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The Sequence of Learning:

Geography

At Blean Primary School, our Geography curriculum is built on real experiences and authentic learning that help pupils develop a deep curiosity about the world and the people within it. Through meaningful fieldwork and hands-on exploration, children investigate their environment and build secure knowledge of diverse places, landscapes, cultures and resources. Our golden threads of conservation and sustainability, migration and change, leadership and significance, innovation and invention and social justice and diversity run through units, helping pupils make sense of the complex connections between physical and human processes.

Grounded in our school values of collaboration, responsibility, resourcefulness, curiosity and resilience, the curriculum empowers pupils not only to ask thoughtful geographical questions but to develop the skills to answer them with confidence. Pupils recognise how understanding the relationship between people and the planet enables them to make informed choices and protect the world for the future. Most importantly, Geography at Blean nurtures active pupils and change agents who understand their influence, embrace challenge and contribute positively to their community and the wider world.

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Geography: AGE RELATED STATUTORY COVERAGE

Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
UW: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. **UW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.** **UW: 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.** **UW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**	Pupils should be taught to: • **Locational knowledge:** ○ 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. • **Place knowledge:** ○ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • **Human and physical geography**: ○ 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, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ▪ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • **Geographical skills and fieldwork:** ○ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well	Pupils should be taught to: • **Locational knowledge:** ○ 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). • **Place knowledge:** ○ 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. • **Human and physical geography:**

	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 school and its grounds and the key human and physical features of its surrounding environment.	○ 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. • **Geographical skills and fieldwork:** ○ 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 ○ 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.

Last updated 02.03.26

The Sequence of Learning:

	Geographical Skills and Field Work	Human and Physical Geography.	Place and location knowledge
EYFS: Pre-school	Explore maps, globes or photos to talk about other places than where they live. To look at Googlemaps and notice key features such as buildings, water, forests, roads. To explore the school outside environment and know the way to key places, such as forest school, the hall, the library. To go on a walk to the local farm shop recognising key features on the route such as the roads, houses, bridge, stream, farm buildings, farmyard.	To explore natural objects using senses (e.g. leaves, pinecones) To notice changes in the environment (e.g. falling leaves) To explore and respond to the natural world, talk about what they see and experience To talk about seasonal changes (e.g. "It's cold in winter") To talk about different places when accessing Root Learning such as small world, (e.g. farms, zoos, the sea, towns).	To talk about the school environment (e.g Forest school, the playground) To talk about where they live and how they come to Pre-school To talk about any trips they have made when sharing news, such as going on trains, car trips, planes and the experiences.
Foundation for growth **EYFS: Year R** 	**To recognise and name two or more local features (E.g. Church/ School/ forest)** **To experience looking at Atlases** **To understand what maps can be used for and why we have Maps.** **To follow a simple map, as a group, to help find objects/features around school.**	**To talk about what they notice about the weather on a daily basis and how this impacts them.** **To understand the effect of changing seasons on the natural world around them. They will identify key signs/images for each season.** **To describe what they see, hear and feel whilst outside, on walks and or during outdoor provision.**	**To talk about the local environment** **To talk about the what they like about their own immediate environment and how environments might vary from one another.** **To understand and talk about parts of the world being hotter or colder.**

		To know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos. **To recognise animals from different parts of the world** **To use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes.**	**To look at England and Arctic regions on maps and globes.**

Opportunities for Prior learning

Can you talk about where you live?
What does it look like?
Do you live in a town? By the seaside? Near the Woods?
Where might you see a ….?

Opportunities for Spaced Retrieval

Consistently re-visit curriculum coverage above through:
Daily discussions about the weather
Small world scenes of the woods, the beach, the school etc.
Walks in the woods – What wildlife can you see? Plants? How does this environment change throughout the seasons? How does human activity affect these environments?
Regular opportunities to use globes and maps (child and teacher led) to find Arctic regions and the UK.
Pin pointing on a large map where the children live.
Using technology such as 'Googlemaps' and 'Google earth' to find places of interest or routes (Linked to Computing)

