

Longthorpe Primary School Curriculum Map 2019 – Geography

GEOGRAPHY

Concepts, Knowledge and Skills

Intent:

At Longthorpe, we believe that Geography creates many questions about the human and physical world and we strive to evoke a curiosity about the world the children live in. We develop the skills needed by children to draw upon and develop their own social and cultural awareness, using their personal experiences and knowledge to do so. Children are encouraged to ask questions about the world around them and have an awareness of the impact of this; exploring, investigating and evaluating ways to solve them through the use of different apparatus and equipment. These skills will give the children the tools to tackle the ever changing world around them. We recognise that in our local context, the elements of the National Curriculum for Geography (purpose of study) are vital for our children, in order to give them a successful start in their subject learning and in the acquisition of pertinent cultural capital. We provide a high-quality geography education which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and economies, together with a deep understanding of the Earth's key physical and human processes. For Longthorpe children, this would involve acquiring knowledge about people and specific places, for example Asia and Eastern Europe, due to the cultural makeup of our school's intake. At Longthorpe we believe that this will involve learning about their locality of Peterborough and making comparisons and contrasts to places of interest, such as Pakistan. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation:

At Longthorpe, we offer a rich, varied, imaginative and progressive Geography curriculum to all students, irrespective of their attainment. This will ensure that they are equipped with skills to be prepared for the ever-changing world. Geography is taught as a key focus within a topic at least twice an academic year, with a focus on the key skills and knowledge as outlined in the National Curriculum and the Geography Curriculum Plan. Teachers will ensure that children are provided with 'real life' experiences by creating links to our local environment and culture, whilst ensuring comparisons and differences with relevant places for children at Longthorpe Primary School are made. Our entire geography curriculum is designed so that key concepts are revisited with increasing complexity to ensure a deeper understanding.

Key concepts: Settlement Climate Water Landforms Navigation Economy

In order to do this, teachers use and follow the Geography curriculum map, ensuring there is an equal coverage and focus on the key knowledge and key skills. Accompanying this, teachers will cover additional skills (which have been mapped out) which support and develop the key areas. At the start of every Geography lesson, to ensure pupils are aware of the subject and the skills they will need, teachers show children the agreed symbol (a photo of the world). At the start of all lessons, children spend a few minutes recapping what geography is, what a geographer is and what skills they will need, using the agreed rhymes and actions. Teachers will ensure that within their teaching, key vocabulary is taught within the relevant strands, children have opportunities to master and apply this within their learning. Teachers ensure that a knowledge organiser (Learning to Learn) is utilised and that a cycle of lessons clearly plans for progression.

Intended Impact:

- Children will have a secure knowledge of what Geography is and what skills are needed to be a successful geographer
- Children will succeed in acquiring and applying key Geographical skills and knowledge
- Children will be taught to use and build upon their prior Geographical skills and knowledge to deepen and progress their understanding
- Children will have an understanding and awareness of their local area and the similarities and differences with other relevant locations in the world
- Children will have a good knowledge of the key concepts covered across the school
- Children will be able to draw upon their knowledge to understand and successfully use a range of sources (maps, atlases, globes, aerial photographs, Ordnance Survey maps)
- Children will be confident in applying their knowledge of specific geographical terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their Geographical understandings, as well as given support where necessary
- Children will apply their Geographical knowledge within writing which is for a range of different purposes, contexts and audiences

