



I am a geographer...

I am a geographer. I seek to understand the why of where. I study places and the relationships between people and their environments in order to make sense of the world and my place in it. As a geographer, I explore both the physical properties of Earth's surface and the human societies spread across it. I examine how human culture interacts with the natural environment and the way that location and places can have an impact on people. As a geographer, I seek to understand where things are found, why they are there, and how they develop and change over time.



Key Concepts for Geographers

	Key Concepts	Contexts	
<p>What is Geography? The Earth was formed 4.5 billion years ago and 200,000 years ago modern humans evolved. The story of understanding where things are found on earth and why they are present in those places; how things that are located in the same or distant places influence one another over time; and why places and the people who live in them develop and change in particular is geography.</p>	<p>Places are named, categorised and located on land and water, in varying scales.</p>	<p>Y1 Locational knowledge of school and immediate area Y2 Locational knowledge of England Y2 Locational knowledge of the world</p>	<p>Y3 Locational knowledge of England Y3 Locational knowledge of Europe Y4 Locational knowledge of England Y4 Locational knowledge of South America and the World Y5 Locational knowledge of England</p>
	<p>Places have unique physical and human characteristics.</p>	<p>Y1 Locational knowledge of school and immediate area Y2 Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China)</p>	<p>Y3 Locational knowledge of England Y3 Contrasting study: England and the Mediterranean Y4 Locational knowledge of England</p>
	<p>The locations of human and physical features are influenced by each other.</p>	<p>Y2 Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China)</p>	<p>Y3 Contrasting study: England and the Mediterranean Y4 Contrasting study: England and the region in South America (Recommendation: Peru)</p>
	<p>Scale influences the way we think about what we see or experience.</p>	<p>Y1 Locational knowledge of school and immediate area Y2 Locational knowledge of England</p>	<p>Y3 Locational knowledge of England Y3 Locational knowledge of Europe Y4 Locational knowledge of England Y4 Locational knowledge of South America and the World Y5 Locational knowledge of England</p>
	<p>Environments change as a result of human influences or physical processes.</p>	<p>Y2 Changing environments (Recommendation: Local or regional studies)</p>	<p>Y5 Natural resources Y6 Climate change</p>
	<p>There are differences and similarities between people, places, environments and cultures.</p>	<p>Y2 Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China)</p>	<p>Y3 Contrasting study: England and the Mediterranean Y4 Contrasting study: England and the region in South America (Recommendation: Peru)</p>
	<p>Physical and human worlds lead to change in places, landscapes and societies through the actions of processes.</p>	<p>Y1 Locational knowledge of school and immediate area Y2 Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China)</p>	<p>Y3 Contrasting study: England and the Mediterranean Y4 Contrasting study: England and the region in South America (Recommendation: Peru) Y5 The Water Cycle & Rivers Y6 Mountains, Volcanoes & Earthquakes</p>
	<p>Human geography describes and explains how people use and alter their environments. <u>Disciplines of human geography</u> include urban geography, economic geography, cultural geography, political geography, social geography, and population geography.</p>	<p>Physical geography describes and explains Earth's seasons, climate, atmosphere, soil, streams, landforms, and oceans. <u>Disciplines of physical geography</u> include geomorphology, glaciology, pedology, hydrology, climatology, biogeography, and oceanography.</p>	
Contexts			
<p>Y1 Locational knowledge of school and immediate area Y2 Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China) Y2 Changing environments (Recommendation: Local or regional studies) Y3 Contrasting study: England and the Mediterranean Y4 Contrasting study: England and the region in South America (Peru) Y5 Natural resources Y6 Climate change</p>	<p>Y1 Seasons and daily weather patterns Y5 The Water Cycle & Rivers Y6 Mountains, Volcanoes & Earthquakes Y5 Natural resources Y6 Climate change</p>		

