



## EYFS

- Understanding the world around us

## Year 1

- Continents and oceans
- Hot and cold areas of the world
- Fieldwork and mapping

## Year 2

- Local areas study - physical and human features
- Compare local area to Nairobi
- Fieldwork and map skills
- Small non-european study - people of Yanomami

## Year 3

- UK study - countries and cities
- Fieldwork and map skills
- OS map work

## Year 4

- Latitude and longitude study
- Features of rivers
- The water cycle
- Maps skills

## Year 5

- Map skills - 4 and 6 figure grid references
- OS maps and fieldwork
- Biomes around the world

## Year 6

- Comparison between the Lake District, Tatra Mountains and the Caribbean
- Settlements, land use and economic relationships
- Earthquakes, mountains and volcanoes



		Learning foci	
EYFS	Understanding the world People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>	
	The Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	
Unit		Substantive knowledge	Disciplinary knowledge
Year 1	Continents and oceans  Local study- Where are we in the world?	<p><b>Continents:</b> What are the 7 continents of the world?</p> <p><b>Oceans:</b> What are the 5 oceans of the world?</p> <p><b>Countries:</b> What are the four countries of the United Kingdom?</p> <p><b>Capital Cities:</b> What are the capital cities of the four kingdoms of the UK?</p> <p><b>Seas:</b> What seas surround the UK?</p>	<p><b>Place and space</b> Where is the continent of Africa, Antarctica, Asia, Australia Europe, North America South America? Where England, Scotland, Northern Ireland and Wales are on a map? Show me. What are the capital cities / oceans / seas of the United Kingdom? Show me.</p> <p><b>Scale and Connection</b> What is a continent? Which continents are closer to each other? Which continents are further apart? What's the difference between a sea and an ocean? What's the difference between a continent and a country?</p> <p><b>Physical and human Geography</b> Is a city a physical or human feature? Is an ocean or sea a physical or human feature?</p> <p><b>Environment and sustainability</b> Why is it important to care for the oceans and sea? What is the environment like in London...?</p> <p><b>Culture and diversity</b> What is unique about Africa? What is unique about Antarctica? What is unique about Australia...?</p>



	<p>Hot and cold areas of the world</p>	<p><b>Continents and Oceans:</b> Remember – What are the 7 continents and 5 oceans of the world?</p> <p><b>Hot and cold places:</b> Where is the equator?</p> <p>Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p><b>Continuous Learning:</b> Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> <li>• Day</li> <li>• Month</li> <li>• Year</li> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy</li> </ul>	<p><b>Place and space</b> Where is the North Pole? Where is the South Pole? Where is a hot place in the world? Where are the cold places in the world? What does Arctic mean? What does Antarctic mean?</p> <p><b>Scale and connection</b> Why are the North and South Poles similar? Why are the North and South Poles different? Is the UK bigger or smaller than the Arctic or Antarctic?</p> <p><b>Physical and human geography</b> What do physical features look like in polar places? What do physical features look like in hot or tropical places? What do human features look like in polar places? What do human features look like in hot or tropical places? What is different?</p> <p><b>Environment and sustainability</b> How are polar places changing? Why is the Arctic and Antarctic changing? What are causing the Arctic and Antarctic to change?</p> <p><b>Culture and diversity</b> What is life like for the people who live in very cold places, such as polar regions? What is life like for people who live in hot places, such as the tropics? What is similar? What is different?</p>
	<p>Fieldwork and map skills</p> <p>Local study- look at the area of the school</p>	<p><b>Knowing</b> What is a map?</p> <p><b>Place and space</b> How do I make an imaginary map?</p>	<p><b>Place and Space</b> Where is our school? How is the space used in school?</p> <p><b>Scale and Connection</b></p>



