

**Woodlands Park Primary - Geography Curriculum Map**

Foundation Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>(Understanding the World : The Natural World)</b></p>	<p><u>Baseline and Magnificent Me</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Explore our 5 senses.</p> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>All aboard the Woodlands Express</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Learn about road safety and road signs.</p> <p>Visit our local shop to develop an understanding of what is in our local community.</p> <p>Identify where Ivybridge is on a map and talk about the key amenities.</p> <p><u>Development Matter 3-4 years</u></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>Once upon a time...</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To know that that there are hot and cold places in the World.</p> <p>To know that penguins live in a cold places along way away from us.</p> <p><u>Development Matter 3-4 years</u></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>Woodland Explorers</u></p> <p>Discrete learning through continuous provision only</p>	<p><u>Incredible Explorers</u></p> <p>Discrete learning through continuous provision only</p>	<p><u>Animal Antics</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Know what animals live in the rainforest.</p> <p>Know what animals live in the ocean. Be able to discuss similarities and differences between the rainforest and the ocean.</p> <p><u>Development Matter 3-4 years</u></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>
<p><b>Composite Concept</b></p>	<p>To describe what they see, hear and feel when they are outside.</p>	<p>To describe their immediate environment and draw information from a map and create their own.</p>	<p>To know that a globe is a model of the world and that we live in Ivybridge in England.</p>	<p>To describe their immediate environment using knowledge from observations.</p>		<p>To know that there are different countries that make up the World.</p>

Year 1 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>		<p><u>Key Question: How do human and physical features differ?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale.</u></p> <p><u>Substantive Concepts: Land Use, Hazards, Development</u></p>	<p><u>Key Question: How does the weather changes during the year in the UK and around the World?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment.</u></p> <p><u>Substantive Concepts – Climate, Hazards</u></p>		<p><u>Key Question:</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment</u></p> <p><u>Substantive Concepts – Hazards, Tourism, Settlements</u></p>	<p><u>Key Question:</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment</u></p> <p><u>Substantive Concepts</u></p> <p><b>NB: This geography unit is a mini sequence and should be taught over a maximum of 3 sessions.</b></p>
<b>Locational Knowledge</b>  <b>C.L.O.C.C</b>		<p>To know that we live in Ivybridge which is small town in England.</p> <p>To know that England is a tiny part of the world.</p> <p>To know that a globe is a model of the world.</p> <p>To know that the globe shows the position and size of all the places in the world.</p>	<p>To know that we live in England which is part of the UK.</p> <p>To name and locate the four countries in the UK.</p>		<p>Develop key objectives for a unit on coasts – focus on fieldwork as part of trip (physical geography)</p>	<p>To name and locate the four countries, their characteristics and capital cities in the UK.</p>
<b>Place Knowledge</b>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand geographical similarities and differences.</p>	<p>To understand geographical similarities and differences.</p>		<p>To understand geographical similarities and differences.</p>	<p>To understand geographical similarities and differences.</p>
<b>Human and Physical Geography</b>		<p>To understand geographical similarities and differences through studying the human and physical geography of Ivybridge.</p>	<p>To understand where to find hot and cold areas around the world in relation to the Equator, North and South Poles.</p> <p>To identify seasonal and daily weather patterns in the UK.</p>		<p>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coasts</p>	<p>To recap where to find hot and cold areas around the world in relation to the Equator, North and South Poles.</p> <p>To recap seasonal and daily weather patterns in the UK.</p>
<b>Geographical Skills and Fieldwork</b>		<p>To 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.</p> <p>To 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.</p> <p>To use locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p>	<p>To observe different types of weather.</p> <p>To use Google Earth to explore and create maps.</p> <p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use simple compass directions (North South East and West) to describe the location of features and routes on a map.</p>		<p>To 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.</p> <p>To 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.</p>	<p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Compare UK countries on political maps and physical maps.</p>
<b>Composite Concept</b>		<p>To describe human and physical geography in Ivybridge.</p>	<p>To identify seasonal and daily weather patterns in the UK and to know where hot and cold places are in the World.</p>		<p>To use fieldwork and observational skills to study the local environment and construct a map with a key.</p>	<p>To name and locate the four countries and capital cities in the UK using maps, atlases and globes.</p>