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Key Concepts

Settlement

Climate

Water

Landforms

Navigation

Economy

EYFS	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Locational Knowledge	<ul style="list-style-type: none"> Name the city and country they live in (Peterborough and England) Name the country they go to/ have been on holiday 	<ul style="list-style-type: none"> Discuss the similarities and differences in relation to places (different types of buildings: housing, school, shops etc, Ferry Meadows, Barnack, Hunstanton) 	<ul style="list-style-type: none"> Know their home address Number / name of house Street / Road area / locality within Peterborough 	<ul style="list-style-type: none"> To locate the city and country they live in using a simple map Find UK on 2 different scale maps by recognising outline
Place knowledge	<ul style="list-style-type: none"> To identify the similarities and differences between their local area and a village (e.g. Barnack) 	<ul style="list-style-type: none"> Comment and question their familiar world: home, the woods, the park, Queensgate, Hunstanton 	<ul style="list-style-type: none"> To use prior knowledge of a country/city to identify the where in a map to look 	<ul style="list-style-type: none"> Identify a given place on a map or globe from a few relevant countries / cities
Human and physical geography	<ul style="list-style-type: none"> Know the difference between a river and sea (North Sea - relate to visit and observations from trip to Hunstanton) To identify and compare key features of an environment (physical: sea, river, hill, mountain, human: domestic housing, education buildings (school), business buildings (shop), transport (train station)) 	<ul style="list-style-type: none"> Discussing similarities and differences between communities - knowing what makes them unique Compare aerial photographs of Peterborough / Stamford 	<ul style="list-style-type: none"> To explain some of the ways different places earn money (e.g. farm shops, agriculture) To understand that objects/goods can be bought or sold (relate to the selling of goods during trip to Hunstanton e.g. souvenirs, fish and chips) 	<ul style="list-style-type: none"> To use a quadrat to compare soil, plant, rocks e.g. seaside/countryside/outside front of school Compare similarities and differences e.g. sandy / fertile soil
Geographical skills and fieldwork	<ul style="list-style-type: none"> To identify the daily weather through observation begin to record with pictures / words To identify specific objects from a birds eye view photograph 	<ul style="list-style-type: none"> To relate the daily weather to a weather symbol Talk about weather over a week / month 	<ul style="list-style-type: none"> To match aerial photos of a few key local landmarks to basic maps e.g. street map Longthorpe map 	<ul style="list-style-type: none"> To create a representation of a journey within (or to) school (link to maps in stories e.g. The Jolly Postman, viewing a map of school)
Key Vocabulary	<p>Human: world, city, country, city, town, village, people, community, address, Longthorpe, Ferry Meadows, Barnack, Peterborough, Hunstanton, England, similarities, differences, home address, buildings, transport, selling, buying, goods, money, shops</p> <p>Physical: weather, weather symbols, river, sea, North Sea, sea, river, hill, mountain, environment</p> <p>Fieldwork: map, globe, observations, journey, quadrat, representations, birds eye view, aerial photograph</p>			

