

National Curriculum	Volcanoes - Autumn Term	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<p>□ Locational knowledge: Pupils use maps, atlases and globes to locate countries in Europe, North America and South America, identifying key physical and human characteristics.</p> <p>□ Physical geography: Pupils are taught to describe and understand key physical processes, including volcanoes and earthquakes, and to make connections with climate zones, biomes and vegetation belts.</p> <p>□ Geographical vocabulary: Pupils develop and use subject-specific vocabulary to</p>	<p><b>Lesson 1 - What is a volcano?</b> National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• A volcano is a natural feature where molten rock escapes from inside the Earth.</li> <li>• Molten rock beneath the Earth's surface is called magma.</li> <li>• When magma reaches the surface, it is called lava.</li> <li>• Volcanoes are natural events that can change the land and affect people.</li> </ul> <p>National Curriculum Vocabulary</p> <ul style="list-style-type: none"> <li>• Essential: Volcano, magma, lava, eruption, crust, physical feature, natural hazard</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can use a globe to locate Europe, North America, and South America.</li> <li>• I can recognise and describe physical features using key vocabulary.</li> <li>• I can describe how natural processes can cause hazards.</li> </ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> <li>• Volcanoes have shaped the Earth's surface and atmosphere over time.</li> </ul> <p><b>Lesson 2 - What is inside the Earth?</b> National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• The Earth has three main layers: core, mantle, and crust.</li> <li>• Magma comes from the mantle.</li> <li>• Heat and pressure inside the Earth cause volcanic activity.</li> </ul> <p>National Curriculum Vocabulary</p> <ul style="list-style-type: none"> <li>• Essential: Core, mantle, crust, magma, heat, pressure</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can use geographical vocabulary to describe physical features.</li> </ul>	<p><b>Essential / Core Vocabulary (Must Know)</b> - explicitly taught, revisited, and expected to be remembered:</p> <ul style="list-style-type: none"> <li>• Volcano - a physical feature where molten rock escapes from inside the Earth.</li> <li>• Magma - molten rock beneath the Earth's surface.</li> <li>• Lava - magma that reaches the Earth's surface.</li> <li>• Eruption - when magma, ash, or gas is released from a volcano.</li> <li>• Ash cloud - a cloud of ash released during a volcanic eruption.</li> <li>• Crater - the bowl-shaped top of the volcano where lava comes out.</li> <li>• Magma chamber - the underground area where magma collects.</li> <li>• Vent - the opening where lava and gases escape.</li> <li>• Crust - the thin outer layer of the Earth.</li> <li>• Physical feature - a natural feature of the Earth, such as a mountain or volcano.</li> <li>• Natural hazard - a natural event that can cause damage or danger to people.</li> <li>• Tectonic plates - large pieces of the Earth's crust that move slowly.</li> <li>• Plate boundary - where tectonic plates meet.</li> </ul>

<p>describe physical features, processes and hazards.</p>	<ul style="list-style-type: none"> <li>• I can explain how physical processes change the Earth.</li> </ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> <li>• The Earth's crust is very thin compared to the mantle and core.</li> </ul> <p>Lesson 3 - Where are volcanoes in the world and why?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• The Earth's surface is made of tectonic plates.</li> <li>• Plates move very slowly.</li> <li>• Volcanoes are mainly found at plate boundaries.</li> <li>• Many volcanoes are located around the Pacific Ocean.</li> </ul> <p>National Curriculum Vocabulary</p> <ul style="list-style-type: none"> <li>• Essential: Tectonic plates, plate boundary</li> <li>• Wider: Hemisphere, convergent, divergent, Ring of Fire</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can use a map and atlas to locate countries in Europe, North and South America.</li> <li>• I can use a letter and number grid.</li> <li>• I can describe patterns of hot and cold places and relate them to the Equator and Poles.</li> </ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> <li>• Earthquakes often occur in the same areas as volcanoes.</li> </ul> <p>Lesson 4 - How are volcanoes formed?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• Magma rises through weak points in the Earth's crust.</li> <li>• Magma collects in a magma chamber.</li> <li>• Pressure builds and causes an eruption.</li> <li>• Lava cools to form new land.</li> <li>• Repeated eruptions build a volcano.</li> </ul> <p>National Curriculum Vocabulary</p> <ul style="list-style-type: none"> <li>• Essential: Magma chamber, vent, crater, eruption, lava</li> <li>• Wider: Conduit</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can make a simple sketch map.</li> <li>• I can use geographical vocabulary to explain physical processes.</li> </ul>	<p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <ul style="list-style-type: none"> <li>• Core - the very hot centre layer of the Earth.</li> <li>• Mantle - the layer of the Earth between core and crust where magma comes from.</li> <li>• Active - a volcano that is erupting or likely to erupt again.</li> <li>• Dormant - a volcano not erupting now but may erupt in the future.</li> <li>• Extinct - a volcano not expected to erupt again.</li> <li>• Mount Etna - an active volcano in Italy.</li> <li>• Ring of Fire - the area around the Pacific Ocean with many volcanoes and earthquakes.</li> <li>• Convergent - where tectonic plates move towards each other.</li> <li>• Divergent - where tectonic plates move away from each other.</li> <li>• Settlement - a place where people live.</li> <li>• Fertile - soil that is good for growing crops.</li> <li>• Urban - an area with many buildings and people.</li> <li>• Rural - an area with fewer people.</li> <li>• Risk - the chance something dangerous may happen.</li> </ul>
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- I can recognise and name natural features.

