



# **Geography Policy**

**October 2020**

**Review Date: Autumn Term 2021**

## **The Purpose of the Geography Policy**

This policy outlines the teaching and learning of Geography. All children will have the opportunity to undertake Geography throughout their time at Firs Primary School. The teaching of Geography is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## **Aims (Intent)**

The national curriculum for geography aims to ensure that all pupils:

- ❖ Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ❖ Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ❖ Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We enhance the geography curriculum by ensuring, that in addition the statutory content, most topics contain an element of learning related to climate and environmental issues. This makes our curriculum relevant to the needs our children today and to help them become responsible citizens of the future, as stated in the 'My Planet' aspect of our school curriculum intent.

In order to meet the needs of all our pupils a focus is placed on vocabulary. Tier 1, tier 2 and tier 3 vocabulary is identified for each subject and is explicitly taught within a meaningful context. We aim to provide enhanced opportunities for children by exposing children to the best that has been thought, written, said and done. Furthermore, within Geography there are opportunities to develop oracy skills through debate, questioning and expression of opinions. In order to broaden the experiences of our locality and beyond, we provide enrichment opportunities for all pupils in school.

## **Implementation**

We use the National Curriculum to ensure that the sequence of learning supports children to embed and retain the programmes of study. This is supported by the DDAT progression document which maps out the statutory requirements and skills at each phase. Within EYFS the school has produced a document which runs alongside the DDAT document to ensure that there is a clear sequence of learning from Early Years into Key Stage One.

Long term plans are produced to ensure that the statutory programmes of study from the National Curriculum are mapped out across the school. The core skills and knowledge are identified under the four headings: Locational Knowledge; Place Knowledge; Human and Physical Geography; and Geographical

skills and Fieldwork.

Geography is taught within a meaningful context within topic headings to provide a systematic approach to learning. Over a two year rolling cycle, geography is taught most terms to ensure that coverage is met.

We adapt and tailor our curriculum to ensure that children's different starting points are recognised and are accordingly planned for. To ensure that the most disadvantaged and SEND children are experiencing a broad and balanced curriculum we use clear differentiation, explicit vocabulary teaching, visual symbols and modelled opportunities to scaffold children's learning.

Learning is recorded in pupils' individual topic books across the school. Whole class topic books are used to record the practical and discussion based learning not documented in individual books. At the end of a unit of learning children are assessed against the core skills and these teacher assessments are recorded within the curriculum documents.

### **Assessment and Recording of Work**

Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in Geography across the school.

Children in the Early Years Foundation Stage (Reception and Nursery) are assessed using the Early Years Development Matters guidance and at the end of the reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language, personal, social, and emotional development, mathematics and understanding the world all contribute to laying the foundations for effective learning in Geography throughout the primary phase.

A variety of methods are used to record work in Geography, including writing, labelling, maps, pictures, structured worksheets, photographs, school displays and the occasional video recording. Work may be recorded in individual topic books, or in whole class topic books. Geography teaching can also help to further develop oracy skills and will include discussion based lessons which may not be recorded in writing.

### **Resources**

Topic boxes have been assembled with resources for each topic, which are kept centrally.

Phase teams also have their own annual budget which allows them to purchase any additional materials and equipment they may need to deliver the national curriculum objectives.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader also

undertakes lesson observations of the teaching of Geography across the school, reviews evidence of the children's work and conducts both pupil and teacher voice discussions.

*Appendix: Geography Knowledge and Skills Map*

**Firs Primary School**  
**Subject Curriculum and Progression**  
**Geography**

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Maths; SSM ELG Children use everyday language to talk about size, weight, capacity, <b>position, distance</b>, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>UTW; The World ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</li> </ul> </li> </ul>				<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	

	<p>of animals and plants and explain why some things occur, and talk about changes.</p>	<p>ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>- key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>
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Key Learning (Knowledge)		<p><b>Enchanted Woodland</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Moon Zoom</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>Muck, Mess and Mixtures</b></p> <p><b>Rio de Vida</b> Local area contrast with Brazil, including a focus on the following:</p>	<p><b>Gods and Mortals</b></p> <p><b>Urban Pioneers</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>I am Warrior</b></p> <p><b>Predator</b> Comparing human and physical features; the Cornish coast, the Amazon rainforest, the Swiss Alps.</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region</li> </ul>	<p><b>A Child's War</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Hola Mexico</b> Human and physical geography of Mexico</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and</li> </ul>