Year 2 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>	<p><b>Key Question:</b></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment</u></p> <p><u>Substantive Concepts – Climate, Distribution and Cultural Diversity</u></p>	<p><b>Key Question: What makes London the capital of the United Kingdom?</b></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Change</u></p> <p><u>Substantive Concepts – Development, Inequality, Population</u></p> <p><b>NB: This geography unit is a mini sequence and should be taught over a maximum of 3 sessions.</b></p>	<p><b>NB: In the 22/23 academic year, the Autumn 1 unit (oceans and continents) will be taught in this half term.</b></p>	<p><b>Key Question: How is Gambia similar and different to Ivybridge?</b></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment</u></p> <p><u>Substantive Concepts – Cultural Diversity, Settlements, Land Use</u></p>		<p><b>Key Question: What is unique about the environment of Dartmoor?</b></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment</u></p> <p><u>Substantive Concepts- Land Use, Tourism, Settlements</u></p>
<b>Locational Knowledge</b>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To name the 7 continents and have an understanding about where they are located on a map.</p> <p>Develop understanding of characteristics of human and physical geography of the 7 continents.</p> <p>To name the 5 major oceans and have an understanding about where they are located on a map.</p>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To name and locate the four countries and capital cities in the UK.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas.</p> <p>To know that Banjul is a coastal city The Gambia. To know that the Gambia is part of the continent of Africa and is next to the Atlantic Ocean.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Dartmoor Unit -</p> <p>Maps work – making maps from photos and sketches OR following maps</p> <p>Contact Dartmoor rangers for options for Dartmoor walks</p>
<b>Place Knowledge</b>				To compare Ivybridge with Banjul to understand geographical similarities and differences.		
<b>Human and Physical Geography</b>	To understand where to find hot and cold areas around the world in relation to the Equator, North and South Poles.			Identify human and physical features using appropriate vocabulary.		
<b>Geographical Skills and Fieldwork</b>	To use World Maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied in this Key Stage.	<p>To use a range of aerial photographs and plan perspectives of London to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>To use World Maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied in this Key Stage.</p> <p>To 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.</p> <p>To 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.</p> <p>To 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.</p>		<b>Fieldwork:</b> <u>Trip to Dartmoor</u>
<b>Composite Concept</b>	To know the 7 continents and 5 oceans.	To use aerial maps of London to recognise human and physical features and changes over time.		To describe similarities and differences between Ivybridge and Banjul (The Gambia).		To describe the features of our local national park as part of a local study of Dartmoor.

Year 3 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>	<p><u>Key Question: Where can we go from here?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment.</u></p> <p><u>Substantive Concepts – Cultural Diversity, Settlements, Development, Population, Land Use</u></p>		<p><u>Key Question: How can we move around the world?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Interconnections.</u></p> <p><u>Substantive Concepts – Trade, Climate, Land Use, Tourism, Cultural Diversity</u></p>		<p><u>Key Question: How does the river Erme help the residents of Ivybridge?</u></p> <p><u>Disciplinary Concept – Space, Place, Scale and Change.</u></p> <p><u>Substantive Concept- Settlements, Tourism, Trade</u></p>	
<b>Locational Knowledge</b>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics.</p> <p>Name and locate counties in the UK (Devon, Cornwall, Somerset, Dorset, WeST Midlands and county of personal significance)</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To know the countries surrounding the UK and other European countries of personal significance (France, Belgium, Netherlands)</p> <ul style="list-style-type: none"> <li>• Locate Europe on a world map</li> <li>• How many countries there are in Europe</li> <li>• How many regions there are in France</li> <li>• To understand Brittany as a place</li> <li>• To Compare Brittany, France to Devon, UK</li> </ul>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To recap locational knowledge from KS1.</p> <p>To recap counties unthe UK and countries studied in Year 3.</p>	
<b>Place Knowledge</b>			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 (Brittany).		Understand the impact of river Erme on Ivybridge	
<b>Human and Physical Geography</b>	<p>To identify physical and human characteristics.</p> <p>To know that people live in a range of settlements in Devon and surrounding counties.</p> <p>To compare human and physical geography between Devon and the West Midlands.</p> <p>Identify local changes over time in terms of human geography. (Types of settlement and land use).</p>				River Study – The Erme – physical features and erosion leading to change over time.	
<b>Geographical Skills and Fieldwork</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and four-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.</p> <p>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.</p>		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		<p>To use four 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. (Recap from Autumn 1)</p> <p>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.</p>	
<b>Composite Concept</b>	To develop an understanding of how Ivybridge is part of Devon which is in the South West of England and compare Devon to a similar and contrasting county.		To describe similarities and differences in terms of human and physical geography (Devon and Brittany).		To describe the physical features of the River Erme through a local study.	

