

## GEOGRAPHY at ABBEY



At Abbey, we nurture a love of learning. We open windows of opportunity by creating memorable moments. Learning with meaningful relationships supports our children to become valued members of the community. We embed the core subjects within an expansive and challenging curriculum. We develop and nurture young minds, creating memorable moments and events. We promote and celebrate equality and diversity.

### Intent

Our children will learn to think and act like responsible geographers with a clear understanding of their place in our world. We do this by equipping our children to organise and connect information and ideas about diverse people, places, and environments. Our carefully designed and sequential curriculum will inspire our children's curiosity and fascination about our world and the people in it. Geography is an investigative subject; our curriculum encourages children to discover answers to questions through exploration and research. They will understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale. We encourage our students to take an active interest in global change and become responsible global citizens.

### Implementation

Our geography curriculum is designed so that our children start with *themselves* and their local school and local areas before broadening out to wider places in the UK and across the world. We follow the Oxford Owl scheme. Each strand of geography; *locational and place, environmental, human and physical, and geographical and fieldwork*, is covered throughout the curriculum. Each lesson includes a learning journey, retrieval practice, SEEC and an opportunity for independent practice. Children use a range of different resources e.g. maps, globes, photographs, graphs and diagrams, and where possible, we utilise opportunities for fieldwork to take place to immerse our children in their learning, as we believe hands-on experience contextualises their learning and creates memorable moments.

### Impact

Our children will leave in Year 6 with an understanding of their own identity, sense of place and have developed an appreciation of the interconnectedness of the world they live in. Our children will leave with the skills needed to explore, navigate and understand the world around them and the knowledge and understanding to enthusiastically continue their geography learning journey. We hope the children move forward with a feeling of responsibility and commitment to become active global citizens.

PROGRESSION OF SUBSTANTIVE KNOWLEDGE – what I need to know to be a good geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>LOCATIONAL &amp; PLACE</b>	<p><b><u>Understanding the World</u></b> Name and locate their school.</p> <p>There are different countries in the world.</p>	<p><b><u>Our local Area</u></b> Name and locate their local area.</p> <p>Name some local landmarks.</p> <p>Introduction of what a map is and why it has symbols.</p> <p><b><u>The United Kingdom</u></b> Name and locate the four countries that make up the UK.</p> <p>Name the UK capital cities.</p> <p>Name some UK landmarks.</p> <p>The flags of the UK.</p> <p>Wales has its own language.</p> <p><b><u>Beside the Sea</u></b> Name and locate seaside resorts in each UK</p>	<p><b><u>Planet Earth</u></b> Name and locate the world's seven continents.</p> <p>Different climates according to location.</p> <p>Name and locate the five oceans.</p> <p>Difference between oceans and seas.</p> <p>Name some physical and human features in different continents.</p> <p>Locate some of the countries and capital cities.</p> <p><b><u>Life in Kenya</u></b> Name some of the landmarks.</p> <p>Name some of the native animals.</p> <p>Name the Northern and Southern hemispheres.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Name and locate the UK's mountains and hills.</p> <p>Name the seas/rivers around the UK.</p> <p>What counties are.</p> <p><b><u>Climate and Climate Zones</u></b> What climate means.</p> <p>Locate polar, arid, temperate and Mediterranean climate zones.</p> <p><b><u>Europe</u></b> Name some of the countries in Europe and name the hemisphere Europe is in.</p> <p>Name 40 different countries.</p>	<p><b><u>The USA</u></b> The USA has 50 states and name the 4 main climate zones.</p> <p>Know human and physical features.</p> <p><b><u>Amazon: Rivers &amp; Rainforests</u></b> Locate South America and know it is in the Southern Hemisphere.</p> <p>Locate the tropical rainforests.</p> <p>Look at the biodiversity of the rainforest.</p> <p>Understand the water cycle.</p> <p>Locate major rivers and learn the term meander.</p>	<p><b><u>Asia: Mountains, volcanoes and earthquakes</u></b> Name the countries and location of Asia.</p> <p>Asia is the largest continent and has different climate zones.</p> <p>Asia is split into 5 regions and has 49 countries.</p> <p><b><u>Biomes</u></b> Locate the different biomes.</p> <p>Biomes are large-scale ecosystems defined by factors such as soils and vegetation.</p>	<p><b><u>Mapping the World</u></b> Lines of latitude and longitude on a map are measured in degrees, minutes and seconds.</p> <p>A cartographer makes maps.</p> <p>A compass is a tool that shows which direction is north.</p> <p>Ordnance Survey (OS) is the national mapping agency for the UK.</p> <p>Gridlines are used to describe the location of features or symbols.</p> <p>Four figure grid reference allows you to locate a grid square.</p>