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 1

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
<p>Places are named and categorised and located on land and water, in varying scales. Places have unique physical and human characteristics</p>	<p>Locational knowledge of school and immediate area</p>	<ul style="list-style-type: none"> • know the location of the school, naming road name, immediate area (e.g. village/suburb/area) • know location of own home (naming road name, immediate area) • know location of home and school within UK in reference to countries (England, Scotland, Wales and Northern Ireland) • locate capital cities of UK (London, Cardiff, Edinburgh, Belfast) • identify characteristics of four countries: <ul style="list-style-type: none"> - size (order) - climate (temperate) - physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays) - land use: rural (farm, countryside, village) and urban areas (town, city). • Identify characteristics of capital cities (famous landmarks both physical and human e.g. <i>Thames River and Palace of Westminster</i>) • identify the surrounding seas (Atlantic Ocean, North Sea, Irish Sea, English Channel) 	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use simple fieldwork tools: calendar, anemometer, rain gauge, thermometer, cloud cover using oktas
<p>Processes: Physical.</p>	<p>Seasons and daily weather patterns</p>	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • The following key knowledge and vocabulary is specified in Science Curriculum Year 1 Seasonal Changes: <ul style="list-style-type: none"> - <i>Identify the four seasons: Autumn, winter, spring, summer</i> - <i>Be able to describe characteristic local weather patterns during the different seasons.</i> - <i>Recognise the importance of the sun as a source of light and warmth.</i> - <i>Understand daily weather changes.</i> - <i>Temperature: thermometers are used to measure temperature</i> - <i>Clouds: rainfall comes from clouds</i> - <i>Rainfall: how the condition of the ground varies with rainfall; rainbows</i> - <i>Thunderstorms: lightning, thunder, hail, safety during thunderstorms</i> - <i>Snow: snowflakes, blizzards</i> 	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 2

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
Places are named, categorised and located on land and water, in varying scales.	<p>Locational knowledge of England</p> <p>Locational knowledge of the world</p>	<ul style="list-style-type: none"> • know the location of the school and home within UK region (South-west) • know the regions of the UK (North-east, North-west, Yorkshire & Humber, East Midlands, West Midlands, East Anglia, London, South-east, South-west). • Know major waterways in the region (South-west: Avon, Severn Estuary). <ul style="list-style-type: none"> • know the world’s seven continents (Europe, North America, South America, Africa, Asia, Oceania, Antarctica) • know the world’s five oceans (Indian, Pacific, Atlantic, Southern, Antarctic) • location of hot and cold areas of the world in relation to the Equator and the North and South Poles • The following key knowledge and vocabulary is specified in Science Curriculum Year 2 The Earth and its place in the solar system: Geographical features of the Earth’s surface: <ul style="list-style-type: none"> - <i>The shape of the Earth, the horizon</i> - <i>Oceans and continents</i> - <i>North Pole and South Pole, Equator.</i> 	<ul style="list-style-type: none"> • use a range of maps at various scales, atlases and globes • 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 using ‘compass language’. • use aerial photographs and plan perspectives (‘bird’s eye view’) to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic simple-plan-view 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 (asking questions including asking people, photographs, plan view annotations, collecting data e.g. tally charts & see Y1 fieldwork tools, measuring sketches, collecting items in the environment)
Places have unique physical and human characteristics. Cultural understanding and diversity The locations of human and physical features are influenced by each other	Contrasting study: local area (South-West England) and non-European area (Recommendation: Guizhou, South-west China)	<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography; • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 • Review knowledge & vocabulary detailed Y1 Seasons and daily weather patterns • Understand the difference between weather and climate o Weather is day to day atmospheric conditions o Climate is the average weather conditions measured over years 	
Environments change as a result of human influences or physical processes.	Changing environments (Recommendation: Local or regional studies)	<p>The following key knowledge and vocabulary is specified in Science Curriculum Year 2 Living things and their habitats environment:</p> <p>Environmental change and Habitat destruction</p> <ul style="list-style-type: none"> • Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: <i>effects of population and development; deforestation, pollution, litter.</i> 	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 3