		<p>We're going on a bear hunt. The Storm Map</p> <p><b>Fieldwork</b> How do I make a real map?</p>	<p>How are spaces in the school connected? How is the indoor and outdoor space connected? How big is a place? How big is the space in the place?</p> <p><b>Physical and human geography</b> What is built around here? What is natural around here?</p> <p><b>Environment and sustainability</b> How are we helping the environment? What is our school doing to help?</p> <p><b>Culture and diversity</b> What is special about our school? What people live near the place we call school. How is the space around the school used?</p>
<p>Year 2</p>	<p>Local areas study - physical and human features</p> <p>Local study- our school and Bradwell.</p>	<p><b>Human Features:</b> What are human features?</p> <p><b>Physical Features:</b> What are physical features?</p> <p><b>Local Area:</b> What features does our local area have?</p>	<p><b>Place and space</b> Where is this place? What is this place like? Where do people live in this place? What is unique about this place?</p> <p><b>Scale and connection</b> How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?</p> <p><b>Physical and human geography</b> What physical features can you see in this place? What human features can you see in this place? Where and how do people live around here? Are local places similar or different?</p> <p><b>Environment and sustainability</b> In what ways does this place help the environment? In what ways do we recycle our waste? How does the place we live help recycling and sustainability?</p>



			<p><b>Culture and diversity</b> Why is the place we live special to us? What physical features are special to us? What human features are special to us?</p>
<p>Compare local area to Nairobi</p> <p>Local study- Norwich</p>	<p><b>Europe, United Kingdom, Capital cities:</b> Where is Norwich and what is it like?</p> <p><b>Africa, Kenya and Nairobi:</b> Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi and what is it like?</p> <p><b>Compare the human and physical similarities and differences:</b> How are Norwich and Nairobi similar?</p>		<p><b>Place and space</b> Where is Norwich? How is the space in that place used? Where is Nairobi? How is the space in that place used?</p> <p><b>Scale and connection</b> How could Norwich connect to Nairobi? How is Norwich or Nairobi connected to other places? (Physical and human) What's the difference in size between Norwich and Nairobi? Is there a difference in size between the U.K. and Kenya?</p> <p><b>Physical and human geography</b> What physical features are in Norwich/ Nairobi? What human features are in Norwich/ Nairobi? Where and how do people live around here? Are local places similar or different?</p> <p><b>Environment and sustainability</b> Does Norwich look after its environment? How does Norwich look after its environment? Does Nairobi look after its environment? How does Nairobi look after its environment?</p> <p><b>Culture and diversity</b> What is unique about Norwich? What is unique about Kenya and Nairobi? Do these two cities have anything in common? What is very different?</p>
<p>Fieldwork and map skills</p> <p>Local study- our school and Bradwell.</p>	<p><b>Fieldwork, mapping and position:</b> How do we describe places?</p> <p><b>Fieldwork, mapping and symbols:</b> What physical features does this place have?</p>		<p><b>Place and space</b> Use a compass to locate cardinal points.</p> <p><b>Scale and connection</b> Use large and small scale maps and explain their purpose. How is this place connected to other places?</p>



		<p>What human features does this place have?</p> <p><b>Mapping and drawing:</b> Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like?</p> <p><b>Summary:</b> How does the scale of map tell us what the area around the school is like?</p>	<p><b>Physical and human geography</b> Notice and explain the difference between human and physical features. Why is this place like it is?</p> <p><b>Environment and sustainability</b> Become familiar with the locality through maps and fieldwork. Identify and notice how the environment is respected (or not). What sustainable features are present? Why are they there?</p> <p><b>Culture and diversity</b> What is unique about this place? Who lives here? Understand, respect and tolerate beliefs and ethnicity in the locality.</p>
	<p>Study a small area of a contrasting non-European country</p>	<p><b>Where?</b> Where are the rainforests? What are they like?</p> <p><b>Who?</b> How do the Yanomami people live?</p> <p><b>What is different?</b> What is different about my location and the Yanomami?</p>	<p><b>Place and Space</b> Where is the Amazon Rainforest? What is the rainforest like? Where do the Yanomami people live? What is unique about the Amazon rainforest? Why is the Amazon Rainforest very important to us?</p> <p><b>Scale and Connection</b> How does the Amazon rainforest connect countries in South America? How many times would the UK fit into the Amazon Rainforest? Why is the Amazon Rainforest very important to the world?</p> <p><b>Physical and human geography</b> What physical features can you see in the Amazon Rainforest? What human features can you see in the Amazon Rainforest? How do the Yanomami live in the rainforest? How is this different to the way we live?</p> <p><b>Environment and sustainability</b> What significant things are affecting the Amazon Rainforest? What significant things are affecting the Yanomami people? Why should we worry about the damage caused to the rainforests?</p> <p><b>Culture and diversity</b></p>



