.

	Skills: Compare and contrast using simple charts. **<u>Key Vocabulary</u>** City, village, transport ***<u>Abstract Vocabulary</u>*** *Urban, rural, population*	Use globes and maps to locate places. Describe geographical features. **<u>Key Vocabulary</u>** Equator, pole, desert, Arctic, Antarctica ***<u>Abstract Vocabulary</u>*** *Climate, temperature*	**<u>Key Vocabulary</u>** Coast, ocean, waterfall, estuary, tide, cliff, erosion, dunes ***<u>Abstract Vocabulary</u>*** *Source*
Core Concept	Physical Geography, Human Geography, Place Knowledge	Physical Geography, Skills and Fieldwork	Locational Knowledge, Place Knowledge, Physical Geography, Human Geography
Topic	**The Northumberland Landscape**	**Rivers of the UK**	**The UK and it's Regions**
LKS2 Cycle A	**<u>Key Question:</u>** What makes Northumberland's landscape unique? **<u>Make a Fuss!</u>** ● **Northumberland has amazing physical features including:** a) Cheviot Hills b) Northumberland National Park c) Rivers d) Coastline ● **Northumberland land is used in different way including:** a) Farming b) Forestry c) Conservation Areas ● **Symbols on Ordnance survey maps help us to identify:** (a) Physical features (natural landscape) (b) Human features (man-made landscape). ● **Four figure grid references can be used to find key locations on an OS map.** (a) We are using Eastings and Northings lines to develop 4 figure grid references. (b) Using 4 figure grid references helps to accurately locate places on OS maps. ● **Northumberland has been shaped by a number of factors including:**	**<u>Key Question:</u>** How do rivers shape our lands and our lives? **<u>Make a Fuss!</u>** ● **The water cycle plays an important process in the formation of rivers.** a) Evaporation b) Condensation c) Precipitation d) Runoff ● **All rivers follow a similar journey from the mountains or hills to the sea.** a) Rivers start at the source. b) Rivers flow downhill. c) The mouth / delta of the river is where the river meets the sea. ● **Rivers change the land as they flow through it by three processes:** a) erosion (wearing away) b) transportation (moving sediment). c) deposition (dropping sediment). ● **The UK has many rivers located near cities and towns.** a) The River Tyne is in the North East. b) The River Severn is the longest River in Britain.	**<u>Key Question:</u>** How is the UK divided and connected? **<u>Make a Fuss!</u>** ● **The United Kingdom has four nations: England, Scotland, Wales and Northern Ireland.** Each nation has its own: a) Flag b) Capital City c) Traditions ● **Regions in the UK have different human and physical landscapes.** a) Rivers b) Mountains c) Coasts d) Cities. ● **There are different regions in the UK that are all connected by rail, road and air links.** a) The Tyne Bridge and Tyne Tunnel connect North Tyneside and South Tyneside. b) The Channel Tunnel connects the UK to France. ● **Weather and climate changes across the UK.** a) Southern parts of the country have warmer, milder weather. b) The North and Scotland are colder. c) There is a lot of rain, especially in the West. ● **Jobs are affected by the different physical and human features of regions.**

	(a) The historic events that have taken place within the region. **(b)** The tourism that comes to our region from both historical events and natural landscapes. (c) Positive and negative results of tourism on key areas of the county. **Key Vocabulary** Landscape, farming, conservation, human feature, physical feature, environment, grid reference, unique ***Abstract Vocabulary*** *Tourism, infrastructure, community, Eastings, Northings.*	c) Rivers have physical and human features. ● **Flooding occurs when too much water is in the water cycle.** a) Flooding can damage land and homes. b) Planners plan flood defences. **Key Vocabulary** Evaporation, run-off, meander, estuary, flood plain, oxbow lake, source, mouth, processes, water cycle. ***Abstract Vocabulary*** *Transportation, erosion, deposition, sediment*	a) Rural areas, like Northumberland, focus on farming and fishing. b) Cities, like Birmingham, are known for factories and businesses (e.g. jewellery). **Skills:** Use maps to identify and compare regions. Analyse population, climate, and economic activity. **Key Vocabulary** United Kingdom, county, region, physical feature, human feature, city, climate, change, nation, infrastructure ***Abstract Vocabulary*** *Network, Great Britain, development, interdependence, collaboration.*
Core Concept	Human Geography, Physical Geography, Skills and Fieldwork, Place knowledge	Physical Geography	Human Geography, Physical Geography, Skills and Fieldwork, Place Knowledge
Topic	**Settlements and Land Use**	**Extreme Earth**	**A study of a contrasting region**
LKS2 Cycle B	**Key Question:** Why do people live where they do? **Make a Fuss!** ● **Settlements come in different shapes and sizes.** a) A village like Embleton is small. b) A town is bigger. c) A city (like Newcastle) has the most people and buildings. ● **Settlements are planned and built in specific places.** a) Near rivers (for water). b) Near good land (for farming). c) Near road / rail networks (for transport links). ● **Embleton is very different to a big city like Newcastle.** a) Embleton is quieter, has fewer houses and more green space.	**Key Question:** What happens when the Earth gets Angry? **Make a Fuss!** ● **The Earth's crust moves continuously.** a) The Earth's surface is made up of tectonic plates that move slowly. b) When plates crash, slide, or pull apart, they cause earthquakes and volcanoes. ● **Volcanoes can be both harmful and helpful.** a) Eruptions occur when magma escapes from the Earth's crust. b) Towns and cities can be destroyed. c) Volcanic ash can make soil fertile. ● **Earthquakes cause the ground to shake and tremor.** a) Earthquakes happen when tectonic plates suddenly shift. b) Earthquakes can happen without warning. c) They can damage buildings, cause landslides, and create huge waves called tsunamis.	**Key Question:** How is life different in southern Europe? **Make a Fuss!** ● Southern Europe has a warmer climate than Embleton. a) Countries like Italy and Spain have a Mediterranean climate with hot, dry summers and mild, wet winters. b) Northumberland has a temperate climate with cooler, wetter weather. ● Southern Europe has a different physical landscape to Embleton. a) Southern Europe has *mountains (like the Alps), beaches and olive groves* b) Northumberland has *rolling hills, farmland, and rugged coastline*. ● Southern Europeans have different local foods. a) Mediterranean countries grow *grapes, olives, and citrus fruits* and eat lots of *pasta, seafood, and fresh vegetables.*