Fieldwork – trip to the beach and woods

Last updated 02.03.26

Assessment – formative			

Seed
Year 1
 
	• Use simple compass directions 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 in the local area and find the school.
	• Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features, specifically the route from school to Blean Church.
	• Devise a simple map of the school; constructing a key using basic symbols.
		• Identify daily weather patterns in the context of the weather of the UK and local weather. Use Google Earth to explore weather patterns in the UK.
		• Understand how weather changes across the four seasons.
		• Understand what the weather forecast shows and use key words to describe the weather.
		• Understand that weathers can be extreme.
		• Understand basic Geographical vocabulary:
		  ○ Physical (eg. beach, cliff, coast, sea seasons and weather).
		  ○ Human (eg. city, town, village, house, shop).
			• Name, locate and identify characteristics of the 4 countries and capitals of the UK and surrounding seas.
			• Identify key features of the four countries in the UK.

Opportunities for Prior Learning What physical and human geography do we already know about the local area? How do these environments change as the seasons progress? Which words can we use to describe the weather? Where is the United Kingdom on a map?			
Opportunities for Spaced Retrieval What do we mean by **physical** and **human** features? What would we see in Canterbury, Blean woods and the beach? How do these different environments compare? What sorts of plants and wildlife would we find in Blean Woods?			

Last updated 02.03.26

<table>
<tr><td colspan="4">Can you find the United Kingdom on a map?
Can you find China on a map?
Can you find Africa on a map? Where is Ghana and Kenya?
Fieldwork – community garden weather station / mapping the school area</td></tr>
<tr><td colspan="4">Assessment: Formative assessment. Sonar</td></tr>
<tr><td>Sprouting Seed
Year 2
  </td><td>Use a map to find out about our local area, specifically Blean and Canterbury.
Use a map to name and locate India.
Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school’s surrounding environment, specifically, geographical work: Crab & Winkle Way
Draw a map of a route in the local area, for example a walk from school to Blean Village Hall, including a key using basic symbols.</td><td>Understand physical similarities and differences through studying the human and physical geography of Kent and regions of India.
Compare what life is like, in the UK and India.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of contrasting locations (including contrasting capital cities)
Understand basic Geographical vocabulary:
Physical (eg. forest, hill, mountain, ocean, river, soil, valley, vegetation).
Human (eg. factory, farm, office, port, harbour, town, countryside).</td><td>Use world maps, atlases and globes to name and locate the world’s seven continents and five oceans.
Use world maps and Geographical Information System (GIS) Google Maps, atlases and globes to locate hot and cold areas of world in relation to Equator and Poles.
Use aerial photographs to observe and locate geographical features.</td></tr>
<tr><td colspan="4">Opportunities for prior learning
Can you use a map to locate the United Kingdom?
Which seas surround the United Kingdom?
What do we already know about the geography of the school?
Which human and physical geographical features surround the school? E.g. Which features would we find on the Crab and Winkle Way between the school and Blean Church?
What is a key on a map?
Which basic symbols would we find on a key?</td></tr>
<tr><td colspan="4">Opportunities for Spaced retrieval
What do we mean by physical and human features?
What is a key on a map and what basic symbols would we find on one?
Use GIS to help name, locate and identify the 4 countries of the United Kingdom. What are the capital cities of the UK? Which seas surround the UK?</td></tr>
</table>

Last updated 02.03.26

Can you locate Africa and India on a map? Fieldwork – Crab and Winkle Way observing and mapping human and physical features			
Assessment - Formative assessment. Sonar			
Sprout **Year 3** 	• Use atlases and maps to identify key features of a river system. • Use the four point compass directions to describe locations on a map. • Use fieldwork to observe, measure, record and present key features of the local area.	• Describe the location and key features of The River Nile • Describe the journey of the River Nile from its source to its mouth • Describe the ways in which the river Nile is used and how this has changed overtime. • Explain the positive and negative impacts of the Aswan Dam on the River Nile. • Explore the physical and human features of the Nile Delta – economic activity incl trade links and the distribution of natural resources (energy, food, minerals, water) – look at the affects of climate changes overtime. • Compare and contrast human and physical geographical features of the South East UK and Southern Spain (European Country).	• Use world maps, atlases and globes and digital/computer mapping to locate European countries (including Spain). • Use world maps, atlases and globes and digital/computer mapping to locate key rivers in the UK and the world.
Prior learning Use a map, atlas and globe to identify the worlds 7 continents and 5 oceans. Where is the UK and Africa? What is a river and where might you find one? What is a key on a map? Which symbols do you recognise on a map? Can you identify a river on a map? Which key words can we use to describe the weather?			

