

Geography Policy

Reviewed September 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 are being 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
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National Curriculum

Maths; SSM ELG
Children to understand position through words alone – for example, “The bag is under the table.” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

UTW; People, Culture and Communities ELG
Children to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from

Pupils should be taught to:

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill,

Pupils should be taught to:

- 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
- 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
- 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)
- 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
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<p>stories, non-fiction texts and (when appropriate) maps.</p> <p>UTW; The Natural World ELG</p> <p>To 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.</p>	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> - key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop <ul style="list-style-type: none"> • 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 • 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 • 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 • use simple fieldwork and observational skills to study the geography of their 		<ul style="list-style-type: none"> • 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 • 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
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		school and its grounds and the key human and physical features of its surrounding environment		
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Key Learning (Knowledge)

Enchanted Woodland

- 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

Moon Zoom

- name and locate the world's seven continents and five oceans
- 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
- 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

Muck, Mess and Mixtures

Rio de Vida

Local area contrast with Brazil, including a focus on the following:

- 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

Gods and Mortals

Urban Pioneers

- 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

I am Warrior

Predator

Comparing human and physical features; the Cornish coast, the Amazon rainforest, the Swiss Alps.

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a

A Child's War

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Hola Mexico

Human and physical geography of Mexico

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- describe and understand key

		<p>stage</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop <p>Street Detective 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 directions and locational/positional language.</p> <ul style="list-style-type: none"> use simple compass 	<p>region in a European country, and a region within North or South America</p> <p>Playlist</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Tribal Tales</p> <p>Heroes and Villains</p> <p>Tremors Physical geography: Volcanoes and earthquakes</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of physical geography, including: 		<p>aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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 <p>Frozen Kingdom</p> <ul style="list-style-type: none"> 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) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
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		<p>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> <ul style="list-style-type: none"> 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>Land Ahoy</p> <ul style="list-style-type: none"> 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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas name and locate the world's seven continents and five oceans use aerial photographs and plan perspectives to recognise landmarks and 	<p>mountains, volcanoes and earthquakes.</p> <p>Traders and Raiders</p> <ul style="list-style-type: none"> 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 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 <p>Burps, Bottoms, Bile</p> <p>Mighty Metals</p> <p>Blue Abyss</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<p>Revolution</p> <p>Bloodheart</p> <p>Darwin's Delights Locational knowledge and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts <p>Off With Her Head</p> <p>Stargazers</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,
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		<p>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"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, sea, ocean, river • key human features, Inc, port, harbour, • <p>Bright Lights, Big City</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • 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 	<p>Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: rivers, mountains, and the water cycle 		<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p> <p>Alchemy Island</p> <ul style="list-style-type: none"> • 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 • 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 • <p>Pharaohs Human and Physical geography of Egypt</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe
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routes on a map

Superheroes

Paws, Claws and Whiskers

- name and locate the world's seven continents and five oceans
- 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
- 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
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Scented Garden

- 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
- identify seasonal and daily weather patterns in the

features studied

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
- 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

Peasants, Princes and Pestilence

Time Traveller

- 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

Map Skills Progression		<p style="color: green;">United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>•</p> <p>Dinosaurs</p> <p>Towers, Turrets and Tunnels</p>					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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><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 physical features</p> <p><u>Map knowledge</u></p> <p>Locate and name</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 & 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</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>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</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</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 surrounding seas</p> <p><u>Making maps</u></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>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 the Equator and the North and South Poles</p> <p><u>Making maps</u></p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>co-ordinates to identify features on a map</p> <p>Map knowledge</p> <p>Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p><u>Making maps</u></p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</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>Draw a sketch map from a high viewpoint</p>	<p>figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries, focus on North & South America</p> <p>Identify the position and significance of lines of longitude & latitude</p> <p><u>Making maps</u></p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>		<p>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>
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Vocabulary (Tier 2 and 3)

Enchanted Woodland

Observation
 Grounds
 Human features
 City
 Town
 Factory
 Office
 Shop
 House
 Physical features
 Environment
 Picture map
 Bigger
 Smaller
 Like
 Dislike
 Near
 Far
 Up
 Down
 Left
 Right
 Forwards
 Backwards

Moon Zoom

Near
 Far
 Up
 Down
 Left
 Right
 United Kingdom
 World
 Countries
 Continents
 Europe
 North/South America
 Antarctica
 Australia

Urban Pioneers

Observe
 Measure
 Record
 Human features
 Physical features
 Sketch maps
 Plans
 Graphs
 Scale
 Symbols
 Key