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
<p>Places are named, categorised and located on land and water, in varying scales.</p>	<p>Locational knowledge of England</p> <p>Locational knowledge of Europe</p>	<ul style="list-style-type: none"> • Know the counties of own region (South-west: Bristol, Somerset, North Somerset, South Gloucestershire, Gloucestershire, Devon, Dorset, Cornwall, Wiltshire) • Know significant cities within own region (South-west: Bristol, Exeter, Bath) • Identify characteristics of the region (famous landmarks both physical and human e.g. <i>Cheddar Gorge, Somerset Levels, Avon Gorge, Clifton Suspension Bridge, Stonehenge, Bath Royal Crescent, Eden Project</i>) • Locate UK within Europe • Name countries within Europe (Western: France, Belgium, Germany, Netherlands / Northern: Norway, Finland, Sweden, Denmark / Sothern Europe: Portugal, Spain, Italy, Greece / Eastern Europe: Poland, Czechoslovakia, Bulgaria, Lithuania) • Reference European countries in relation to each other using the compass and state their location in Europe (Western, Northern, Southern, Eastern) including common references to regions (British Isles, Scandinavia/Nordic, Mediterranean, Western Europe and Europe) • Know the location of Russia in relation to Europe. • Know the major cities of Europe <ul style="list-style-type: none"> - UK: London, Cardiff, Edinburgh, Belfast (This is revised from Year 1) - Europe: Athens, Berlin, Brussels, Dublin, Madrid, Paris, Rome, Warsaw) 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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
<p>Places have unique physical and human characteristics</p> <p>Spatial understanding, including how the locations of human and physical features is influenced by each other and often how they interact across space</p>	<p>Contrasting study: England and the Mediterranean</p>	<ul style="list-style-type: none"> • Know location of Mediterranean countries (France, Italy, Greece, Spain) • Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. • Know geographical similarities and differences through the study of physical geography: <p>Physical:</p> <ul style="list-style-type: none"> • Biomes; A biome is a large naturally occurring community of flora and fauna occupying a major habitat that formed in response to a shared physical climate. The Mediterranean biome is known as Mediterranean and is characterised as hot dry summers, mild and rainy winters with woodlands and shrubs. England temperate biome is characterised as mild climate with seasonal variation receiving heavy rainfall with mixed woodland. • Vegetation belt: A vegetation belts is an area with distinctive plant types. There are 5 types of vegetation belt: forest, grassland, tundra, desert, and ice sheet. The vegetation belt in the England is typically temperate broadleaf forest. The vegetation belt in the Mediterranean is typically shrubs and grassland. • Climate zones are divisions of the Earth's climates into general climate zones according to average temperatures and average rainfall. The three major climate zones on the Earth are the polar, temperate, and tropical zones. The Mediterranean and the England are in a temperate climate zone and experience seasonal change (autumn, winter, spring, summer). • Topography is the arrangement of the physical and human features of an area. The topography of the Mediterranean is varied: high mountains, rocky shores, scrubland, coastal wetlands, sandy beaches and islands. The topography of the England is varied: mountains and hilly landscapes, rolling valleys, varied coastal types (e.g. cliffs, pebble or sandy beaches, coastal wetlands), • Know geographical similarities and differences through the study of human geography: <ul style="list-style-type: none"> - Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time. - Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 4