Enrichment (Non-statutory)

- Volcanoes can form under the sea and create islands, such as Surtsey in Iceland.

Lesson 5 - Are all volcanoes the same?

National Curriculum - Knowledge (I know that...)

- Volcanoes can be active, dormant, or extinct.
- Volcanoes can erupt lava, ash, and gases.
- Volcanic eruptions can vary in size and danger.

National Curriculum Vocabulary

- Essential: Active, dormant, extinct, ash cloud
- Wider: Risk

Skills from Progression Document

- I can describe how physical processes cause hazards.
- I can create simple graphs to show information.
- I can explain advantages and disadvantages of living near a volcano.

Enrichment (Non-statutory)

- Scientists monitor volcanoes to predict eruptions and reduce risk.

Lesson 6 - What is life like living near a volcano?

National Curriculum - Knowledge (I know that...)

- People live near volcanoes despite the risks.
- Volcanic soil is fertile and helps farming.
- Volcanoes are monitored to help keep people safe.
- Mount Etna is an active volcano in Italy.

National Curriculum Vocabulary

- Essential: Mount Etna, settlement, fertile, urban, rural
- Wider: Risk

Skills from Progression Document

- I can locate countries and cities in Europe using an atlas.
- I can identify urban and rural settlements.
- I can describe physical and human differences between regions.
- I can make connections between human and physical geography.

Enrichment (Non-statutory)

	<ul style="list-style-type: none"> <li>• More than a quarter of Sicily's population live near Mount Etna.</li> <li>• Monitoring centres use technology to give early warnings.</li> </ul>	
National Curriculum links	Where in the World? Rainforests (South America	<p><i>Key Vocabulary</i>  <i>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.</i></p>
<p><i>Locational Knowledge</i>  Pupils should be taught to locate the world's countries, using maps to focus on Europe, North America and South America, identifying key physical and human characteristics, countries, and major cities.</p> <p><i>Place Knowledge</i>  Pupils should be taught to understand geographical similarities and differences through</p>	<p><b>Lesson 1 - Where is South America?</b>  <b>National Curriculum - Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• South America is a continent.</li> <li>• South America can be found on a world map.</li> <li>• Countries in South America can be identified.</li> <li>• South America has important physical and human features.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential: Continent, South America, Equator</b></li> <li>• <b>Wider: Country, Map, Atlas, Globe, Physical features, Human features</b></li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can use a map and atlas to find North and South America.</li> <li>• I can use a globe to identify continents.</li> <li>• I can compare where I live with another region.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• South America has major physical features such as the Andes mountains.</li> </ul> <p><b>Lesson 2 - What is a rainforest?</b>  <b>National Curriculum - Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• A rainforest is a dense, hot forest.</li> </ul>	<p><b>Essential / Core Vocabulary (Must Know):</b></p> <ul style="list-style-type: none"> <li>• Continent - a very large area of land on Earth.</li> <li>• South America - a continent where the Amazon rainforest is found.</li> <li>• Rainforest - a hot, wet forest with many plants and animals.</li> <li>• Climate - the usual weather of a place over time.</li> <li>• Equator - an imaginary line around the middle of the Earth where it is hottest.</li> <li>• Biodiversity - the many different living things in a place.</li> <li>• Deforestation - the cutting down of large areas of forest.</li> <li>• Conservation - protecting the environment and wildlife.</li> <li>• Habitat - the natural home of a plant or animal.</li> </ul>

the study of human and physical geography of a region within North or South America.