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Key Stage 1	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Locational knowledge	<ul style="list-style-type: none"> - Name the four countries that make up the UK (England, Scotland, Ireland and Wales) and name the three main seas that surround the UK (North Sea, Irish Sea, English Channel) - Name the seven continents of the world (Asia, Africa, N. America, S. America, Antarctica, Europe and Australasia) 	<ul style="list-style-type: none"> - Locate the seven continents of the world (Asia, Africa, North America, South America, Antarctica, Europe and Australasia) on a globe/macater map - Name a sea in Europe (Mediterranean Sea) - Name the five oceans of the world (Pacific, Atlantic, Indian, Southern, Arctic) 	<ul style="list-style-type: none"> - Name the capital city of each of the four countries of the UK (London, Edinburgh, Belfast, Cardiff) 	<ul style="list-style-type: none"> - Locate the five oceans of the world on a globe/ Macater projection map (Pacific, Atlantic, Indian, Southern, Arctic)
Place knowledge	<ul style="list-style-type: none"> - Know the main differences between a place in England (Manchester) and that of a small place in a non-European country (Mandawa, Rajasthan, India) - Know features (temperature, rainfall and wind) of hot and cold places in the world 	<ul style="list-style-type: none"> - To describe the difference between a place in England and a place of interest (L2L: Pakistan, Antarctic, USA etc) - Locate at least one hot (Brazil) and cold place (Antarctic) in the world 	<ul style="list-style-type: none"> - To know the hottest places are closer to the equator and the coldest are furthest away 	<ul style="list-style-type: none"> - Explain why some places are hot or cold - To use a basic thermometer with readings such as hot, warm, cool and cold - To conduct fieldwork based on rainfall, temperature, wind (children to create/make own fieldwork apparatus e.g. wind sock / rain catcher)
Human and physical geography	<ul style="list-style-type: none"> - Know the main differences between city, town and village (Peterborough, Stamford, Longthorpe/Barnack) - Skype / google hangout with pupils from a village school. - Know and recognise main weather symbols from the weather forecast - To identify the different seasons (Spring, Summer, Autumn, Winter) and which is the hottest and coldest season in the UK - To recognise the key features of mountains, islands, valleys, cliff, forest and a beach - Label layers of a rainforest and know what deforestation is (Amazon Rainforest) 	<ul style="list-style-type: none"> - Identify the following physical features: mountain (Snowdon), lake (Overton - Ferry Meadows), island, valley, river (Nene - source and mouth), cliff (Hunstanton), forest (Fineshade Wood) and beach (Hunstanton) (UK) - Identify the following human features: domestic, religious, education, transport (motorway, railway, bus station etc) - Economy: shops (Queensgate, Longthorpe Post Office, local shop in Barnack) on a macater map 	<ul style="list-style-type: none"> - Explain some of the advantages and disadvantages of living in a town, city or village (Peterborough, Stamford, Longthorpe/Barnack) - To have an awareness of different shop types which build on a localities' economy (comparison of the different prices between a local shop, a supermarket and Fairtrade) - To begin to have an understanding of why seasons occur - To understand that different locations will be affected physically during different seasons: e.g. seaside, farm 	<ul style="list-style-type: none"> - Describe seasonal weather changes and how they affect the physical world / human element - To explain how seasons can impact on daily/working life
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know their address - Know and use the terminologies: left and right; below, next to - Identify North, East, South and West on a compass 	<ul style="list-style-type: none"> - Locate the equator, North Pole and South Pole on a globe - Know how to use two-figure grid references (x comes before y) 	<ul style="list-style-type: none"> - Know their address using the postcode - Know school address 	<ul style="list-style-type: none"> - Give directions using directional language - To draw what they observe (field sketch) - To use an aerial photograph and Google Street View to create a map with symbols and a key

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Key Vocabulary	<p>Human: countries, England, Scotland, Wales, Ireland, continents, Asia, Africa, North America, South America, Antarctica, Europe, Australasia, capital city, London, Edinburgh, Belfast, Cardiff, European, non-European, Brazil, Antarctic, area, land, city, town, village, house, office, factory, farm, office, port, harbour, shop, Pakistan, India, Mandawa, Rajasthan, Manchester, Peterborough, Hunstanton, Stamford, Longthorpe, Barnack, advantages, disadvantages, address, postcode, domestic, religious, education, transport, motorway, railway, bus station money, buying, selling, shop, supermarket, economy</p> <p>Physical: hot, cold, temperature, rainfall, wind, equator, weather, weather symbols, seasons, Spring, Summer, Autumn, Winter, seasonal weather changes sea, North Sea, Irish Sea, English Channel, Mediterrean Sea, Nile, ocean, Pacific, Atlantic, Indian, Southern, Arctic, river, River Nene mountain (Ben Nevis), lake (Overton, Ferry Meadows), island, valley, cliff (Hunstanton), forest, (Fineshade Wood), beach (Hunstanton)</p> <p>Fieldwork: locate, globe, macater map, left, right, below, next to, equator, North Pole, South Pole, North, South, East, West, compass, directions, directional language, fieldwork, fieldwork apparatus, field sketch, observations, aerial photograph, Google Street View</p>			
Lower Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills