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
<p>Places are named, categorised and located on land and water, in varying scales.</p>	<p>Locational knowledge of England</p> <p>Locational knowledge of South America and the World</p>	<ul style="list-style-type: none"> • Know the counties of region (South-east & London: Kent, Berkshire, Surrey, West Sussex, East Sussex, Essex, Buckinghamshire, Hampshire, Oxfordshire, Herefordshire) • Know significant cities in England (London, Bristol, Manchester, Birmingham, Liverpool, Leeds, Sheffield, Newcastle). • Identify characteristics of the England (famous landmarks both physical and human e.g. Dover Cliffs, Blackpool tower, Windsor Castle, Lake District, Angel of the North, Hadrian's Wall) • Identify the hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. <ul style="list-style-type: none"> • Name countries within South America (Brazil, Ecuador, Chile, Bolivia, Colombia) • Reference South American countries in relation to each other using the compass and North America • Locate American continents in relation to the Arctic Circle and Antarctic Circle. • Identify the hemisphere (southern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. • Identify the position of Equator & the tropics of Cancer and Tropic of Capricorn 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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
<p>Places have unique physical and human characteristics</p> <p>Spatial understanding, including how the locations of human and physical features is influenced by each other and often how they interact across space</p> <p>Places have unique physical and human characteristics</p>	<p>Contrasting study: England and a region in South America (Peru)</p>	<ul style="list-style-type: none"> • Know location of Peru and surrounding countries (Brazil, Ecuador, Chile, Bolivia, Colombia) • Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. • Know geographical similarities and differences through the study of physical geography: <ul style="list-style-type: none"> - Physical: <ul style="list-style-type: none"> • See Year 3 curriculum for definitions for biomes, vegetation belts, climate zone and topography. • Peru's biomes are characterised as desert, tundra and tropical rainforest. • The vegetation belt in Peru is complex as a result of the physical geography. It includes a dense belt of lomas (flowering plants and grasses) and high altitude vegetation. • Peru's climate zone is in the tropical climate zone. The tropical zone occurs in the latitudes between the tropics and experiences a warm climate with high cloud cover. • The topography of the Peru is coastal, highlands and rainforest. • Know geographical similarities and differences through the study of human geography: <ul style="list-style-type: none"> - Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time. - Identify economic activity including trade links, and the distribution of natural resources including energy (non-renewables and hydro-power), food (e.g. beans, maize, peppers, potatoes, quinoa, tomatoes), minerals (e.g. copper, silver, gold, oil) and water. 	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 5

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
Places are named and categorised and located on land and water, in varying scales.	<p>Locational knowledge of England</p> <p>Locational knowledge of the World</p>	<ul style="list-style-type: none"> • Know the counties of east coast of England: East England, East Midlands, Yorkshire and Humber • Know significant waterways in England (Avon, Grand Union Canal, Mersey, River Ouse, River Trent, Thames, Tyne). <ul style="list-style-type: none"> • Name countries within 7 major continents. • Reference continents within their respective hemispheres. • Revise global biomes, vegetation belts, and climate zones (See Year 3 & 4). • Know major cities of the world, their respective countries and continents. (London, Moscow, Mumbai, New York, Paris, Rio de Janeiro Singapore, Sydney, Tokyo.) 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 • Fieldwork to include river study: Calculate velocity of a river (distance / average time) and measure depth of the river cross section in upper, middle and lower course. • Draw simple geographical diagrams to represent physical processes.
Processes: Physical	The Water Cycle & Rivers	<p>Understand the Water Cycle (Detailed within Science Curriculum Year 3: Introduction to Water Cycle & Year 5 Meteorology)</p> <ul style="list-style-type: none"> • Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater • Discuss the different paths that water takes. • Discuss how urban areas modify the drainage of water. <p>Rivers</p> <ul style="list-style-type: none"> • Know the features of a river: bank, bed, upper/middle and lower course, source, mouth, basin • Understand that a river basin is an area of land drained by a river and its tributaries. • Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline. • Follow the course of a river from source to mouth while using a map. • Discuss differences between mountain streams and lowland meandering rivers. • Understand the terms erosion and deposition: Erosion is a physical process in which soil, rock and other surface material are removed from one location and transported to another. Most erosion is performed by liquid water, wind or ice. Deposition is the processes where material being transported by a river is deposited. Deposition occurs when a river loses energy. 	
Environments change as a result of human influences or physical processes.	Natural resources	<ul style="list-style-type: none"> • The earth provides finite resources. • Identify the non-renewable resources found in the ground, including the south-west England. • Natural resources can be extracted from underground (drilling, open cast mining, underground mining) • Natural resources are used to for human purposes (building materials, jewellery, energy, transport) • Identify the impact of the removal of natural resources on the physical landscape • Burning fossil fuels, such as coal, contribute to climate change. 	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 6

