

THIS PLAN IS CURRENTLY BEING REVIEWED AND REFINED AND THE AMENDED PLAN WILL BE UPLOADED IN THE NEAR FUTURE.

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Geography Curriculum Vision and Rationale:

The aim of our Geography curriculum is to inspire pupils' curiosity, so that they develop the necessary knowledge about the physical and human features which create the world around them. The subject provides them with rich outdoor experiences and other engaging contexts so that they become competent and self-reliant learners. It has a significant impact on whether they are secondary ready. In our curriculum, children work as young geographers to develop the fundamental skills of fieldwork and graphicacy. Geography also includes environmental education and citizenship, which underpin the developments of children spiritually, morally, socially and culturally (known as SMSC).

Curriculum Intentions:

1. Reading, Language and Vocabulary development at heart off the curriculum

A range of non-fiction resources are used to generate questions and give vocabulary in context. Children are expected to communicate geographically both orally, in their writing and through diagrams and maps. Tier 3 ambitious vocabulary is pulled out in every lesson and games are used to develop understanding of the words and the symbols that can represent them. Vocabulary is available visually across the school e.g. in displays

2. Experiential learning opportunities, to excite, enthuse and engage. Raising Aspirations.

Every year each year group will partake in at least one geography-focused field trip. It is really important that learning starts with children's "personal geographies" as well as looking beyond them. Each class will use technology to enhance the children's experiences of locations which are not easily accessible e.g. Google Expeditions, Google Earth, Google StreetView, digimap programs, portal apps and virtual tours. Geography is regularly linked to real world careers and opportunities so that children have an enthusiasm about the relevance of the subject.

3. Creativity and Innovation. Developing independence, thinking and questioning.

Through graphicacy (high quality analysis of visual mediums like images and graphs) children become safer and more independent in the face of "fake news" and marketing manipulation. In Geography, children work collaboratively and independently to develop questions. They consider the similarities and differences between the U.K and the wider world and think about why these might occur. Fieldwork gives them opportunities to develop their resilience by overcoming personal challenges and minor setbacks (e.g. asking strangers to fill in a survey, getting dirty, losing data).

4. Children as teachers, sharing knowledge. Knowing more and remembering more.

We recognise that when children explain or teach a skill, they have learnt they are more likely to retain it. In geography, regular opportunities are provided for children develop their own geographical knowledge by sharing, what they have learnt, with teachers, parents and peers. This encourages children can question and be questioned, supporting a depth of knowledge and the ability to make connections within geography and beyond.

5. Valuing each other. Promoting, respect, responsibility tolerance and understanding

Geography develops respect for the world and the people within it, particularly through high quality graphicacy work and an understanding of geographical/ political bias. A key part of the subject is a consideration of the environment and how we can have an impact it. We apply this through a local, national and international focus.

What will be taught: To be completed.

Topic overview

Link to Skills progression

Link to Knowledge progression

All lessons will:

- Have clear objectives
- Pose a question to investigate
- Have vocabulary at the heart
- Include modelling (where appropriate)
- Encourage active learning and gamification
- Will provide opportunities for children to independently apply skills
- Provide rich and useful resources

Evidence base:

We combine talk-led, active and collaborative approaches in our curriculum delivery. Key evidence and approaches used to inform our curriculum and delivery include:

- The Path to Success Pedagogical model: TT Education

- Cooperative Learning: Dr Spencer Kagan
- Gamification: Professor Karl Kapp

"Games are everything we say should be a part of great instructional design. They engage the learner are interactive, and enable the learner to get immediate feedback and demonstrate mastery."

- The importance of talk: Debra Myhill, Robin Alexander Margaret Mackintosh

"...progress in geography is through continuous dialogue and 'listening in' to pupils' geographical conversations."

- Outdoor learning and practical fieldwork: Stephen Scoffham

"Finding out about the real world is, inevitably, a much messier process than studying sanitised textbook examples... Getting your hands dirty is part of the process of engaging with this fascinating subject."