		country. Difference between coast and seaside.		Italy is in Southern Europe.  Know term fjords.	Know about the formation of Oxbow rivers.		Six figure grid references allows you to identify a place. <u>Global challenges:</u> <u>Climate change</u> Five types of climate: subpolar, temperate, Mediterranean, arid and tropical. Their types of land use; urban land, forest land and agricultural land. Climate change is a long term change of temperature and weather patterns. Global warming will impact billions of people. The Paris Agreement and its impact.
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PROGRESSION OF SUBSTANTIVE KNOWLEDGE – what I need to know to be a good geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
ENVIRONMENTAL, HUMAN & PHYSICAL	<p><b><u>Understanding the World</u></b> Describe what they see around them.</p> <p>Continue to develop a positive attitude about the differences between people.</p>	<p><b><u>Our Local Area</u></b> Identify different types of houses/homes/ places of work in the local area.</p> <p>Recognise the difference between near and far.</p> <p>Places near Abbey Primary.</p> <p><b><u>The United Kingdom</u></b> Distinguish between natural and human-made landmarks.</p> <p>Understand the difference between the countryside and city.</p> <p><b><u>Beside the Sea</u></b> Describe some of the human and physical features of a seaside.</p>	<p><b><u>Planet Earth</u></b> Contrast the climates of the seven continents.</p> <p>Distinguish between human and physical features of the seven continents.</p> <p>The difference between a country and a continent.</p> <p><b><u>Life in Kenya</u></b> The climate of Kenya and its landscape.</p> <p>Describe rural and urban Kenya.</p> <p>Compare Kenya and the UK.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Contrast different settlements.</p> <p>Describe different aspects of UK countries: urban and rural life.</p> <p>Contrast land use in the UK.</p> <p><b><u>Climate and Climate Zones</u></b> The characteristics of the different climate zones e.g. polar, sub-polar.</p> <p>Observe UK weather.</p> <p><b><u>Europe</u></b> Name some of the human and physical features.</p> <p>Seven climate zones.</p>	<p><b><u>The USA</u></b> Know the varied physical landmarks.</p> <p>Identify some of the human landmarks.</p> <p><b><u>Amazon: Rivers &amp; Rainforests</u></b> Identify the key human features of South America.</p> <p>Recognise the diversity of rainforests, the 4 layers and the animals that live there.</p> <p>Recognise the rainforests is a place for tribes.</p> <p>Name major rivers and features.</p> <p>Look at climate in south America.</p>	<p><b><u>Asia: Mountains, volcanoes and earthquakes</u></b> Know the key human and physical features.</p> <p>Borders are both natural and man-made.</p> <p>Know mountains are formed by the movement of tectonic plates.</p> <p>Know volcanoes often located on tectonic boundaries.</p> <p>Consider the impact of earthquakes depending on location and magnitude.</p> <p>Know different areas have different population sizes.</p> <p><b><u>Biomes</u></b> Appreciate how the natural world</p>	<p><b><u>Global challenges: Climate change</u></b> Know 5 types of climates. Know 3 types of land. To know what climate change and global warming are.</p> <p><b><u>Global challenges: Trade</u></b> Natural resources are raw materials, they are beginning to run out.</p>