Year 4 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>	<p><u>Key Question:</u> How does the location of the Caribbean have an impact on its surrounding environment?</p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment.</u></p> <p><u>Substantive Concepts: Climate, Hazards, Cultural Diversity</u></p>		<p><u>Key Question:</u> How is life in the Arctic Tundra different to life in Devon?</p> <p><u>Disciplinary Concepts – Space, Place, Scale and human interconnections</u></p> <p><u>Substantive Concepts – Climate, Biomes, Settlements, Cultural Diversity</u></p>		<p><u>Key Question:</u> Why do we need to protect the rainforests of the world?</p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment impact and Sustainability.</u></p> <p><u>Substantive Concepts – Biomes, Distribution, Climate</u></p>	
<p><b>Locational Knowledge</b></p> <p><b>C.L.O.C.C</b></p>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To locate the Caribbean on a world map.</p> <p>To be able to locate Caribbean islands studied on a map (e.g Jamaica, Trinidad, Tobago, Haiti, Cuba).</p> <p>To know that the Caribbean is part of the continent of North America but is located between North and South America.</p> <p>To know that the Caribbean is surrounded by the Caribbean Sea and the Atlantic Ocean.</p> <p>To 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.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To locate the world's continents, using maps to focus on Europe, North and South America.</p> <p>To identify the position and significance of Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Name and locate the four countries and capital cities in the UK and surrounding seas. Name the 7 continents and the 5 major oceans and locate on a map.</p> <p>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.</p> <p>To recap locations studied to date and their relative position / connections (e.g. European countries studied across the curriculum or relative position of Bangul and the Caribbean in terms of latitude and connective to the Atlantic Ocean).</p> <p>To be able to describe to location of rainforests across the world.</p>	
<b>Place Knowledge</b>	<p>To know that the Caribbean is also referred to as the West Indies and is a collection of Islands.</p> <p>To compare the location and physical characteristics of the Caribbean to the UK.</p>		<p>To compare the location and structure of the Arctic and Antarctic to the UK.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe (Plymouth – Tromso).</p>			
<b>Human and Physical Geography</b>	<p>To describe and understand key aspects of physical geography -climate zones</p> <p>To understand how hurricanes are formed and their impact.</p>		<p>To understand and describe biomes across the world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>To describe the structure and diversity of a rainforest.</p> <p>To understand how the impact of human geography (especially land use and distribution of natural resources) threatens the <b>sustainability</b> of rainforests.</p>	
<b>Geographical Skills and Fieldwork</b>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>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.</p>			
<b>Composite Concept</b>	<p>To be able to locate the Equator and the Tropics of Cancer and Capricorn on a world map. To describe the climate in the Caribbean by making links to its location.</p>		<p>To list a range of biomes across the world and compare the physical and human geography of the UK to the Arctic (Tromso).</p>		<p>To describe the impact of human geography on the sustainability of the rainforest and to describe the position of rainforest across the World in relation to the tropics of Cancer and Capricorn.</p>	