- Personal geographies: Willy & Cattling, Professor Carl Chinn

"The familial and local is more immediate and makes more sense to children because it relates to their lives."

Geography: Foundation Stage

	Area of Learning (Teaching Programme from Framework)	The Child's Physical World and their Community The Child's Knowledge and Sense of the World Around them	Skills and Knowledge we want the children to have at end of EYFS	ELG: Understanding the World People, Culture and Communities	FS vocabulary
FS	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>FS1 Discuss occupations/jobs their parents do. Looking at our local environment.</p> <p>FS2 Autumn Term Finding out about the child, their family and where they live.</p> <p>Spring Term Finding out about the school and their local community</p> <p>Visits within the school environment</p> <p>Visitors into school from the local community</p> <p>Summer Term Visit to a place of local interest/importance</p> <p>Find out about children in other parts of the world.</p>	<p>We want the children to know for Understanding of the World by the time they leave EYFS and enter Y1:</p> <ol style="list-style-type: none"> Know the town and country they live in (GEOGRAPHY) Know the parts of a plant or animal (Science) Know the chronology of their life (HISTORY) Know about a celebration in this country and another country (RE) 	<p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>world country England United Kingdom Hull city village celebration weather seasons home same different change farm zoo mountains field wood forest sea ocean River pond</p>

Geography Knowledge Progression: KS1 - KS2

Strands	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Local Area Seasons	Contrast place close to us and Sierra Leone Continents	Using maps Compass to 8 points		Understanding longitude and latitude	
Places	Learning about our local area.	Locate continents, countries and oceans	Wales USA / Canada	Scotland Mexico	England Brazil	Northern Ireland Region of continental America (N,C,S) TBD
Physical features	Recognise local physical features Understand our weather and seasons and weather forecasts	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Wales: What are the key physical features of the Welsh landscape? What is the climate in Wales? US/Canada Identify and compare different biomes and how they impact life in different areas.	Biomes and vegetation belts The water cycle	rivers, mountains, the water cycle	volcanoes and earthquakes, the water cycle
Man made features	Recognise local man made features	City, town, village, factory, farm, house, office, port, harbour and shop	USA/Canada How and why was Phoenix, Arizona built? What is special about it?	How mankind has learnt to survive in different biomes	Dams and rerouting rivers.	How have we changed our landscape so people can live?
Settlements	Learning about and looking at different types of housing in the area.	Why is Hull where it is?	Wales Compare Cardiff and Holyhead. Why have settlements flourished there? What industry is there? USA/Canada Phoenix, Arizona - why did they choose to build a city in the desert?	Link to Vikings and settlements along coastlines	Ports including Hull	Design and develop a settlement

			Why are there so many settlements around the Gulf of Mexico.			
Environmental impacts and changes over time		Flood defences	<p>Wales How has the landscape influenced settlements and industry? How has this changed over time? Why do people live in valleys? Are these always a good place to live?</p> <p>USA/Canada What is the impact of building a city in the desert?</p>	How man has affected biomes we call home - directly / indirectly	Dams and rerouting rivers.	What impact have we had / will we have?
Mapping	To describe where things are on a map. Locate hot and cold countries	Sketch a map, use an atlas, know the 4 points of a compass	See graphicacy skills in skills progression below.	See graphicacy skills in skills progression below.	See graphicacy skills in skills progression below.	See graphicacy skills in skills progression below.