				<p>Compare a Northern, Southern and Western country.</p> <p>Name different climates in Northern and Southern Italy.</p> <p>Describe Rome and its landmarks.</p>	<p>Name some physical features.</p>	<p>has adapted to the biome.</p> <p>The tundra biome is furthest from the Equator.</p> <p>The tropical rainforest biome is located along the Equator.</p> <p>Understand the challenges and opportunities different biomes have on people's lives.</p>	
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PROGRESSION OF SUBSTANTIVE KNOWLEDGE – what I need to know to be a good geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>GEOGRAPHICAL &amp; FIELDWORK</b>	<p><b><u>Understanding the World</u></b> Draw information from a simple map.</p>	<p><b><u>Our Local Area</u></b> Mark places near and far on a map. Follow directions.  Draw picture maps of the school and its grounds using own symbols.  Look at aerial photo of the school.  Use a simple picture map to move around the school. <a href="https://www.ins tantstreetview.com/">https://www.ins tantstreetview.com/</a>  Label maps using symbols e.g. hospital symbol.  <b><u>The United Kingdom</u></b> Label a map of the UK with the</p>	<p><b><u>Planet Earth</u></b>  Know that symbols represent different things on maps.  Locate places on sources such as simple maps, globes and atlases.  Use directional language NESW.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Use 4 points of the compass NSEW to give directions. Know why a key is needed and recognise some standard symbols. Observe, record and name geographical features in an environment e.g. St Ives. Recognise different colours on a map to show the height of land (choropleth map). Interpret UK map to show land use.  <b><u>Climate and Climate Zones</u></b> Collect data on UK weather (make a weather station) introduce choropleth maps.</p>	<p><b><u>Amazon: Rivers &amp; Rainforests</u></b> Use 4 compass points and begin to use 8 compass points to locate features on a map.  <b><u>The USA</u></b> Analyse a choropleth map.  Use digital mapping tools to locate physical and human features.</p>	<p><b><u>Asia: Mountains, volcanoes and earthquakes.</u></b> Begin to use 4 figure coordinates to locate features on a map e.g. a volcano.  <b><u>Biomes</u></b> Fieldwork: What impact have humans had on the deciduous forests of the UK? Reasons for and against.</p>	<p><b><u>Mapping the World</u></b> Fieldwork will involve a plan, research, collect data, and record, analyse, evaluate and present findings. Fieldwork can be a human or a physical feature.  To know latitude and longitude (degrees, minutes, seconds).  To use 4 and 6 figure grid reference to locate places on a OS map.  Introduction to using a compass.</p>