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<p>Locational knowledge</p>	<ul style="list-style-type: none"> - Know and understand the basic human and physical features (see below) of countries of interest (Pakistan, India, Poland and America) 	<ul style="list-style-type: none"> - To understand, explain and identify what a city (Peterborough) and the capital city (London) is and the river in it (Nene/Thames) - To understand, explain and identify what a county is (Cambridgeshire) and track a river's journey (from source to sea) using specific vocabulary (<i>source, meander, floodplain, mouth</i>) - Know how water differs at the source from the sea 	<ul style="list-style-type: none"> - Know the names of and locate at least five counties (Cambridgeshire, London, Norfolk, Lincolnshire and a choice based on L2L) - Name at least five cities in England (Peterborough, London, Norwich (near Hunstanton) and 2 of own choice link to L2L) - Know the names of at least five major capital cities (based on population) across the world (London, Warsaw, New Delhi, Moscow, Washington, Islamabad) - To compare the idea of a county with a district in Pakistan 	<ul style="list-style-type: none"> - Locate countries of interest - Locate at least five major capital cities across the world (London, Warsaw, New Delhi, Moscow, Washington, Islamabad) in an atlas - To identify that the major capital cities in the world based on population (additional knowledge) are not the major economic cities (London, New York, Tokyo, Paris, Singapore)
<p>Place knowledge</p>	<ul style="list-style-type: none"> - Know similarities and differences between living in the UK (England) and a different country (e.g. Pakistan, Poland, India, USA) inc. rivers/seas e.g. lifestyle, education, food, farming, economy, climate, transport 	<ul style="list-style-type: none"> - To locate key features around the United Kingdom (including topographical: <u>mountains</u> (Ben Nevis, Snowdon, Scafell Pike) with contour maps <u>rivers</u>: Thames, Nene <u>beaches</u>: Hunstanton <u>Climate</u>: Glasgow vs. Devon - Identify the following human features: <u>domestic</u>: Longthorpe (comparison of different buildings e.g. thatched cottage vs new build) <u>religious</u>: religious buildings in Peterborough (church, cathedral, mosque, synagogue, temple) <u>education</u>: Longthorpe Primary School, Jack Hunt <u>transport</u>: motorway, railway, bus station etc 	<ul style="list-style-type: none"> - To understand and explain that different countries have different resources e.g. Pakistan = rice, UK = cars and agriculture - To understand and explain why specific countries trade (to and from their country) e.g. UK export = cars, pharmaceuticals, petroleum etc UK import = live animals, transport equipment etc - To understand and recognise primary and secondary resources e.g. Pakistan = rice (primary) Russia = oil (primary) Africa = sugar, salt (primary) UK = manufacturing cars (secondary) China = technology (secondary) 	<ul style="list-style-type: none"> - Identify economic features / scales: post office, /village shop, parade of local shops /Queensgate / mall, - Identify items in shops which are always imported and the reasons why e.g. bananas (link to trade)
<p>Human and physical geography</p>	<ul style="list-style-type: none"> - To know the Human (housing, school, Longthorpe Tower, Cathedral, Nene Valley Railway, Museum, Flag Fen, St Botolph's 	<ul style="list-style-type: none"> - To understand and explain the difference between human and physical geography 	<ul style="list-style-type: none"> - Explain about weather conditions, patterns and seasons around the UK and parts of Europe (Eastern European or 	<ul style="list-style-type: none"> - To explain and observe the changes to an environment (Peterborough)