Geography Skills Progression:

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Graphicacy skills	<p>Keys & symbols:</p> <p>Use basic symbols in a key.</p> <p>Read maps:</p> <p>Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds).</p> <p>Draw maps / plans:</p> <p>Trace around simple map shapes to reproduce symbols.</p> <p>Digital maps:</p> <p>With support, do a simple location or post-code search online. Charts and graphs (from Maths National Curriculum) Tallies and simple tables (from Maths National Curriculum)</p> <p>Charts and graphs (from Maths National Curriculum)</p>	<p>Keys & symbols:</p> <p>Use basic symbols in a key.</p> <p>Use and construct basic symbols in a key. Recognise & identify basic OS symbols.</p> <p>Read maps:</p> <p>Use simple grid references to locate squares on a map (eg A1, D7).</p> <p>Draw maps / plans:</p> <p>Devise a simple map (eg sketch map of places in stories, school grounds).</p> <p>Digital maps:</p> <p>Use digital technologies: zoom in/out on a map. Begin to highlight and annotate digital maps</p> <p>Charts and graphs (from Maths National Curriculum)</p> <p>Pictograms, tally charts, block diagrams, simple</p>	<p>Keys & symbols:</p> <p>Use keys to build knowledge / research. Start to understand complex keys eg size of symbol for quantity. Start to understand contour lines</p> <p>Read maps:</p> <p>Use maps [atlases, and globes] to locate and to start to describe features. Use 4 figure grid references to build knowledge (i.e. research) Work out simple distances from a map (eg aerial distance, or along a straight road</p> <p>Draw maps / plans:</p> <p>Create a sketch map - eg of a short route, or a building plan with simple symbols. Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum)</p>	<p>Keys & symbols:</p> <p>Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines.</p> <p>Read maps:</p> <p>Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/waterways). Start to explain ideas using a thematic map for reference.</p> <p>Draw maps / plans:</p> <p>Draw a map or plan from a description.</p> <p>Create a scale-bar Draw cross-sections (harder integer correspondence,</p>	<p>Keys & symbols:</p> <p>Start to create complex keys using mathematical concepts eg size of symbol for quantity.</p> <p>Read maps:</p> <p>Use maps and atlases, globes and digital/computer mapping to locate and describe features.</p> <p>Use 6 figure grid references to build knowledge.</p> <p>Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference.</p> <p>Draw maps / plans:</p> <p>Start to draw thematic maps.</p> <p>Create a map from Fieldwork measurements.</p>	<p>Keys & symbols:</p> <p>Create complex keys.</p> <p>Read maps:</p> <p>Explain how types of map give different perspectives / show prejudice (eg the Peters Projection).</p> <p>Confidently use distribution/thematic maps to illustrate an idea or discussion.</p> <p>Draw maps / plans:</p> <p>Design and draw distribution/thematic maps.</p> <p>Digital maps:</p> <p>Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc).</p>