*Human and Physical Geography*

*Pupils should be taught to describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.*

*Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.*

*Geographical Skills and Fieldwork*

*Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*

*Pupils should be taught to use geographical vocabulary to describe*

- Rainforests receive a lot of rainfall.
- Rainforests are a type of biome.
- Rainforests have many plants and animals.

**National Curriculum Vocabulary**

- **Essential:** Rainforest, Biodiversity
- **Wider:** Biome

**Skills from Progression Document**

- I can recognise and describe natural features using key vocabulary.
- I can describe physical geography features.

**Enrichment (Non-statutory)**

- Rainforests are among the most biodiverse places on Earth.

**Lesson 3 - Where are rainforests found and why?**

**National Curriculum - Knowledge (I know that...)**

- Rainforests are mainly found around the Equator.
- They are located between the Tropics of Cancer and Capricorn.
- Rainforests have a tropical climate.
- Climate is the usual weather in a place over time.

**National Curriculum Vocabulary**

- **Essential:** Equator, Climate
- **Wider:** Tropical, Temperate, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn

**Skills from Progression Document**

- I can use a globe and map to locate the Equator and hemispheres.
- I can describe patterns of hot and cold places.

**Enrichment (Non-statutory)**

- Other climate zones include polar, dry, and continental.

**Lesson 4 - What are the layers of the rainforest?**

**National Curriculum - Knowledge (I know that...)**

- The rainforest has four layers: emergent, canopy, understory, and forest floor.
- Each layer has different light, temperature, and humidity.
- Different animals live in different layers.

**Wider Vocabulary (Exposure / Challenge):**

- Country - a place with its own government and borders.
- Map - a flat drawing that shows places on Earth.
- **Hemisphere** - one half of the Earth, either the top half (Northern Hemisphere) or the bottom half (Southern Hemisphere).
- Atlas - a book of maps.
- Globe - a round model of the Earth.
- Physical features - natural features such as rivers and mountains.
- Human features - features made by people.
- Biome - a large area with similar climate, plants, and animals.
- Tropical - a hot and wet climate near the Equator.
- Temperate - a mild climate, like the UK.
- Northern Hemisphere - the half of the Earth north of the Equator.
- Southern Hemisphere - the half of the Earth south of the Equator.
- Tropic of Cancer - an imaginary line north of the Equator.
- Tropic of Capricorn - an imaginary line south of the Equator.
- Indigenous - people who have lived in a place for a long time.
- Inhabitants - people or animals that live in a place.
- Settlement - a place where people live.
- Endangered - at risk of dying out.
- Extinction - when a species no longer exists.
- Destruction - damage that causes something to be ruined.

<p>and understand physical and human features.</p>	<p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential:</b> Habitat</li> <li>• <b>Wider:</b> Emergent layer, Canopy, Understorey, Forest floor</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can make a simple labelled diagram.</li> <li>• I can describe physical features and how they vary.</li> <li>• I can use geographical vocabulary accurately.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• The forest floor receives very little sunlight.</li> </ul> <p><b>Lesson 5 - Who lives in the rainforest?</b></p> <p><b>National Curriculum - Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• Many indigenous people live in rainforests.</li> <li>• They live in harmony with their environment.</li> <li>• The Yanomami tribe live in the Amazon rainforest.</li> <li>• Life in the rainforest is different from life in the UK.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Wider:</b> Indigenous, Inhabitants, Settlement</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can identify human settlements.</li> <li>• I can describe human and physical differences between regions.</li> <li>• I can explain how people use their environment.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• Indigenous tribes rely on the rainforest for food, shelter, and medicine.</li> </ul> <p><b>Lesson 6 - Why are rainforests important and how can they be protected?</b></p> <p><b>National Curriculum - Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• Rainforests are home to over half of the world's plant and animal species.</li> <li>• Many rainforest species are endangered, and some face extinction if habitats are destroyed.</li> <li>• Rainforests are important for the global environment because they help regulate the climate.</li> <li>• Deforestation is the cutting down of large areas of forest and is a major threat to rainforests.</li> <li>• Rainforests are cleared for farming, cattle, mining, timber, and paper.</li> <li>• Conservation helps protect rainforests and their biodiversity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emergent layer</b> - the very top layer of the rainforest where the tallest trees grow above all the others.</li> <li>• <b>Canopy layer</b> - the thick layer of treetops that forms a roof over the rainforest. Most animals live here.</li> <li>• <b>Understorey layer</b> - the layer below the canopy with smaller trees and plants that grow in low light.</li> <li>• <b>Forest floor</b> - the ground layer of the rainforest where it is dark, damp and many insects live.</li> </ul>
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- People, governments, and charities can take action to reduce deforestation.