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	<p>Church, Faizan E Madina Mosque, Queensgate Physical features of my locality (Ferry Meadows: lake, river, woods, fields etc)</p> <ul style="list-style-type: none"> - Label the different parts of a volcano (link to current affairs) - To understand and identify which seasons occur in which months and recognise their features (temperature, rainfall etc) in the UK Know the key stages of the water cycle; precipitation, evaporation condensation – Year 4 Name different types of precipitation 	<ul style="list-style-type: none"> - To describe and explain human and physical features (see key knowledge) of the United Kingdom - Understand and explain the stages of the water cycle, using scientific/ geographical vocabulary; evaporation, groundwater, water vapour, condensation, precipitation 	<p>which is linked to L2L) with reference to the equator</p> <ul style="list-style-type: none"> - Know what causes an earthquake/basic plate tectonics (Kashmir earthquake on 24th September 2019) - or one in current affairs or link to L2L) (and their impact on nearby seas and settlements) 	<p>Physical: changes to rivers, woodland, weather (over the different seasons)</p> <p>Human: land use, population, transport (railway), economy, brickworks (over the past 200 years)</p> <ul style="list-style-type: none"> - Natural disasters - earthquakes, volcanoes, tsunamis (India 2020), tornadoes (link to current affairs)
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> - To know and name the eight points of a compass - To use apparatus which has scales on it to conduct/compare fieldwork within microclimates (Longthorpe woods, Flag Fen, Peterborough city centre) (e.g. thermometer, anemometer, measuring cylinders) - Know what some of the Ordnance Survey symbols stand for (railway, road, transport, tourist information, water, museum, church) 	<ul style="list-style-type: none"> - To use the 8 points on a compass - Know how to use four-figure grid references - Use maps to locate European countries and capital with reference to the equator (London, Warsaw, 2 x L2L/specific class interest) 	<ul style="list-style-type: none"> - Know how to plan a journey within the UK using a road map compare to those generated by AA autoroute Google map 	<ul style="list-style-type: none"> - To use a compass (eight points) to give directions - To develop detailed field sketches - Record information on maps - Puddle experiment to observe evaporation in relation to different temperatures / wind strength
<p>Key Vocabulary</p>	<p>Human: world, country, European, non-European, city, capital city, county, district, Peterborough, London, Cambridgeshire, London, Norfolk, Norwich, Pakistan, India, Poland, Latvia, Lithuania, Warsaw, New Delhi, Moscow, Washington, human geography, housing school, Longthorpe Tower, Cathedral, Nene Valley Railway, museum, Flag Fen, St Botolph's Church, Faizan E Madina Mosque, Queensgate, economic, economic scales, shops, parade of shops, mall, Queensgate, major economic cities, primary resources, secondary resources, trade, imports</p> <p>Physical: climate, seasons, weather conditions, weather patterns, equator, temperature, rainfall, river, sea, source, River Nene, Thames, journey, source, meander, floodplain, mouth, water cycle, evaporation, groundwater, water vapour, condensation, precipitation, topographical features, physical features, mountains, snowdon, rivers, beaches, lake, river, woods, fields, volcano, earthquake, physical geography, settlement, human features domestic, religious, education, transport, shops, volcano, earthquake, tsunamis</p> <p>Fieldwork: locate, atlas, macater map, compass, four points, fieldwork, apparatus, thermometer, anemometer, Ordnance Survey, symbols, journey, directions, field sketches, four figure grid references, directions, field sketches</p>			
<p>Upper Key Stage 2</p>	<p>Essential Knowledge</p>	<p>Essential Skills</p>	<p>Additional Knowledge</p>	<p>Additional Skills</p>

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<p>Locational knowledge</p>	<ul style="list-style-type: none"> - Know the names of a number of European capitals (London, Warsaw, Paris, Rome, Berlin, Madrid and at least one other link to L2L or children in class) - To know which map is best to use when and why 	<ul style="list-style-type: none"> - Know the names of, and locate, a number of countries outside of Europe (including: Brazil, Egypt, Pakistan, Russia, India) - Locate position of places/landmarks using coordinates (six figure grid references) For example Rio: Christ the Redeemer Pakistan: Sufi Shrine and Kaaba Russia: Red Square China: Forbidden City Egypt: Pyramids North America: Niagara Falls 	<ul style="list-style-type: none"> - Know the names of a number of world capitals - Know about time zones and work out differences, using day and night (UK, Pakistan, a European country and one other e.g. Brazil / India (L2L)) 	<ul style="list-style-type: none"> - Show the location of EU countries with high populations and large areas - Identify and locate the largest (export, income, size, trade, resources etc) cities in each continent - for example Brazil - cocoa beans (Fairtrade) China - technology Russia - oil England - cars/vehicles Pakistan - rice - To explain how natural resources shape physical geographical changes and limit / expand human settlement / economic growth overtime.
<p>Place knowledge</p>	<ul style="list-style-type: none"> - Know what is meant by biomes and what are the features of a specific biome: forest (Amazon, Baltic Mixed Forest, Poland), grassland (own choice), freshwater (Lake Victoria, Africa), marine (own choice), desert (Thar desert, Pakistan), and tundra (Russia)- choose linked to L2L - To understand, recognise and locate primary and secondary resources and how these relate to supply and demand e.g. Russia = oil (primary) Africa = sugar, salt (primary) UK = manufacturing cars (secondary) China = technology (secondary) 	<ul style="list-style-type: none"> - Locate the following: the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle and the Greenwich Meridian across the world 	<ul style="list-style-type: none"> - To compare and contrast two biomes, drawing on the knowledge of the features within specific biomes - To understand and locate tertiary resources (services for the population) e.g. all countries provide these in different ways, compare different countries (education, transport, restaurants, healthcare, banking etc) 	<ul style="list-style-type: none"> - To locate the Kaaba as the centre of the Earth
<p>Human and physical geography</p>	<ul style="list-style-type: none"> - Know and label the main features of a river (source, mouth, tributary, confluence, waterfall, stream, estuary, floodplain, delta, meander) - (Amazon, Nile, Yangtze, Jhelum) 	<ul style="list-style-type: none"> - Explain how some of the features of a river are formed (floodplain, meander, delta) 	<ul style="list-style-type: none"> - Know why most cities (London, Peterborough, Cambridge, Jhelum City in Mirpur) are located by a river (accessibility to water, link to flood and drought) - Know the names of a number of the world's highest mountains Brazil: Pico da Nablina Russia: Mount Elbrus 	<ul style="list-style-type: none"> -To locate a city (e.g. London, Peterborough, Cambridge, Jhelum) and the river associated with it to observe the proximity between city centre and river Link to the impact on the economy - To explain how time zones affect people travelling to different countries and communicating with people abroad.