		<p>four countries and its capitals. Talk about four points of the compass.</p> <p><u><i>Beside the Sea</i></u></p> <p>Visit Brighton-look at human and physical features.</p> <p>Look at data on a tally chart.</p> <p>Begin to understand north, south, east and west.</p>		<p><u><i>Europe</i></u></p> <p>Locate capital cities on a map. Use letter/number coordinates to locate features. Observe Rome on Skyline webcam and draw conclusions. Analyse data on Italy's weather and draw conclusions. Compare Rome and local area.</p>			
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PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>PHYSICAL WORLD</b>	<p><b><u>Understanding the World</u></b> Recognise some environments are different from the ones in which they live.</p> <p><b><u>Understanding the World(R)</u></b> Understand the effect of changing seasons on the natural world around them.</p> <p>Describe their immediate environment.</p>	<p><b><u>Our Local Area</u></b> Ask and answer simple geographical questions about school grounds and local area.</p> <p>To know what a landmark is and name local landmarks.</p> <p><b><u>Beside the Sea</u></b> To recognise the difference between the seaside and their local area.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments e.g. what is the Equator? What climate zone is the UK in?</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Begin to reflect on different aspects of land use.</p> <p><b><u>Europe</u></b> Look at physical features in Europe (Sweden, Poland, Italy, Belgium and Spain).</p> <p><b><u>Climate and Climate Zones</u></b> Begin to describe the impact of different climate zones on the natural world.</p> <p>Create a weather station and measure temperature and rainfall over a week. Analyse findings.</p>	<p><b><u>Amazon: Rivers &amp; Rainforests &amp; The USA</u></b> Ask and answer geographical questions when investigating different places and environments.</p> <p>Explain impact of an environment on the population.</p>	<p><b><u>Asia: Mountains, volcanoes and earthquakes.</u></b> Ask and answer geographical questions when investigating different places and environments e.g. What happens when volcanoes erupt?</p> <p><b><u>Biomes</u></b> Explain impact of a particular environment looking at the consequences.</p>	<p><b><u>Mapping the World</u></b> Ask and answering geographical questions, justifying with examples and being able to make links with other topics.</p> <p><b><u>Global challenges: Climate change</u></b> How does the climate influence how land is used?  Climate change will impact different areas of the world differently. People are contributing to the rise in greenhouse gases that contribute towards global warming.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>HUMAN ENVIRONMENTS</b>	<p><b><u>Understanding the World</u></b> Talk about the different countries in the world and the differences they have experienced or seen in photos.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b><u>Our Local Area</u></b> Describe similarities and differences when studying their local area and the UK.</p> <p>Recognise people, live in different homes. To know what a place of work is.</p> <p><b><u>The United Kingdom</u></b> To know why most cities in Scotland are in the South of the country.</p>	<p><b><u>Life in Kenya</u></b> Describe similarities and differences when studying different places e.g. comparing climates, native animals, physical features.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Reflect on where people live and how that impacts their opportunities.</p> <p><b><u>Climate and Climate Zones</u></b> Discuss the impact of different climate zones on the human world.</p> <p><b><u>Europe</u></b> Label human features in Sweden, Spain, Italy, Belgium and Poland.</p>	<p><b><u>Amazon: Rivers &amp; Rainforests</u></b> Describe the tribes and lifestyle of indigenous people in the rainforest.</p> <p><b><u>The USA</u></b> Look at human made landmarks and their impact on the environment and tourism.</p>	<p><b><u>Biomes</u></b> Discuss the challenges humans face in each biome.</p>	<p><b><u>Mapping the World</u></b> Field work question-generated in the class (possibly about the human environment). <b><u>Global challenges: Climate change</u></b> The impact of global change on humans in different parts of the world, e.g. on agriculture. <b><u>Global challenges: Trade</u></b> To analyse how trade can be made fairer for poorer countries.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