			How does the way the Yanomami people live help the rainforests? How do miners and loggers affect the rainforest and the lives of the Yanomami people? What is unique about the Yanomami?
Year 3	<p>UK study - countries and cities</p> <p>Plus revisit module- human and physical features of UK</p> <p>Local study- Where are we in the UK? What region and county are we in? What are our nearest cities?</p>	<p><b>UK:</b> What are the regions and countries in the UK? Name and locate cities and countries of the UK.</p> <p><b>Human and physical features:</b> Identify geographical regions by physical and human landmarks of Scotland and England.  Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p><b>Geographical patterns and explanations:</b> What are the topical patterns in the UK? What can I see hear?</p>	<p><b>Place and space</b> What are the countries, regions, and counties of the UK?</p> <p><b>Scale and connection</b> How is your locality connected to other areas of the UK and the world? What do you notice? What patterns can you see when you zoom in and zoom out to compare on your location using Digimap for Schools or Google Earth?</p> <p><b>Physical and human geography</b> What are the differences between human and physical features across the UK? What do you notice? Why is that? What are the significant landmarks we can see in the UK? How is a place shaped by human and physical features?</p> <p><b>Environment and stability</b> What are the sustainable features of the environment that you live in, such as wind turbines or solar farms? How do wind farms and solar farms improve the environment?</p> <p><b>Culture and diversity</b> What are the similarities and differences in the way that people live in the UK such as homes, travel, shopping, recreation and beliefs. Recognise the uniqueness of location – why is this place like it is?</p>
	Fieldwork and map skills	<p><b>Compass:</b> What are the eight points on the compass?</p> <p><b>Human and physical features:</b></p>	<p><b>Place</b> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.</p>



	<p>Local study- our school, Bradwell and Gorleston.</p>	<p>Where are the human and physical features in this place?</p> <p><b>Apply it:</b> What physical features can you identify in the UK?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location.</p> <p><b>Geographical patterns</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p>
	<p>OS map skills and fieldwork.</p> <p>Local study- our school, Bradwell and Gorleston.</p>	<p><b>Knowing</b> What is an Ordinance Survey (OS) map?</p> <p><b>Large scale and small scale maps</b> How does the scale change the way we describe a place? What's the area like just beyond the school?</p> <p><b>Maps of other places</b> What's the area like beyond our region?</p>	<p><b>Place and space</b> Describe the location of your school. What features are nearby?</p> <p><b>Scale and connection</b> What does a large-scale OS map tell you about your location? What features can't you see on a large-scale map? Why is that? What does a small-scale OS map tell you about your location? What features can't you see on a small-scale</p> <p><b>Physical and human geography</b> What physical and human features can you locate on a largescale map? What physical and human features can you locate on a small-scale map? What differences do you notice? What is a key? How do you use it?</p> <p><b>Environment and stability</b> Are there any sustainable features nearby?   Windfarms Solar fields Recycling centres How are they shown on a map? Why do you think these sites have been chosen as good locations for renewable sources of energy?</p>





			<p><b>Culture and diversity</b> What features make your location special? How are these features represented on large and small-scale Ordnance Survey maps?</p>
Year 4	Latitude and longitude study	<p><b>Latitude and longitude:</b> What are the lines of latitude? What are the lines of longitude?</p> <p><b>Location and physical features:</b> How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world?</p> <p><b>Time zones</b> <b>Day and night:</b> What are the time zones and how do they affect us? How does day and night occur?</p>	<p><b>Place and space</b> How does latitude help define a region? What is similar between lines of latitude and what is different? How is the proximity of a place defined by its latitude? How is latitude and longitude connected? How is the position of the Sun related to the lines of longitude?</p> <p><b>Scale and connection</b> What is the latitude of the place you live? What is it like there? How does longitude affect us through the Prime Meridian? How does latitude and longitude help us find locations? This is a fact a lot of people don't know, "The Pacific Ocean accounts for over 50% of the world's ocean, whereas the Arctic totals about 3%." When you look at a map or globe, why would people not think this?</p> <p><b>Physical and human geography</b> How are the physical features of a place defined by latitude? How are the human features of a place defined by latitude? Why do some people think the Sun moves across the sky as the Earth stays still? What is the correct explanation?</p> <p><b>Environment and stability</b> How are the physical features of a place defined by latitude? How are the human features of a place defined by latitude? Why do some people think the Sun moves across the sky as the Earth stays still? What is the correct explanation?</p>