	<p>Tallies and simple tables (from Maths National Curriculum)</p> <p>Use images:</p> <p>Explain the difference between image types eg photo, drawing. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).</p>	<p>tables (from Maths National Curriculum)</p> <p>Use images:</p> <p>Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features.</p>	<p>Digital maps:</p> <p>Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels.</p> <p>Charts and graphs (from Maths National Curriculum)</p> <p>Bar charts (eg not blocks); Use more complex tables (from Maths National Curriculum).</p> <p>Use images:</p> <p>Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic).</p>	<p>from Maths National Curriculum)</p> <p>Digital maps:</p> <p>Accurately measure distance, including non-linear distances</p> <p>Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc.</p> <p>Charts and graphs (from Maths National Curriculum)</p> <p>Time graphs 'and other graphs' (from Maths National Curriculum)</p> <p>Use discrete and continuous data (from Maths National Curriculum)</p> <p>Use images:</p> <p>Compare the context & purpose (reliability) of different photographs.</p>	<p>Scale by simple fractions (from Maths National Curriculum).</p> <p>Digital maps:</p> <p>Use linear and area measuring tools.</p> <p>Start to use digital maps (and selections from them) at different scales, to illustrate a point.</p> <p>Charts and graphs</p> <p>Complete and interpret tables, including timetables (from Maths National Curriculum)</p> <p>Calculate the mode and range.</p> <p>Use images:</p> <p>Use digital technologies to alter photos/images and explain the impact (eg reliability).</p>	<p>Charts and graphs</p> <p>Read, interpret and use pie charts and line graphs. Calculate the mean.</p> <p>Use images:</p> <p>Carefully select images for a purpose (eg as evidence, or to show reliability).</p>
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				Use digital technologies to alter photos/images		
Fieldwork and practical skills	<p>Use a compass:</p> <p>Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. Describe position, direction and movement (from Maths National Curriculum).</p> <p>Observe/measure:</p> <p>Begin to use first-hand observation using senses (eg qualitative comments, or measurements in nonstandard units). Measure to nearest 10cm, eg with metre stick painted in 5cm blocks.</p> <p>Locate:</p> <p>Use simple locational language to describe (eg near/ far, North, South, East, West).</p> <p>Record:</p>	<p>Use a compass:</p> <p>Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles (from Maths National Curriculum).</p> <p>Observe/measure:</p> <p>Use first-hand observations (eg qualitative comments & starting to measure in standard units). Measure to nearest cm and gram. Use litres for volume and °C for temperature. Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum).</p> <p>Locate:</p> <p>Use simple locational language (eg secure use of left/ right from own perspective).</p> <p>Record:</p>	<p>Use a compass:</p> <p>Start to use eight points of a compass - and link to magnets and poles (Science) Start to use idea of degrees to measure turns (from Maths National Curriculum).</p> <p>Observe/measure:</p> <p>Start to evaluate own observations, and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10ml, and 45° for angle. Convert between units, eg m to cm (from Maths National Curriculum). Start to understand the concept of area (from Maths National Curriculum). Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum).</p> <p>Locate:</p>	<p>Use a compass:</p> <p>Confidently use the eight points of a compass.</p> <p>Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum).</p> <p>Observe/measure:</p> <p>Evaluate own observations and compare them with others'.</p> <p>Make reasonable estimations of length and distance; start to estimate mass, capacity and angle.</p> <p>Start to understand inches & miles, stone & pounds, Fahrenheit.</p> <p>Understand the concept of area (from Maths National Curriculum).</p>	<p>Use a compass:</p> <p>Convert between eight compass points and azimuth bearings.</p> <p>Draw angles up to 360° (from Maths National Curriculum).</p> <p>Observe/measure:</p> <p>Estimate length, distance, mass, capacity, angle; start to estimate temperature and area.</p> <p>Measure angle to the nearest degree.</p> <p>Use approximate equivalences between metric and imperial (from Maths National Curriculum).</p> <p>Calculate area, start to understand volume (from Maths National Curriculum).</p> <p>Locate:</p> <p>n/a</p>	<p>Use a compass:</p> <p>Show awareness of the 16-point compass rose, and compass quadrant bearings.</p> <p>Observe/measure:</p> <p>Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. Fluency with converting units, including between metric and imperial from Maths National Curriculum).</p> <p>Calculate area, start to understand volume (from Maths National Curriculum).</p> <p>Locate:</p> <p>n/a</p> <p>Record:</p> <p>Group and redraft observations in the field into useful</p>