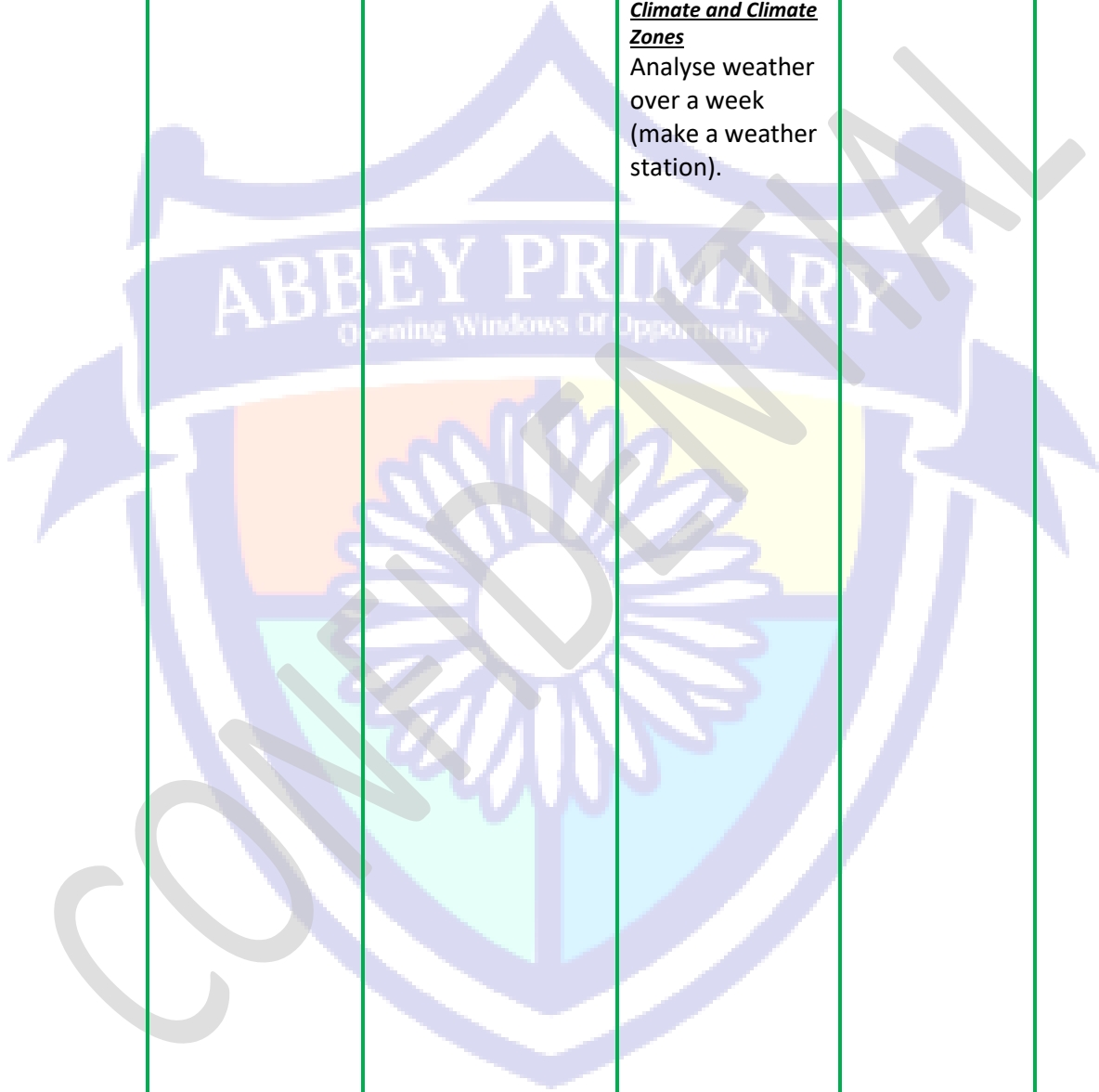
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
INTERDEPENDENCE	<p><b><u>Understanding the World</u></b> Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b><u>Our Local Area</u></b> To discuss how what area we live in impacts us e.g. living on a busy road.</p> <p><b><u>Beside the Sea</u></b> Keeping sea safe by looking at flags on the beach and being with trusted adults.</p>	<p><b><u>Planet Earth</u></b> Begin to recognise how conflict, natural disasters can impact on the rest of the world, even if not directly impacted.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Discuss how their rural and the urban life in the UK are interconnected.</p>	<p><b><u>Amazon: Rivers &amp; Rainforests</u></b> What is happening to the Amazon rainforest? Discuss deforestation and impact on our lives. Discuss the impact of rivers being used to benefit humans.</p> <p><b><u>The USA</u></b> Know the impact of the high population of California and New York state and the impact on the skyline. Where would you build a new town in California? What natural and man-made resources would you need?</p>	<p><b><u>Biomes</u></b> Debate the impact of humans on the deciduous forests of the UK.</p> <p><b><u>Asia: Mountains, volcanoes and earthquakes.</u></b> The ability for people to cope with earthquakes depends on where it is and the human power and resources to help- the infrastructure. Consequences on people and land of a secondary consequence of an earthquake- a tsunami.</p>	<p><b><u>Global challenges: Trade</u></b> Resources are distributed around the world unevenly. 80% of the world has less fresh water than they need. The UK imports and exports trade. The wealth of a nation is its GDP. Fair Trade helps to make trade fairer for the poorest people and countries. Sustainability- the challenges of using resources today that help supplies for the future.</p> <p><b><u>Global challenges: Climate change</u></b> What are the effects of climate change on our lives now?</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