		<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> <li>•</li> </ul> <p><b>Street Detective</b> Making simple maps of the school and the immediate local area. Studying aerial photographs of the local area to identify landmarks. Giving and following directions to navigate around a route using simple compass</p>	<p>in a European country, and a region within North or South America</p> <p><b>Playlist</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul> <p><b>Tribal Tales</b></p> <p><b>Heroes and Villains</b></p> <p><b>Tremors</b> Physical geography: Volcanoes and earthquakes</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> </ul> <p><b>Traders and Raiders</b></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</li> </ul>	<p>vegetation belts, rivers, mountains,</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Frozen Kingdom</b></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</li> </ul> <p><b>Revolution</b></p> <p><b>Bloodheart</b></p> <p><b>Darwin's Delights</b> Locational knowledge and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><b>Off With Her Head</b></p>
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		<p>directions and locational/positional language.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Land Ahoy</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• name and locate the world's seven continents and five oceans</li> <li>• use aerial photographs and plan perspectives to recognise</li> </ul>	<p>use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Burps, Bottoms, Bile</b></p> <p><b>Mighty Metals</b></p> <p><b>Blue Abyss</b></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: rivers, mountains, and the water cycle</li> </ul>	<p><b>Stargazers</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Alchemy Island</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>•</li> </ul>
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		<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, sea, ocean, river</li> <li>• key human features, Inc, port, harbour,</li> <li>•</li> </ul> <p><b>Bright Lights, Big City</b></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• 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</li> </ul>		<p><b>Pharaohs</b> Human and Physical geography of Egypt</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Peasants, Princes and Pestilence</b></p> <p><b>Time Traveller</b></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
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		<p><b>Superheroes</b></p> <p><b>Paws, Claws and Whiskers</b></p> <ul style="list-style-type: none"><li>• name and locate the world's seven continents and five oceans</li><li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li></ul> <p><b>Scented Garden</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li></ul>			
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		<p>Dinosaurs</p> <p>Towers, Turrets and Tunnels</p>					
Map Skills Progression		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<p><u>Using maps</u></p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><u>Map knowledge</u></p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its</p>	<p><u>Using maps</u></p> <p>Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Map knowledge</u></p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including</p>	<p><u>Using maps</u></p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Map knowledge</p> <p>Locate the UK on a variety of</p>	<p><u>Using maps</u></p> <p>Follow a route on a large-scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate Europe on a large-scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p>	<p><u>Using maps</u></p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries, focus on North &amp; South America</p> <p>Identify the</p>	<p><u>Using maps</u></p> <p>Follow a short route on an OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Map knowledge</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making maps</u></p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>

		<p><i>surrounding seas</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features</i></p> <p><i>Use photographs and maps to identify features</i></p>	<p><i>the Equator and the North and South Poles</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</i></p> <p><i>Use and construct basic symbols in a key</i></p>	<p><i>different scale maps</i></p> <p><i>Name &amp; locate the counties and cities of the UK</i></p> <p><u><i>Making maps</i></u></p> <p><i>Try to make a map of a short route experiences, with features in current order</i></p> <p><i>Create a simple scale drawing</i></p> <p><i>Use standard symbols, and understand the importance of a key</i></p>	<p><i>Draw a sketch map from a high viewpoint</i></p>	<p><i>position and significance of lines of longitude &amp; latitude</i></p> <p><u><i>Making maps</i></u></p> <p><i>Draw a variety of thematic maps based on their own data</i></p> <p><i>Draw a sketch map using symbols and a key,</i></p> <p><i>Use and recognise OS map symbols regularly</i></p>	
<b>Vocabulary (Tier 2 and 3)</b>		<p><b>Enchanted Woodland</b></p> <p>Observation</p> <p>Grounds</p> <p>Human features</p> <p>City</p> <p>Town</p> <p>Factory</p> <p>Office</p> <p>Shop</p> <p>House</p> <p>Physical features</p> <p>Environment</p> <p>Picture map</p> <p>Bigger</p> <p>Smaller</p> <p>Like</p> <p>Dislike</p> <p>Near</p>	<p><b>Urban Pioneers</b></p> <p>Observe</p> <p>Measure</p> <p>Record</p> <p>Human features</p> <p>Physical features</p> <p>Sketch maps</p> <p>Plans</p> <p>Graphs</p> <p>Scale</p> <p>Symbols</p> <p>Key</p> <p><b>Predator</b></p> <p>Map</p> <p>Atlas</p> <p>Globe</p> <p>Countries</p>				