**National Curriculum Vocabulary**

• **Essential: Deforestation, Conservation, Biodiversity, Habitat, Endangered, climate**

• **Wider: Protection, Destruction, Extinction**

**Skills from Progression Document**

- I can explain why some environments are important.
- I can describe human activities and their impact on the environment.
- I can make connections between human and physical geography.
- I can explain advantages and disadvantages of land use.

**Enrichment (Non-statutory)**

- Rainforests once covered about 14% of Earth's surface; today they cover around 6%.
- International agreements and charities work to protect rainforest areas.

**Endpoint**

**Assessment**

**Overview:**

- Pupils are assessed **formatively throughout the unit** via:
  - Observation of practical tasks (e.g., rainforest layer models, sorting activities, simple labelled diagrams)
  - Questioning and discussion in whole-class or small-group sessions
- This allows teachers to check understanding, address misconceptions, and support pupils in real time.

**End-of-Unit Task:**

- Pupils complete a **low-writing annotated world map:**
  - Shade rainforest areas
  - Circle South America

	<ul style="list-style-type: none"> <li>○ Mark the Amazon rainforest</li> <li>○ Draw and label the Equator</li> <li>● Pupils also give a <b>verbal explanation</b> to an adult, answering: <ul style="list-style-type: none"> <li>○ Where are rainforests found?</li> <li>○ Why are they near the Equator?</li> <li>○ Name one rainforest</li> </ul> </li> </ul> <p><b>Teacher Guidance:</b></p> <ul style="list-style-type: none"> <li>● <b>Talk is primary evidence</b>; writing is optional.</li> <li>● Teachers circulate and prompt pupils verbally as needed.</li> <li>● Use a simple checklist to tick off pupils demonstrating: <ul style="list-style-type: none"> <li>○ Locational knowledge</li> <li>○ Understanding of tropical climate</li> <li>○ Correct use of geographical vocabulary</li> </ul> </li> </ul> <p><b>Assessment Shows Pupils Can:</b></p> <ul style="list-style-type: none"> <li>● Locate rainforests on a world map</li> <li>● Identify the Equator and a rainforest in South America</li> <li>● Explain the tropical location and importance of rainforests</li> <li>● Use key geographical vocabulary accurately</li> </ul> <p><b>Rationale:</b> Assessment prioritises pupils' <b>geographical understanding over writing ability</b>, ensuring inclusive evidence while clearly demonstrating National Curriculum knowledge and skills.</p>	
Summer Term	Rivers and Fieldwork	Key Vocabulary

<p><i>This unit draws on the following statutory National Curriculum objectives: Human and Physical Geography</i></p> <p><i>Pupils should be taught to describe and understand key aspects of physical geography, including rivers.</i></p> <p><i>Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.</i></p> <p><i>Geographical Skills and Fieldwork</i></p> <p><i>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>Pupils should be taught to use geographical vocabulary to describe and understand</i></p>	<p><b>Lesson 1 – What is a river?</b></p> <p><b>National Curriculum – Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• A river is a natural feature formed by moving water.</li> <li>• Rivers flow downhill from high land to low land.</li> <li>• Rivers are shaped by natural processes over time.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential:</b> River, Physical feature, Natural process, Flow</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can describe physical features using key vocabulary.</li> <li>• I can describe physical geography features.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• Rivers are part of long-term changes to the Earth's surface.</li> </ul> <p><b>Lesson 2 – Where does a river start and end?</b></p> <p><b>National Curriculum – Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• Rivers begin at a source and end at a mouth.</li> <li>• Rivers may flow into a sea, lake, or another river.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential:</b> Source, Mouth, Lake, Sea</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can use maps and atlases to locate rivers.</li> <li>• I can describe the journey of a river using geographical vocabulary.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• Smaller rivers that flow into bigger rivers are called tributaries.</li> </ul> <p><b>Lesson 3 – How do rivers change the land?</b></p> <p><b>National Curriculum – Knowledge (I know that...)</b></p> <ul style="list-style-type: none"> <li>• Rivers change the land through erosion.</li> <li>• Erosion is caused by water, ice, and wind.</li> <li>• Rivers cut into hills and mountains over time.</li> <li>• Temperature changes can crack rocks and speed up erosion.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential:</b> Erosion, Weathering</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can describe how physical processes shape landscapes.</li> </ul>	<p><b>Essential / Core Vocabulary (Must Know):</b></p> <ul style="list-style-type: none"> <li>• River – a natural stream of water flowing in a channel.</li> <li>• Source – the place where a river begins.</li> <li>• Mouth – where a river flows into the sea, lake, or another river.</li> <li>• Flow – the movement of water.</li> <li>• Waterfall – a place where a river flows over a steep drop.</li> <li>• Gorge – a narrow valley with steep rocky sides, often formed by a river.</li> <li>• Delta – a landform made from sediment where a river meets the sea.</li> <li>• Erosion – the wearing away of land by water, wind, or ice.</li> <li>• Flood – when water overflows onto normally dry land.</li> <li>• Settlement – towns or cities built near rivers.</li> </ul>
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physical features and processes.  
Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.