	b) All settlements have homes, roads and usually shops. ● **Settlements change and develop over town.** a) Some small villages grow into larger towns. b) We can compare settlements using maps. ● **Maps can help us to find places.** a) 4 figure grid references help us to locate places more precisely. **Skills:** Analyse settlement maps. Explore change over time using historical maps. 4 figure grid reference **<u>Key Vocabulary</u>** Settlement, town, city, development, map, planning, grid reference, population, service ***<u>Abstract Vocabulary</u>*** *Hamlet, transport, facilities, infrastructure, connectivity, physical features.*	● **Some areas experience more earthquakes than others.** a) Countries that live on or near tectonic plate boundaries (like Japan, Italy and Indonesia) have lots of earthquakes and volcanoes. b) Plate boundaries can be located on a world map. ● **Scientists help us to prepare for natural disasters.** a) Special equipment is used to monitor earthquakes and volcanoes. b) People in high-risk areas have emergency plans, strong buildings and warning systems. **Skills:** Use world maps to locate tectonic plates and major volcanoes. Describe processes like eruption and seismic activity. **<u>Key Vocabulary</u>** Crust, tectonic plate, earthquake, volcano, soil, eruption, Tsunami, landslide, warning, boundary. ***<u>Abstract Vocabulary</u>*** *Power, energy, transformative, Richter scale, preparatory, meteorologist, friction, stress, disaster, safety.*	*b)* Traditional Northumberland food includes *meat pies, fish, and potatoes*. ● The climate affects home and daily lives. a) Houses in Italy and Spain often have *shutters, tiled roofs, and courtyards* to keep cool, while b) Northumberland homes are built to *keep heat in* during colder months. ● Different environments are suited to different jobs. a) Southern Europe has *tourism, fishing, and farming (grapes, olives, almonds)* b) Northumberland has *farming, forestry, and historical tourism (like castles and Hadrian's Wall)*. **Skills:** Analyse similarities and differences using Venn diagrams. Understand climate zones and biomes. **<u>Key Vocabulary</u>** Climate, temperature, weather, mountains, coastlines, tourism, environment, rugged. ***<u>Abstract Vocabulary</u>*** *Mediterranean, Temperate, locality, adaptability, landscape, sustainability, community, economy.*
Core Concepts	Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Skills and Fieldwork	Locational Knowledge, Place Knowledge, Physical Geography	Locational Knowledge, Human Geography
Topic	**Northumberland Through Time**	**Climate Zones and Biomes**	**World Trade and Global Connections**
UKS2 Cycle A	**<u>Key Question:</u>** How has Northumberland's geography changed over time? **<u>Make a Fuss!</u>** ● **Glaciers shaped Northumberland's land- Ice moved things around and made our hills, valleys and rivers.** ● **Rivers and coastlines are always changing- Water changes the land over time.**	**<u>Key Question:</u>** Why are there deserts, rainforests, and tundras? **<u>Make a Fuss!</u>** ● **The Earth has four main climate zones:** a) Tropical b) Temperate c) Polar	**<u>Key Question:</u>** How does what we buy connect us to the world? **<u>Make a Fuss!</u>** ● **The UK buys and sells goods all over the world.** ● **Fair trade helps workers get treated fairly.** ● **Trade can harm the environment.** ● **Northumberland is part of global trade.** ● **Our shopping choices affect the world.** **Skills:**