			<p><b>Culture and diversity</b> Could locations that are culturally different, such as Asia and Europe, have similar latitude or longitude? Cambridge and Warsaw share near latitudes of 50°N. What's their longitude?</p>
	<p>Introduce rivers Plus revisit unit.</p> <p>Local study- rivers local to us. River Waveney, Yare and Bure.</p>	<p><b>Features of a river:</b> What are the features of a river?</p> <p><b>Local rivers:</b> What is our local river? What feature can we see? Where did it come from and where does it flow?</p>	<p><b>Place and space</b> What are the courses of a river? How does the land look different at each river course? Agree or disagree? A river shapes the place they run through and influences the way the space is used by humans. Why do you say that?</p> <p><b>Scale and connection</b> True or False? All rivers flow towards the sea or lakes. Why do you say that? What do rivers share in common? What do you know is different between rivers? How do rivers connect places? Follow the course the River Nile and explain the way ancient Egyptians used it</p> <p><b>Physical and human geography</b> How do the courses of a river define its physical features? How did major rivers shape the way humans lived in the past? What pulls people to visit different courses of a river? Why could that be? Human features - what jobs do people do around rivers?</p> <p><b>Environment and stability</b> Agree or disagree? Rivers don't play a part in the climate of a place. How do rivers contribute towards the water cycle? If a river becomes polluted, what's the impact on the environment and animals in its habitat? How could large rivers and lakes be used to provide sustainable energy?</p> <p><b>Culture and diversity</b> How do rivers shape the culture of a place? What makes the places around a river unique? Are there any similarities between different major rivers? What rivers shaped the ancient civilisations, such as Egypt, Sumer, Indus Valley or Shang Dynasty?</p>
	<p>The water cycle</p>	<p><b>The process:</b> What is the water cycle?</p>	<p><b>Place and space</b> How does the water cycle define a place? What places in the world?</p>



		<p><b>The way it works:</b> How does the water cycle work?</p> <p><b>The things that influence it:</b> What affects the water cycle?</p>	<p><b>Scale and connection</b> How does the water cycle affect the place you live? What is like there? Why is life on Earth dependent on the water cycle? Are there places on Earth that are negatively affected by the water cycle? How does latitude affect the water cycle?</p> <p><b>Physical and human geography</b> How are the physical features of a place defined by the water cycle? How are the human features of a place defined by the water cycle?</p> <p><b>Environment and stability</b> How is the climate affected the water cycle? How is global warming affecting the water cycle? What happens if one part of the water cycle changed? What could cause this? What are the consequences?</p> <p><b>Culture and diversity</b> Does the water cycle affect the way we live and the things we build? Is there a connection between the water cycle, latitude and the way people live?</p>
<p>Map skills</p> <p>Local area study- what region do we live in?</p>		<p><b>Define</b> What are the major environmental regions?</p> <p><b>Know, compare and contrast</b> Europe Russia North America South America</p> <p><b>Structured assessment task</b> What are the major environmental regions on Earth?</p>	<p><b>Place and space</b> Describe the major environmental regions of: Europe Russia North and South America What regions are similar? What regions are different?</p> <p><b>Scale and connection</b> How does latitude define the major environmental regions of the world? What patterns do you notice between Europe, Russia, North and South America?</p> <p><b>Physical and human geography</b> Physical features - how do the environmental regions define the physical features of a place? How do the environmental regions affect the way a place is used and lived in?</p> <p><b>Environment and stability</b> Are there some places in these environmental regions that are at risk of being destroyed? What could the effect be if environmental regions are changed?</p> <p><b>Culture and diversity</b></p>