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Opportunities for spaced retrieval

What do we mean by **physica**l and **human** features?

Locational knowledge: Identify the worlds 7 continents. It is important the children are exposed to using a globe, a map, an atlas and GIS (E.g. Google Earth) to do this.

Can the children name countries within these continents?

Where is Africa? (Kenya and Ghana) Where is Asia? (India and China)

Locational knowledge: Identify the 5 oceans of the world. Expose the children to using a globe, a map, an atlas and GIS (E.g. Google Earth) when locating oceans.

Provide the children with some key facts about each ocean to help memory 'stick'.

Revisit using a map to identify key human and physical features of surrounding local area (E.g. Blean Village, The Crab and Winkle Way, Blean Woods, Canterbury)

Revisit Wundermap to locate hot and cold areas of the world, extreme weather and weather patterns in the UK

Fieldwork – Westgate Gardens river / Westbere lakes

Assessment

Formative assessment.

Sonar

Sapling **Year 4** 	• Understand the human geography of the UK including types of settlement, land use and economic activity. • Use current and historic maps, photographs and other resources to compare land use across time in and around the local area. • Use the eight-point compass directions maps, and four figure grid references to describe location of a city. • Use fieldwork to observe, measure, record and present the human features in a local coastal area (Whitstable or Reculver). • Investigating land use in the local area.	• Use large, laminated maps of the local area and Google maps as a Geographical Information System (GIS) to locate features of settlements and land use. • Explain why settlements develop in certain locations. • Use maps to identify settlements built by invaders. • To compare land use in different settlements and identify links between settlements. • Explain how volcanoes are formed, what happens when they erupt and how they affect people's lives. • To understand and describe key aspects of earthquakes including what causes earthquakes and how they are measured. • Understand the geographical features of hills, mountains and coasts and how they change over time. • Understand the effects of coastal erosion • Explain the key features of the water cycle and how clouds and rain are formed (NB cross curricular with science). • Explore settlements of the future.	• Use world maps, atlases and globes and digital/computer mapping to locate Mount Vesuvius volcano in Europe.

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Opportunities for prior learning Use a map/ atlas to revisit the UK. Which four countries are in the UK? Where are the UK's major cities? Identify and label the four-point compass directions. What do we already know about the local area? Blean village? The Woods? The Crab and Winkle Way? What are the key features of a map? What is a key on a map? Which map symbols do you recognise? What is weather? What are weather patterns like in the UK/ through different seasons? What do we already know about Rivers? How do River form? Do you think they are a key feature of the water cycle?
Opportunities for spaced retrieval What do we mean by **physica**l and **human** features? Where is the River Nile and what are its physical and human features? Where is the River Stour and what are its human and physical features? Locational knowledge: Identify the worlds 7 continents. It is important the children are exposed to using a globe, a map, an atlas and GIS (E.g. Google Earth) to do this. Can the children name countries within these continents? Where is Africa? (Kenya, Ghana and Egypt) Where is Asia? (India) Where is Europe? (Spain) Locational knowledge: Identify the 5 oceans of the world. Expose the children to using a globe, a map, an atlas and GIS (E.g. Google Earth) when locating oceans. Provide the children with some key facts about each ocean to help memory 'stick'. Fieldwork – Whitstable beach (coastal erosion) / Canterbury (future settlements)
Assessment Formative assessment. Sonar

Last updated 02.03.26

Small tree **Year 5** 	• Use four figure grid references, symbols and keys to read maps (including the use of Ordnance Survey maps and electronic mapping).	• To understand the terms biomes and vegetation belts. • I can describe the climates and biomes of different regions across the Americas. • I can identify similarities and differences in the human and physical geography of my local area and Jamaica including time differences	• Use world maps, atlases and globes and digital/computer mapping (GISArc) to locate North America. • Identify lines of longitude and latitude. • Use lines of longitude and latitude to find places on maps, atlases and globes • Understand the position and significance of the equator, Northern and Southern Hemispheres, Tropics of Capricorn and Cancer, and the Arctic and Antarctic Circles. • Understand the position and significance of the Prime/Greenwich meridian, time zones and day and night.