	• **Mining and industry changed the land. People built towns and dug mines that changed what the land looked like.** • **Tourism changed Northumberland- Now people visit for the views and history, not the factories.** • **Maps show how land has changed- Maps help us see what places used to look like.** **Skills:** Use OS maps, aerial photos, and digital mapping tools. Identify and describe geographical patterns and changes over time. 4/6 figure grid reference **<u>Key Vocabulary</u>** Glacier, Erosion, Deposition, Landscape, Industry, Tourism, Settlement, Map, Coastline, River ***<u>Abstract Vocabulary</u>*** *Environment, Impact, Development, Sustainability, Transformation, Community, Resources, Economy, Human activity, Natural processes*	d) arid • **A rainforest is hot and wet, a desert is dry and hot (or cold at night!) and a tundra is freezing and has little plant life.** • **A desert and a rainforest both get hot but one is dry and the other is soaking wet!** • **Cactuses survive in deserts because they store water, while rainforests have tall trees to reach sunlight.** • **If the trees disappear from a rainforest, many animals will lose their homes and food.** • **As the planet gets hotter, polar ice is melting, and animals like polar bears are struggling to survive.** **<u>Key Vocabulary</u>** Tropical, Temperate, Polar, Arid, Rainforest, Desert, Tundra, Cactus, Tree, Ice ***<u>Abstract Vocabulary</u>*** *Climate, Survival, Habitat, Adaptation, Environment, Ecosystem, Temperature, Change, Impact, Sustainability*	Use flow maps to trace trade routes. Analyse the impact of trade on different countries. **<u>Key Vocabulary</u>** Bananas, Coffee, Electronics, Machinery, Cars, Food, Farmers, Ports, Wool, Crops ***<u>Abstract Vocabulary</u>*** *Import, Export, Fair trade, Sustainability, Pollution, Community, Environment, Global trade, Economy, Choice*
Core Concept	Physical Geography, Skills and Fieldwork	Physical Geography, Human Geography, Locational Knowledge	Locational Knowledge, Place Knowledge, Physical Geography
Topic	**The UK's Physical Geography**	**Natural Disasters**	**A Contrasting Region; North America**
UKS2 Cycle B	**<u>Key Question:</u>** How do the UK's rivers, mountains, and coasts shape our land? **<u>Make a Fuss!</u>** • **Rivers shape the land.** • **Mountains are formed by powerful forces under the Earth.** • **The coast is always changing.** • **Erosion and weathering change the landscape.** • **Maps help us understand the land.**	**<u>Key Question:</u>** What happens when nature goes wild? **<u>Make a Fuss!</u>** • **Natural disasters happen because of Earth's processes.** • **Disasters can cause big damage to people and places.** • **Some areas are more likely to have disasters.** • **People's actions can make disasters worse.** • **Being prepared helps save lives.** **Skills:**	**<u>Key Question:</u>** How is life in North America different from life in Northumberland? **<u>Make a Fuss!</u>** • **North America has famous natural features; Northumberland has different ones.** • **Cities in the USA are big and busy; Northumberland is more rural.** • **North America has varied climates; Northumberland's climate is mild.** • **North America is culturally diverse; Northumberland has local English traditions.**

	Skills: Use topographical maps to identify features. use 4 and 6 figure grid reference Explain geographical processes like erosion. **<u>Key Vocabulary</u>** River, Valley, Meander, Mountain, Coast, Cliff, Beach, Map, Grid reference, Lake ***<u>Abstract Vocabulary</u>*** *Erosion, Deposition, Weathering, Tectonic forces, Natural processes, Landscape, Formation, Change, Geography, Topography*	Use maps to locate disaster-prone areas. Analyse human and physical factors that increase disaster risks. **<u>Key Vocabulary</u>** Earthquake, Volcano, Tsunami, Hurricane, Map, Plate boundary, Warning system, Survival plan, Evacuation, Property ***<u>Abstract Vocabulary</u>*** *Natural processes, Impact, Vulnerability, Risk, Human activity, Preparedness, Mitigation, Disaster, Safety, Community*	● **Lifestyle in North America is often fast and car-based; Northumberland is slower and nature-connected.** **Skills:** Use atlases and digital maps to locate features. Compare data such as population density and climate. **<u>Key Vocabulary</u>** Rocky Mountains, Grand Canyon, Great Lakes, Hadrian's Wall, City, Village, Climate, Festival, Home, Transport ***<u>Abstract Vocabulary</u>*** *Geography, Urban, Rural, Culture, Tradition, Lifestyle, Diversity, Climate, Connection, Community*