			Do environmental regions shape the way people live? What makes these places (environmental regions) and spaces (the way they are used) special to that locality? What is unique about each environmental region? Are there any similarities between different places, but similar regions?
Year 5	Map skills - 4 and 6 figure grid references	<p><b>Finding locations:</b> Why do we need latitude and longitude?</p> <p><b>Finding locations precisely:</b> What are 4 and 6 figure grid reference and how do we use them?</p> <p><b>Apply it:</b> Use 4 and 6 figure grid references</p>	<p><b>Place and location</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record 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><b>Compare and contrast</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p>
	<p>OS maps and fieldwork</p> <p>Local study- our school, Bradwell, Gorleston and Great Yarmouth.</p>	<p><b>OS maps</b> Remember what are OS maps and how do we use them?</p> <p><b>Map skills and fieldwork</b> What are four and six figure grid references? What are contour lines? What does the land look like in my local area? What is the land like in a contrasting locality?</p>	<p><b>Place and space</b> Where is your local area? What does your local area look like on a small-scale map? What does your local area look like on a large-scale map?</p> <p><b>Scale and connection</b> What features can and can't you see on a largescale map? Why is that? What features can and can't you see on a small-scale map? Why is that?</p> <p><b>Physical and human geography</b> How do contour lines help us know about the shape of the land? When contour lines are very close together, are human features common? Why is that? How do map keys (legend) tell us the shape and use of the land?</p> <p><b>Environment sustainability</b></p>



			<p>Are solar farms built on flat or steeply sloping land? How do you know? Which direction do solar farms face? Do you think the location of wind turbines is important, or can they be put up anywhere?</p> <p><b>Culture and diversity</b> Why do people choose to go to the Lake District? What's the terrain like in unique places, such as the Lake District? What do OS maps help us know more of about places we want to visit?</p>
	<p>Biomes around the world</p> <p>Plus revisit module</p> <p>Local area study- What is the biome like where we live?</p>	<p><b>Major countries and cities:</b> Where would you find the major countries of the world? Where would you find the major cities of the world?</p> <p><b>Biomes:</b> What is a biome? (Environmental region) How do biomes change across the world?</p> <p><b>Human and physical features:</b> What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?</p>	<p><b>Places and location</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record 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><b>Compare and contrast</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p><b>Vocabulary</b> Describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>
<p><b>Year 6</b></p>	<p>Comparison between the Lake District, Tatra Mountains and the Caribbean</p>	<p><b>United Kingdom:</b> Where is the Lake District? How was the Lake District formed?</p> <p><b>Europe:</b></p>	<p><b>Place</b> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.</p>



		<p>Poland: where can you find the Tetra mountains? What are the Tetra mountains like?</p> <p><b>North America:</b> The Caribbean and Jamaica: what do we know?</p> <p>What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location.</p> <p><b>Geographical patterns</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p>
<p>Settlements, land use and economic relationships</p> <p>Local area study- Great Yarmouth</p>		<p><b>Settlements:</b> What are settlements and where are they found?</p> <p><b>Settlement patterns:</b> Do settlements have a pattern?</p> <p><b>People and economic patterns:</b> Do people, their movement and economic activity have patterns?</p>	<p><b>Place</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record 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><b>Compare and contrast</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time</p>
<p>Earthquakes, mountains and volcanoes</p>		<p><b>The Earth's structure and tectonic plates:</b> What makes up layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet or separate?</p>	<p><b>Place and space</b> What are the similarities and differences between places that have active earthquake zones?</p> <p><b>Scale and connection</b></p>



		<p>How was the Lake District formed?</p> <p><b>Earthquakes:</b> What causes an earthquake and what is the effect?</p> <p><b>Mountains:</b> How are mountains formed?</p> <p><b>Volcanoes:</b> How do volcanoes work?</p>	<p>What do you notice about the locations and physical features of the places that have fault lines, mountains, earthquakes or volcanoes? What's the difference in the scale of eruptions, between a fissure volcano and stratovolcano?</p> <p><b>Physical and human geography</b> What's the process of volcanic eruption? Why can't human features withstand the force of volcanic eruption? You could use La Palma as an example.</p> <p><b>Environment and stability</b> What impact do earthquakes, mountain formation and volcanoes have on the environment? How is the landscape forged and shaped by physical processes?</p> <p><b>Culture and diversity</b> Why do people live in the shadow of volcanoes? How do earthquakes affect the way people live their everyday lives? Why do mountains attract people to live near or visit them?</p>
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**WOODLANDS  
PRIMARY  
ACADEMY**  
*Creative  
Education  
Trust*