YOUNG PEOPLE'S LIVES	<p><b><u>Understanding the World (N &amp; R)</u></b> Describe the environment around them- the play areas, and when do local walks.</p> <p>To recognize all places are different.</p> <p>To recognise that some places are special to people.</p>	<p><b><u>Our Local Area</u></b> Understand what it means to like/dislike their local area.</p> <p>Suggest changes.</p> <p>Say what they like/dislike about their local area.</p> <p>Write about their local area in the future.</p>	<p><b><u>Planet Earth</u></b> Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Make direct comparisons between own localities and other locations.</p>	<p><b><u>Settlements and Land Use in the UK</u></b> Discuss what part of the UK they would choose to live in and why.</p>	<p><b><u>Amazon: Rivers &amp; Rainforests</u></b> Should we do more to protect the Amazon rainforest?</p>	<p><b><u>Biomes</u></b> Should rainforests and forests be reduced/cut down to benefit the population?</p>	<p><b><u>Mapping the world</u></b> Fieldwork involves asking a question and looking at the results to help understand the world around them.</p> <p><b><u>Global challenges: Climate change</u></b> Discuss how they can make a difference to the environment. How can we achieve sustainability? What is carbon footprint? Impact of environmentalist activist Greta Thunberg.</p> <p><b><u>Global challenges: Trade</u></b> Organizations aim to become more sustainable. Young people can achieve sustainability by acting on a global, national and local scale.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
SCALE				<p><u><i>Climate and Climate Zones</i></u>                      Analyse weather over a week (make a weather station).</p>			