	<p>Make simple recordings eg lists, tallies and simple tables where the template is given</p>	<p>Make more sophisticated recordings, eg frequency tables</p>	<p>Secure use of left and right from any perspective (eg with an upside-down map).</p> <p>Record:</p> <p>Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use sketch maps, tables, jotted diagrams, subdivided lists, etc.</p>	<p>Use more complex scales where some numbers may be missing (from Maths National Curriculum).</p> <p>Locate:</p> <p>n/a</p> <p>Record:</p> <p>Take quantitative and qualitative notes about observations. Start to include continuous data.</p> <p>Make simple calculations while in the field</p>	<p>Record:</p> <p>Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts.</p>	<p>formats like tables, diagrams, flow charts, sketches, jotted graphs.</p> <p>Make calculations in the field eg mean averages.</p>
<p>Academic skills</p>	<p>Ask questions:</p> <p>Ask and answer simple questions about what they have seen or heard.</p> <p>Discern relevance</p> <p>n/a</p> <p>Use sources (from History National Curriculum)</p> <p>Explain the difference between fiction and non-fiction (from History National Curriculum).</p>	<p>Ask questions:</p> <p>Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p>Discern relevance</p> <p>Start to make selections, eg from or within sources of information.</p> <p>Use sources (from History National Curriculum)</p>	<p>Ask questions:</p> <p>Start to frame questions and answers in geographically valid ways (eg about change/difference).</p> <p>Discern relevance</p> <p>Select information according to relevance (i.e. spot the 'main' landmarks).</p> <p>Use sources (from History National Curriculum)</p>	<p>Ask questions:</p> <p>Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p>Discern relevance</p> <p>Note connections, contrasts and trends and use these to order by relevance.</p>	<p>Ask questions:</p> <p>Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).</p> <p>Discern relevance</p> <p>Explain the usefulness, reliability and relevance of Information.</p> <p>Use sources (from History National Curriculum)</p>	<p>Ask questions:</p> <p>Regularly ask and answer perceptive questions in geographically valid ways.</p> <p>Discern relevance</p> <p>Thoughtfully organise information by relevance, and politely critique others.</p> <p>Use sources (from History National Curriculum)</p>

	<p>Show some understanding of the ways we can find out about the world (eg books, museums, atlases, photographs (from History National Curriculum)).</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.</p>	<p>Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum).</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.</p>	<p>Explain the difference between primary and secondary data (from History National Curriculum). Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum).</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.</p>	<p>Use sources (from History National Curriculum)</p> <p>Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum).</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p>Start to understand the idea of 'tertiary' sources data.</p> <p>Explain and critique the way geographical 'facts' are used and interpreted to support opinions.</p> <p>Present information:</p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work</p>
<p>Key Vocabulary</p>	<p>map compass compass point direction North, South, East, West</p>	<p>atlas, key, symbol, scale, environment, surroundings left, right, beyond Oceans: North & South</p>	<p>atlas, globe, grid, reference North-East, South-East, South-West, North-West area (square miles, etc),</p>	<p>ort, classify, property time zone, sovereign, state, province Name and locate</p>	<p>latitude, longitude, equator, North & South hemisphere, Tropics of Cancer & Capricorn, Prime/</p>	<p>Name and locate countries/cities on other continents that might be / have been in the news e.g.</p>

	<p>Continents: Europe, Africa, Asia, North & South America, Antarctica, Australia. Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic Capitals: England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast). area, same, different, city, town, village, factory, farm, house, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season</p>	<p>Atlantic Capitals: Irish Republic/Eire (Dublin) English Channel, North Sea, Irish Sea similarity, difference office, port, harbour, estuary, bay channel vegetation, seasonal, daily island, peninsula poles, equator, temperature, thermometer</p>	<p>contour population Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West Orkney, Shetland, Hebrides, archipelago authority, council, government, borough, district, administration, municipality Arctic Circle, Antarctic Circle, tropics/tropical region, case study, contrast, compare settlement, locality, community, culture, energy, renewable, minerals, million, billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all) rivers, mountains, natural resources, characteristic climate zones, vegetation belts (forest, grassland, tundra, desert, ice sheet), climate, soil, tropical, temperate</p>	<p>European countries and capitals Name and locate Russia, Moscow, St Petersburg Name and locate (with their capitals): Canada, USA (also New York, San Francisco, LA) Mexico, Brazil, Argentina, Panama Identify location of China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous volcano, earthquake, epicentre, zenith, focus, tectonic biome, vegetation, region, dominant, environmental anemometer barometer</p>	<p>Greenwich Meridian. Name and locate remaining countries and capitals of the Americas. Identify countries and cities on other continents that are of interest to children eg Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar. erosion Distribution (of natural resources etc).</p>	<p>Afghanistan, Iran,Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Ukraine, Russia economy zone/sphere of influence demographic</p>
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