- I can use geographical vocabulary accurately.

#### Enrichment (Non-statutory)

- Some rocks, such as limestone, are affected by chemical erosion.

#### Lesson 4 - What landforms do rivers create?

##### National Curriculum - Knowledge (I know that...)

- Rivers can create waterfalls, gorges, and valleys.
- Waterfalls form when hard and soft rock erode at different rates.
- Gorges form when waterfalls move upstream.
- Rivers deposit sediment to form deltas.

##### National Curriculum Vocabulary

- **Essential:** Waterfall, Gorge, Delta, Sediment

##### Skills from Progression Document

- I can identify and name river landforms.
- I can explain how rivers shape the land.

#### Enrichment (Non-statutory)

- Niagara Falls is slowly moving upstream due to erosion.

#### Lesson 5 - Why are rivers important to people?

##### National Curriculum - Knowledge (I know that...)

- Towns and cities are often built near rivers.
- Rivers provide water for farming and industry.
- Rivers are important for trade and transport.
- Flooding can be a risk near rivers.

##### National Curriculum Vocabulary

- **Essential:** Settlement, Trade, Transport, Flood

##### Skills from Progression Document

- I can describe how people use physical features.
- I can describe advantages and disadvantages of living near rivers.

#### Enrichment (Non-statutory)

- Flood management can reduce the impact of floods.

#### Lesson 6 - What are the world's major rivers?

##### National Curriculum - Knowledge (I know that...)

- The Nile is the longest river in the world.

#### Wider Vocabulary (Exposure / Challenge):

- Lake - a large area of water surrounded by land.
- Marsh - an area of low, wet land that is often flooded.
- Current - water moving in one direction.
- Tributary - a smaller river or stream that flows into a larger river.
- Water cycle - the process by which water moves between sea, air, and land.
- Trade - the buying and selling of goods.
- Transport - moving goods or people from place to place.
- Continent - a large land area, e.g., Africa, Europe, Asia.
- Nile - the longest river in the world.
- Amazon - the river carrying the most water.

	<ul style="list-style-type: none"> <li>• The Amazon River carries the most water.</li> <li>• Major rivers are found on different continents.</li> <li>• Rivers play an important role in global water systems.</li> </ul> <p><b>National Curriculum Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Essential:</b> Continent, Nile, Amazon</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, and globes to locate major rivers.</li> <li>• I can compare rivers in different parts of the world.</li> </ul> <p><b>Enrichment (Non-statutory)</b></p> <ul style="list-style-type: none"> <li>• A large proportion of the world's river water flows through the Amazon.</li> </ul>	
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#### Recommended Colour Coding

##### 1. National Curriculum Knowledge / "I know that..." statements - bold + blue

- Blue is calm, stands out for factual knowledge, and is easy to read.
- Example:
  - *I know that a volcano is a physical feature formed when magma escapes through the Earth's crust.*

##### 2. National Curriculum Vocabulary - bold + green

- Green signals growth and connects with natural features/geography.
- Example:
  - *Volcano, magma, lava, eruption, crust, physical feature, hazard*

##### 3. Skills from Progression Document - bold + orange or purple

- Orange/purple draws attention to what pupils *can do*, distinguishing it from knowledge and vocabulary.
- Example:

- *I can use a globe to locate Europe, North America and South America.*

4. Enrichment / Non-statutory information - italic + grey

- Grey or a lighter shade signals “extra” information that adds depth but is not mandatory.
- Example:
  - *Volcanoes have helped shape the Earth’s surface and atmosphere over time.*

5. Essential / Core Vocabulary definitions - green box or highlight

- Keeps must-know terms visually distinct from wider/exposure words.

6. Wider / Exposure Vocabulary definitions - blue box or highlight

- Differentiates them from essential words, but still visually accessible.