Opportunities for prior learning

What are the features of a map? What is the key on a map? Which map symbols do you recognise from your prior learning?

Can you find the UK on an atlas/globe/map/ ArcGIS? Where is Blean? Where is the School? Where are the Woods? Can you find Canterbury?

What do we already know about the local area? Blean village? The Woods? The Crab and Winkle Way?

Can you identify human and physical features of the above places?

What is weather? What weather patterns do we have in the UK across the seasons? What is extreme weather? Where in the world might we find examples of extreme weather? (Use WunderMap to explore this).

Locate the worlds 7 continents and 5 oceans. Use prior knowledge of known continents such as Africa, Asia and Europe to help identify position of North America and Antartica.

Last updated 02.03.26

Opportunities for spaced retrieval
What do we mean by **physica**l and **human** features?
Where is the River Nile and what are its physical and human features? Where is the River Stour and what are its human and physical features?
Locational knowledge: Identify the worlds 7 continents. It is important the children are exposed to using a globe, a map, an atlas and GIS (E.g. Google Earth) to do this. Can the children name countries within these continents?
Where is Africa? (Kenya, Ghana and Egypt) Where is Asia? (India) Where is Europe? (Spain)
Locational knowledge: Identify the 5 oceans of the world. Expose the children to using a globe, a map, an atlas and GIS (E.g. Google Earth/ GISArc) when locating oceans. Provide the children with some key facts about each ocean to help memory 'stick'.
What are the key features of the Water Cycle?
How are volcanoes formed?

Fieldwork – Blean woods comparison (biomes)

Assessment Formative assessment. Sonar			
Mature tree with fruit **Year 6** 	• Use six figure grid references, symbols and keys to read maps (including the use of Ordnance Survey maps). • Use current and historic OS Maps, photographs and other resources to compare land use across time in and around Blean. • Use the eight point compass directions maps, and four figure grid references to describe location of Blean Primary School. • Use fieldwork to observe, measure, record and present the human features in Rough Common. • Create a sketch map of Rough Common looking at land use and features of a map.	• Carry out a study of the physical features in Blean woods, studying the different aspects of the landscape, comparing and contrasting to the Amazon rainforest. • Investigate the human and physical features in England and the local area and compare and contrast to the features of Brazil. (South America) • Investigate land use in Blean, Rough Common, the university and local areas of agriculture. • Science link – investigating different kinds of energy technologies and how these relate to location and local resources, mapping energy use across the school and where action can be taken to reduce it.	• Use world maps, atlases and globes and digital/computer mapping (GISArc) to locate countries of South America and investigate the features of this continent. • Understand the features of the Amazon Rainforest and its importance as a biome. • Use an OS map/ GISArc to name and locate cities of the UK and the county of Kent, geographical regions and their human and physical characteristics including hills, mountains, rivers, land use patterns and change over time.
Opportunities for prior learning What are four figure grid references? Where would we find them? How do you use them on a map? What are the key features of a map? What do we already know about the local area? Blean Village? Blean Woods? What are the key physical and human features of these areas? Revisit the Water Cycle and the role in which hills. mountains, rivers and the coast have in this. Which physical features have we learnt about previously that change over time? (E.g. Rivers)			

Last updated 02.03.26

Opportunities for spaced retrieval What do we mean by **physica**l and **human** features? Locational knowledge: Identify the worlds 7 continents. It is important the children are exposed to using a globe, a map, an atlas and GIS (E.g. Google Earth) to do this. Can the children name countries within these continents? Where is Africa? (Kenya, Ghana and Egypt) Where is Asia? (India) Where is Europe? (Spain) Where is North America? Understand the position and significance of the equator, Northern and Southern Hemispheres, Tropics of Capricorn and Cancer, and the Arctic and Antarctic Circles. Locational knowledge: Identify the 5 oceans of the world. Encourage the children to using a globe, a map, an atlas and GIS (E.g. Google Earth/ GISArc) when locating oceans. What are lines of latitude and longitude? How are volcanoes formed? (links to Earthquakes?) What is a biome/ vegetation belt? Fieldwork – Rough Common Mapping – 6 figure grid references
Assessment Formative assessment. Sonar