Predator

Map
 Atlas
 Globe
 Countries
 Features
 Europe
 North and South America
 Physical and human characteristics
 Cities
 Similarities
 Differences
 Compare
 United Kingdom
 Digital/computer mapping
 Coast
 Rainforest
 Mountain
 Environmental regions

Playlist

Map
 Ordnance Survey
 Atlas
 Globe

A Child's War

Map
 Atlas
 Globe
 Digital/computer mapping
 Countries
 Europe
 North America
 South America
 Environmental Regions
 Physical Characteristics
 Human Characteristics
 Countries
 Cities

Hola Mexico

Map
 Atlas
 Globe
 Digital/computer mapping
 Countries
 Similarities
 Differences
 Human and Physical geography
 Region
 Europe
 North and South America
 Climate zones
 Biomes
 Vegetation belts
 Settlement
 Land use
 Economic activity
 Trade links
 Natural resources
 Energy
 Food
 Minerals
 Water

		<p>Africa Asia Seas Oceans Season Seasonal Daily Weather Autumn Summer Winter Spring Hot Cold Windy Wet Rain Snow Equator North and South Poles North South Map Atlas Globe</p> <p>Rio de Vida</p> <p>Human features City Village Town Shop Farm Beach Cliff Coast Forest Hill Mountain Sea</p>	<p>Countries Features North South East West Southwest Southeast Northwest Northeast Compass Directions Grid references Symbols Key</p> <p>Tremors</p> <p>Map Atlas 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</p>		<p>Frozen Kingdom</p> <p>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 Climate Zones Biomes</p> <p>Darwin's Delights</p> <p>Physical geography Climate zone Biome Vegetation belt Arctic climate Temperate climate</p>
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		<p>Ocean River Soil Valley Vegetation Season Weather City Town Village Factory Farm House Physical features Environment Near Far Local area World Countries Continents Seas Oceans Symbols Represent Places Features Map Atlas Globe Europe South America</p> <p>Street Detective</p> <p>North South East West Up Down</p>	<p>Plate boundary Fault line Tsunami</p> <p>Traders and Raiders</p> <p>United Kingdom County City Geographical region Human characteristics Physical characteristics Topography Hills Mountains Coasts Rivers Land use Human geography Settlement Land use Economic activity Trade Trade links Natural resources Energy Food Minerals Water</p> <p>Blue Abyss</p> <p>Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer</p>		<p>Mediterranean climate Desert climate Tropical climate Equator Desert Savannah Woodland Grassland Tundra Landscape Vegetation Wildlife</p> <p>Stargazers</p> <p>Map Atlas Globe Digital/computer mapping Countries Europe North America South America Environmental Regions Physical Characteristics Human Characteristics Countries Cities Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time zone Day Night</p>
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		<p> Forwards Backwards Near Far Left Right Location Position Route Aerial Photograph Plan Landmarks Human and Physical Features Map/Picture map Symbols Key Directions Compass Land Ahoy 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 </p>	<p> 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>		<p> Alchemy Island Map Ordnance Survey Atlas Globe Countries Features North South East West Southwest Southeast Northwest Northeast Compass Directions Grid references Symbols Key Land use Human geography Settlement Land use Economic activity Trade Trade links Natural resources Energy Food Minerals Water Pharohs </p>
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		<p>Landmarks Lighthouse Continents North Sea Irish Sea English Channel Atlantic Ocean</p> <p>Bright Lights, Big City Country Capital City England Scotland Wales Northern Ireland Ireland North South East West Up Down Left Right Compass United Kingdom Map Symbols Key</p> <p>Paws, Claws and Whiskers World Countries Continents Europe North/South America Antarctica Australia Africa Asia</p>			<p>Map Atlas Globe Digital/computer mapping Land use Human geography Settlement Land use Economic activity Trade Trade links Natural resources Energy Food Minerals Water Irrigation Source/mouth (rivers) Desert climate</p> <p>Time Traveller Counties Cities United Kingdom Human and physical characteristics Topography Hills Mountains Coasts Rivers Land use patterns</p>
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		<p>Seas Oceans Maps Atlases Globes Hot Cold Equator North and South Poles Near Far</p> <p>Scented Garden</p> <p>Observe Grounds Human features Physical features Seasons Autumn Spring Summer Winter Weather Hot Cold Warm Sun Snow Rain Wind Equator North Pole South Pole Temperature</p>		
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		World			
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