Key Concept	Contexts	Key Knowledge and Vocabulary	Skills: Techniques & Application
Places are named and categorised and located on land and water, in varying scales.	Location knowledge of the UK	<ul style="list-style-type: none"> • Know the counties of west coast of England: West Midlands, North West & North-east England. • Know significant highland areas (Brecon Beacons, Black Mountains, Lake District, Grampians, Peak District, Pennines, Southern Uplands & Southern Highlands) 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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. • Draw simple geographical diagrams to represent physical processes.
Processes: Physical	Mountains, Volcanoes & Earthquakes	<p>Mountains</p> <ul style="list-style-type: none"> • Know the names of some of the world’s mountain ranges in the world: The Alps; The Himalayas; The Andes and The Appalachian Mountains; The Atlas Mountains. • The terms peak meaning the highest point of a mountain and range meaning a connected group of mountains. • How mountains are formed: Folded mountains, fault-block mountains, dome-shaped mountains <p>The Earth’s Layers / Volcanoes & Earthquakes</p> <ul style="list-style-type: none"> • Crust, mantle, core (outer core and inner core) • Movement of tectonic plates • Earthquakes: Faults, San Andreas fault; Measuring intensity: seismograph and Richter scale; Tsunamis • Volcanoes: Magma, lava and lava flow; Active, dormant and extinct; Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens • Hot springs and geysers: Old Faithful (in Yellowstone National Park, US) • Theories of how the continents and oceans were formed: Pangaea and continental drift. 	
Environment s change as a result of human influences or physical processes.	Climate change	<ul style="list-style-type: none"> • The world’s climate changes and has warmed and cooled at different points in Earth’s history. • The world’s climate is currently changing. • Currently the climate is getting hotter. • Climatologists widely believe that the current climate change is caused by human activity (burning fossil fuels, farming, deforestation). • A warmer climate leads to increased rainfall, changing seasons, shrinking sea ice, rising sea levels. • Climate change impacts upon wildlife and people. • Physical processes cause climate change (volcanic activity, solar output, orbital changes) 	

Appendix 1: Curriculum Rationale

Why have particular contexts been chosen? Why is it organised in this way? Why will it help children?

The answers to these questions are rooted in the rationale in the design of the curriculum.

This curriculum is coherent, which means it has been carefully considered and each context follows a deliberate order. That order starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own location and its immediate surroundings. As our children grow up, the curriculum will invite them to explore the world further, whilst maintaining focus on their local and national landscapes. The further away we travel, the less resources and opportunity we will have to physically visit places and despite technological advances to view virtual 'streets', places at a distance are more abstract to study. Our children will be able to, as geographers, appreciate the disjointed evidence and have a greater chance to 'piece together' bodies of evidence to understand the physical and human geography of distant places.

Contexts have been organised to allow pupils year on year to learn about locational knowledge at a local and national scale as well places at a distance. This will enable children, year on year to focus their lenses in and out as geographers; They will learn the about the locations that are around their region and country, which will assist in their broader understanding of their world as they make the connections between people and places shared in their lives such as news items, stories, historical studies and sports teams.

The key concepts outlined will be revisited in most geographical contexts year on year. It is more helpful to children to build layers of meaning through a holistic view of geographical contexts; this means when we explore a place, we can also explore the physical and human geography of these places. Contexts in geography have been aligned to other curriculum areas, such as history and science as these too have been deliberately constructed, for example, when children have an opportunity to study Romans, they will have already learnt the geography of the Europe and Mediterranean region.

Research sources:

- 2014 DfE National Primary Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf
- Core Knowledge: <http://www.coreknowledge.org/England/>
- <https://www.geography.org/England/> https://www.geography.org/England/write/MediaUploads/Support%20and%20guidance/GA_ADVBookletFULL.pdf
- National Geographic www.nationalgeographic.org/
- Perter Jackson: https://people.uwec.edu/kaldjian/1Courses/GEOG401/401Readings/Thinking_Geographically_Jackson_2006.pdf
- Understanding and Teaching Primary Geography Simon Catling, John Catt Publishing
- New Zealand Ministry of Education <https://seniorsecondary.tki.org.nz/Social-sciences/Geography/Key-concepts>
- Geographical Association https://www.geography.org.uk/download/ga_con14_fieldwork%20in%20the%20school%20grounds%20website%20version.ppt