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	<ul style="list-style-type: none"> - Know the name of and locate a number of the world's longest rivers (Amazon, Nile, Yangtze, Jhelum (7th longest river)) - To recognise the features (including climate) of the following: the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle and the Greenwich Meridian across the world 		<p>China: Mount Everest Egypt: Mount Catherina</p> <ul style="list-style-type: none"> - Understand what time zones are and that different countries share them/have different time zones. 	
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> - Know what most of the ordnance survey symbols stand for (<i>forest, museum, road, railway, footpath, church, post office, cycle path, hospital and tourist information</i>) - To know which fieldwork apparatus to choose and why (<i>choice of different maps/atlas/globe, eight point compass, photography, field sketch, metre stick, binoculars</i>) 	<ul style="list-style-type: none"> - To use the eight points of a compass to navigate / for orienteering / geocaching etc - Know how to use six-figure grid references - Use maps, globes and atlases to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian - Know how to use graphs to record features such as temperature or rainfall across the world using climatic and topographical maps (England, Pakistan, Poland and own choice) - Read/draw keys and grid references for a range of maps (OS, digital, aerial photographs, manometer map). Use these skills to plan a route for their trip to Snowdon. 	<ul style="list-style-type: none"> - To plan a journey outside of the UK to a place of cultural significance (e.g. Hajj journey to Mecca, Vatican City) Including different legs /stages e.g. over land to airport flight to other continent boat trip to central region Include times and stopovers (link to time zones) 	<ul style="list-style-type: none"> - Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. (Amazon, Nile, Yangtze, Jhelum) - Use directional language to describe routes, directions and locations - To develop detailed field sketches including labels - To use economic and resource maps to compare places of interest / relevance
<p>Key Vocabulary</p>	<p>Human: location, European capitals, London, Warsaw, Paris, Rome, Berlin, Madrid, landmarks, Rio: Christ the Redeemer, Russia: Red Square, China: Forbidden City, Egypt: Pyramids, Pakistan: Sufi Shrine and Kaaba, export, income, size, trade, resources, population, primary resources, secondary resources, tertiary resources, trade, boom, slump, supply and demand, economic growth</p> <p>Physical: time zones, day, night, the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian, centre of the Earth, climate, river, source, mouth, tributary, confluence, waterfall, stream, estuary, floodplain, delta, meander, Amazon, Nile, Yangtze, Jhelum, flood, drought, biome, forest, grassland, freshwater, marine, desert, tundra, rainforest, mountains, Brazil: Pico da Nablina, Russia: Mount Elbrus, China: Mount Everest, Egypt: Mount Catherina, river</p> <p>Fieldwork: locate, map, atlas, globe, Ordnance Survey, symbols, fieldwork, fieldwork apparatus, globes, six figure grid references, Google Earth, routes, directions, locations, eight points of a compass, graphs, journey, directional language, field sketch, economic maps, resource map</p>			