Year 5 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>		<p><b>Key Question:</b> Are megacities threatening the sustainability of our world?</p> <p><b>Disciplinary Concepts – Space, Place, Scale and Sustainability.</b></p> <p><b>Substantive Concepts – Development, Population, Settlements, Cultural Diversity</b></p>	<p><b>Key Question:</b> How do volcanoes and earthquakes change the world around us?</p> <p><b>Disciplinary Concepts – Space, Place, Scale and Change.</b></p> <p><b>Substantive Concepts – Hazards, Distribution</b></p>		<p><b>Key Question:</b> Do all the mountain ranges of this world have the same features?</p> <p><b>Disciplinary Concepts – Space, Place, Scale and Interconnection.</b></p> <p><b>Substantive Concepts – Climate, Distribution</b></p>	
<b>Locational Knowledge</b>  <b>C.L.O.C.C</b>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To recap the capital cities of the countries in the UK and the major cities in Devon (Plymouth and Exeter). To recap continents across the world. To locate Megacities across the world.</p>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To recap locational knowledge - oceans of the world as well as the capital cities of the U.K and seas surrounding the U.K.  To name and locate UK rivers and its surrounding seas.  To locate and name mountain ranges of the UK and the world.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Mountains unit (UK mountains, world mountains).</p>	
<b>Place Knowledge</b>						
<b>Human and Physical Geography</b>		<p>To understand the economic activity of megacities To understand how Megacities have developed in terms of human and physical geography. To evaluate the impact of megacities compared villages, towns and cities To analyse and compare the population of UK cities and megacities across the world.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</p> <p>To understand volcanoes and earthquakes including their impact.</p>		<p>To review learning on volcanoes To understand that a volcano is how mountains are formed.</p>	
<b>Geographical Skills and Fieldwork</b>		<p>To use maps, atlases, globes and digital/computer mapping to locate cities in the UK, Europe and the wider world.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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.</p>		<p>To use physical maps and digital maps (google earth)</p> <p>To study climatic and environmental differences between the mountain ranges of the world by examining their location (which continent/hemisphere/region).</p>	
<b>Composite Concept</b>		<p>To describe how settlements change over time and to be able to argue how Mega cities impact on the sustainability of the world compared to other settlements.</p>	<p>To describe key aspects of mountains, volcanoes and earthquakes.</p>			

Year 6 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>		<p><b>Key Question:</b> How do the human and physical geographical features vary across the UK and why might this be the case?</p> <p><b>Disciplinary Concepts – Space, Place, Scale and Interconnections</b></p> <p><b>Substantive Concepts- Climate, Agriculture</b></p>		<p><b>Key Question:</b> How does the production of Cocoa in Ecuador influence the industries of the wider world?</p> <p><b>Disciplinary Concepts – Space, Place, Scale and Environment.</b></p> <p><b>Substantive Concepts – Land use, Inequality, Trade, Cultural Diversity</b></p>		<p><b>Key Question:</b> How does Devon connect to the world?</p> <p><b>Disciplinary Concepts –Space, Place, Scale and Interconnections</b></p> <p><b>Substantive Concepts – Tourism, Climate, Land use, Settlements</b></p>
<b>Locational Knowledge</b>  <b>C.L.O.C.C</b>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand country groupings of 'British Isles', 'United Kingdom' and 'Great Britain.'</p> <p>To name and locate geographical regions of the UK, particularly in relation to agriculture and describe the key human and physical features.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand that cocoa beans can only be grown in countries within 10° of the equator and locate these using an atlas.</p> <p>To identify lines of latitude on a globe, including the tropics of Cancer and Capricorn and the Arctic and Antarctic circles.</p> <p>To find the top 10 cocoa bean producing countries on a world map.</p>		To review where Devon is in the UK (From LKS2)
<b>Place Knowledge</b>		To compare and contrast the physical and human geography within the UK.		To compare and contrast the physical and human geography of Ecuador with the UK.		To understand how
<b>Human and Physical Geography</b>		<p>To interpret maps and data to find out about the UK climate and understand the difference between climate and weather.</p> <p>To investigate maps to discover the key topographical features of the UK including hills, mountains, coasts and rivers.</p>		To understand the difference between primary, secondary and tertiary jobs and the industries that thrive in the UK compared to Ecuador.		To study the physical geography of the local area (including Plymouth) and understand how the climate and environment affects our connectivity (especially tourism).
<b>Geographical Skills and Fieldwork</b>		<p>To use 6 figure grid references (building on from Year 3 – 4 grid references)</p> <p>To 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.</p>		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		To use fieldwork to observe, measure and record the human and physical features in the local area.
<b>Composite Concept</b>		To use 6 figure grid references to investigate topographical features of the UK.		To name and locate Ecuador and other South American countries on a world map and to compare industry in the UK to Ecuador.		To evaluate how the climate and environment in Devon affects our connectivity to the UK and wider world.