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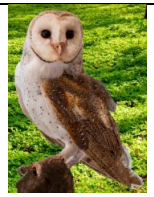
The Blean Values:Geography

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Questioning – asking and answering questions to develop understanding of the world around us.	**Making links –** using knowledge to find similarities and differences between places all over the globe.	**Global Citizenship** – understand our collective responsibility for the world around us.	**Challenge** –developing the ability to tackle global issues.	**Teamwork** – working together and collaborating to develop knowledge and understanding.
Observing – noticing changes and patterns and analysing their impact.	**Generalisation** – finding patterns and using them to help draw conclusions about observations made.	**Respect** – of the natural world and of other cultures across the world.	**Testing** – testing a hypothesis and changing the approach if the first approach is unsuccessful.	**Communicating** – sharing ideas and communicating knowledge with others.
Expanding horizons – developing understanding of life outside of the local environment.	**Cross curricular learning** – using knowledge obtained in other curriculum areas to support understanding of new concepts.	**Understanding** – developing an understanding of how people live in different situations over the world.	**Perseverance** – keep trying when skills are hard to master.	**Community links** – understanding how the local area fits within a global context.

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SMSC in Geography

Spiritual

Spiritual education in **Geography** inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

There are many ways in which geography can contribute towards spiritual development, The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. There are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of Ian environment; and to explore their own feelings about the people, places and environments they are learning about.

Social

Social education in **Geography** involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened.

Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self - discipline. Through fieldwork, geography makes a distinctive contribution to social development. Outside of the classroom, pupils need a greater degree of self-discipline and a successful trip often relies on each member of the group making a contribution.
Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography, pupils develop a knowledge and understanding of the concept of sustainable development, and the
skills to act upon their understanding.

Moral

Moral education in **Geography** provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts.

Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Other opportunities include the allocation of overseas aid, the use of genetically modified crops, and coastal management strategies -

Cultural

Cultural education in **Geography** involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space.

Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment

do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea? Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.	

British Values

British Values

Geography and global learning have a contribution to make in the following areas:

- developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example by developing knowledge of diverse places and people, and understanding the geographical processes leading to change eg. within the study of North America and South America UKS2
- investigating and understanding geographical processes that affect and inter-connect the lives of those in the community, locality and wider world; for example local area studies in KS1 where the children study local issues such as the Blean village playground and in KS2 how we link to other areas of the world such as when looking at fairtrade and how we can engage with the concept during relevant focus weeks
- values such as tolerance, mutual respect, liberty and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities for example looking at cross curricular issues in Year 5 when the 'Windrush' era is explored and the children learn how other cultures are assimilated into the British culture

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Geography Key Vocabulary – progresses throughout the years						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Home, school, Blean / village, map, globe, route local area, environment, world, country, place, weather, sun, rain, wind, snow, cloud, season / seasons (autumn, winter, spring, summer) forest, woods, beach, hill, mountain, soil, water, river, sea, land, hot, cold, house, shop, road, path, bridge, church, town, city, farm, similar, different, community, world family, traditions, language, celebrations, animals, plants, habitat, wild / wildlife, nature, living / non-living, look / observe, notice, explore, compare, sort, match, identify, map / simple map, atlas, directions (up, down, left, right, near, far)	River Thames, physical features, human features, United Kingdom, maps, ocean, river, land, country, road, house, flat, street, town, shops, buildings, post office, school, parks, tree, compass, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, field data, weather, rich/affluent, poor, factory, mine, bridge, mountain, aerial view, aerial map, centre, environment, settlement	plains, landscapes, terrains, region, vegetation, climate, semi-desert, steppe, physical characteristics, tributaries, basin, marshland, meander, delta, estuary, embankment, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, locally produced, globalised, producer	water distribution, usage, consumption, gnp, economics, productivity, labour, tourism, inner city, suburbs, rural, boroughs, population growth, ghettos, capital, outskirts, urbanization, metropolitan, employment, classes, poverty, city expansion, factories, manufacturing	erosion, depletion, consumerism, encroachment, preservation, sanctuary, greenhouse effect, equatorial, emergent layer, canopy, tropical, understudy, land-locked, island