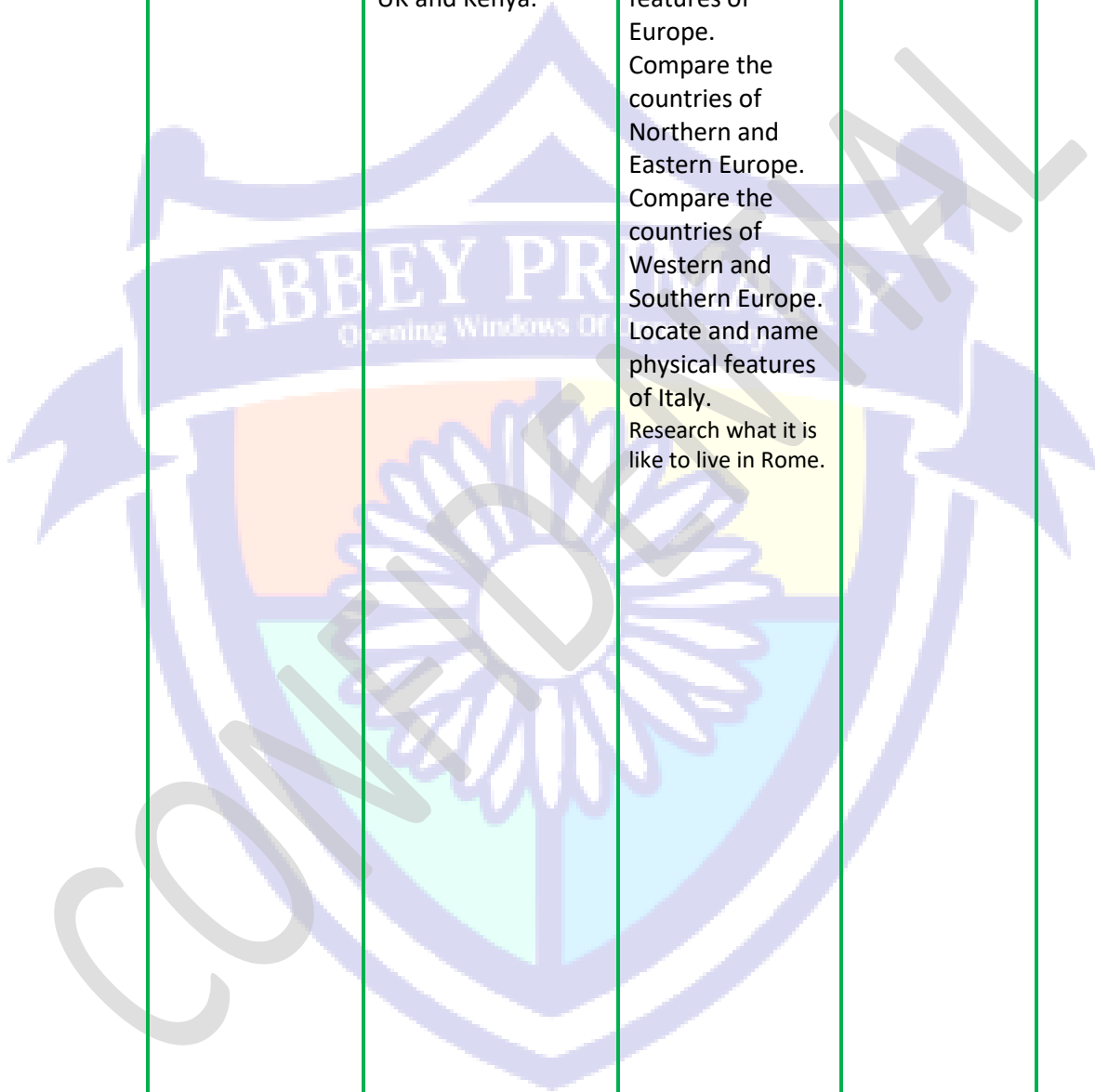


PROGRESSION OF DISCIPLINARY KNOWLEDGE – thinking like a geographer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>PLACE AND SPACE</b>	<p><u>Understanding the World (N &amp; R)</u> Draw information from a very basic map.</p>	<p><u>The United Kingdom</u> Name and locate 4 UK countries. Name all 4 capitals of the countries. Identify the border between Scotland and England. Recognise landmarks and e.g. Snowden and Giant’s Causeway. Know that Wales is famous for its mountainous geography. Recognise that Ireland is two countries, and only Northern Ireland is part of the UK. Begin to describe the difference between a natural and a human-made landmark. Compare city and countryside (England). Recognise the four flags of the UK.</p>	<p><u>Planet Earth</u> Recognise a globe and what is and how it is different to a map of the world. Locate the seven continents on a map and say where they are in relation to each other. Describe how seas are different to oceans.</p> <p><u>Kenya</u> Locate Kenya on a map. Suggest ways to travel to Kenya. Compare a typical day of a Kenyan child to their own-similarities and differences. Analyse the difference between nomadic lifestyle with other Kenyans in rural areas. Compare an urban Kenyan child’s life to their own. Recognise differences between living in</p>	<p><u>Settlements and Land Use in the UK</u> Recognise differences between a mountain and a hill. Recognise district features of a river. Describe the different locations of settlements (rural/urban) and why people might live there. Describe different land use in the UK (farming, building, leisure, and conservation). <u>Climate and Climate Zones</u> Describe and compare different climate zones. Collect data on the weather in the UK and analyse findings. <u>Europe</u></p>	<p><u>Amazon: Rivers &amp; Rainforests</u> Locate the tropical rainforests.</p> <p><u>The USA</u> Compare the diversity of the USA, within its 50 states and four main climate zones. Compare data on the population of the different states. Locate and describe physical features e.g. mountain ranges, lakes, deserts.</p>	<p><u>Asia: Mountains, volcanoes and earthquakes.</u> Locate Asia’s natural borders.</p>	<p><u>Mapping the world</u> Recognise that maps can give us a lot of different information. Become familiar with latitude and longitude lines and grid references.</p>

Kenya and the UK.  
Sort features of the  
UK and Kenya.

Compare physical  
and human  
features of  
Europe.  
Compare the  
countries of  
Northern and  
Eastern Europe.  
Compare the  
countries of  
Western and  
Southern Europe.  
Locate and name  
physical features  
of Italy.  
Research what it is  
like to live in Rome.