	<p>Far Up Down Left Right Forwards Backwards</p> <p><b>Moon Zoom</b> Near Far Up Down Left Right United Kingdom World Countries Continents Europe North/South America Antarctica Australia Africa Asia Seas Oceans Season Seasonal Daily Weather Autumn Summer Winter Spring Hot Cold Windy Wet</p>	<p>Features Europe North and South America Physical and human characteristics Cities Similarities Differences Compare United Kingdom Digital/computer mapping Coast Rainforest Mountain Environmental regions</p> <p><b>Playlist</b> Map Ordnance Survey Atlas Globe Countries Features North South East West Southwest Southeast Northwest Northeast Compass Directions Grid references Symbols Key</p> <p><b>Tremors</b> Map Atlas</p>		
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	<p>Rain Snow Equator North and South Poles North South Map Atlas Globe</p> <p><b>Rio de Vida</b> Human features City Village Town Shop Farm Beach Cliff Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation Season Weather City Town Village Factory Farm House Physical features Environment</p>	<p>Globe Digital/computer mapping Countries Describe Physical geography Mountains Volcanoes Earthquakes Formation Lava flow Magma Eruption Liquid Gas Molten Ash Smoke Tectonic plates Earth's Crust Core Mantle Plate boundary Fault line Tsunami</p> <p><b>Traders and Raiders</b> United Kingdom County City Geographical region Human characteristics Physical characteristics Topography Hills Mountains Coasts Rivers Land use Human geography</p>		
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	<p>Near Far Local area World Countries Continents Seas Oceans Symbols Represent Places Features Map Atlas Globe Europe South America</p> <p><b>Street Detective</b> North South East West Up Down Forwards Backwards Near Far Left Right Location Position Route Aerial Photograph Plan Landmarks Human and Physical Features Map/Picture map</p>	<p>Settlement Land use Economic activity Trade Trade links Natural resources Energy Food Minerals Water</p> <p><b>Blue Abyss</b> Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time zone Day Night Physical geography Rivers Mountains Water Cycle Evaporate Vapor Condense Cloud Precipitation Rain Snow Liquid Sea Lake</p>		
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	<p>Symbols Key Directions Compass</p> <p><b>Land Ahoy</b> Countries United Kingdom Capital Cities Seas Map Symbols Key Physical features Beach Cliff Coast Sea Ocean River Human features City Town Village House Port Harbor Landmarks Lighthouse Continents North Sea Irish Sea English Channel Atlantic Ocean</p> <p><b>Bright Lights, Big City</b> Country Capital City</p>			
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	<p>England  Scotland  Wales  Northern Ireland  Ireland  North  South  East  West  Up  Down  Left  Right  Compass  United Kingdom  Map  Symbols  Key</p> <p><b>Paws, Claws and Whiskers</b>  World  Countries  Continents  Europe  North/South America  Antarctica  Australia  Africa  Asia  Seas  Oceans  Maps  Atlases  Globes  Hot  Cold  Equator  North and South Poles  Near</p>			
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	<p>Far</p> <p><b>Scented Garden</b></p> <p>Observe</p> <p>Grounds</p> <p>Human features</p> <p>Physical features</p> <p>Seasons</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p> <p>Winter</p> <p>Weather</p> <p>Hot</p> <p>Cold</p> <p>Warm</p> <p>Sun</p> <p>Snow</p> <p>Rain</p> <p>Wind</p> <p>Equator</p> <p>North Pole</p> <p>South Pole</p> <p>Temperature</p> <p>World</p>			
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