PROGRESSION OF KEY VOCABULARY							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>LOCATION AND PLACE</b>	same different change natural map environment road flat house school country	<u><b>Our Local Area</b></u> local area route local home local landmark symbol border United Kingdom (4 countries and capital cities) capital city highlands lakes mountains flag compass compass points ( N, S,E,W) direction key map symbol bungalow caravan cottage flat home United Kingdon	<u><b>Planet Earth</b></u> <u><b>Kenya</b></u> continent globe sea ocean border territory ecosystem migration skyscraper glacier hemisphere- northern, southern Equator savannah outskirts Africa Kenya continent tourist desert glacier territory rainforest coral reef ecosystem landmass native the Outback savannah	<u><b>Settlements and Land Use</b></u> main UK rivers and seas surrounding counties settlement coastline  <u><b>Europe</b></u> Europe Rome northern hemisphere transcontinental fjord forest lake natural volcano	<u><b>The USA</b></u> state state capital national park  <u><b>Amazon: Rivers &amp; Rainforests</b></u> tropics rainforests and layers 8 compass points	<u><b>Asia</b></u> Asia northern hemisphere natural border climate zone hemisphere region mountain range	<u><b>Mapping the world</b></u> location

<p><b>ENVIRONMENTAL, HUMAN &amp; PHYSICAL</b></p>	<p>autumn winter spring summer</p>	<p><u><b>The United Kingdom</b></u> landmark tourist city countryside parliament union Union Jack parliament coast coastline physical feature human feature aerial photos</p> <p><u><b>Beside the Sea</b></u> bay cliff rockpool sand dune coast holiday beach</p>	<p>urban rural country climate urban rural tropical climate temperate climate tribe nomad Massai canyon geysers natural wonders polar habitat skyscraper glacier South Pole Equator humid</p>	<p><u><b>Settlements and Land Use</b></u> mountain land use river settlement county location</p> <p><u><b>Climate and Climate Zones</b></u> climate zone polar climate zone temperate tropical climate zone data rainfall Celsius degrees temperature arid polar subpolar latitude longitude Mediterranean climate zone</p> <p><u><b>Europe</b></u> currency government human geography language population</p>	<p><u><b>The USA</b></u> population skyline skyscraper topography president governor harbour monument culture finance global power</p> <p><u><b>Amazon: Rivers &amp; Rainforests</b></u> tropics settlement river course meander natural resources deforestation biodiversity indigenous trade canopy deciduous emergent adapted camouflage decomposer predator prey species tribe hammock</p>	<p><u><b>Asia</b></u> population tectonic plates landform volcanic eruption fault lines after shock natural disaster seismic waves tsunami topography crust inner core mantle outer core tectonic plates landform plateau summit valley volcanic eruption aftershock natural disaster</p> <p><u><b>Biomes</b></u> climate zones eco-system adaptation biome adaptation fauna flora drought deforestation</p>	<p><u><b>Global challenges:</b></u> <u><b>Climate change</b></u> global warming greenhouse gases agriculture carbon footprint environmentalist activist forest land agricultural land urban land atmosphere greenhouse gases radiation methane infestation vegetation waterlogged activist environmentalist global citizen treaty</p> <p><u><b>Global challenges:</b></u> <u><b>Trade</b></u> overconsumption distribution trade GDP renewable energy sustainability natural resources non-renewable renewable export import fair trade</p>
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					agriculture cattle ranching logging water cycle groundwater evaporate precipitation water cycle oxbow lake hydroelectric irrigation reservoir		sustainability biodegradable fossil fuels recycle
<b>GEOGRAPHICAL &amp; FIELDWORK</b>	map near far around through along beside around	forwards backwards left right symbols senses label  our points of a compass (introduction)  tally data globe	simple analysis data comparing globe atlas key directional language: N, S, E,W	four points of a compass direction standard symbols choropleth maps locate coordinates analyse conclude evaluate compare	eight compass points digital mapping	four figure coordinates impact reasons for reasons against	cartographer grid reference ordnance survey distortion eastings grid reference northings plan research collect data analyse conclusion presentation