

Geography Overview  
Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect. Our thread running through our Geography Curriculum is “relationships between humans and the environment”.

|                                | EYFS   | Year 1 and 2  | Year 3+4   | Year 5 and 6   |
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| Autumn 2                       | Marvellous Me! Celebrations<br>Autumn 1 and 2  | Where Are We?   | How Can I Find My Way?   | How Amazing are The Americas?  |
| National Curriculum Objectives | <p><b>Development Matters</b></p> <p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map.</p> <p>To become a <b>Compassionate Citizen</b> who can help look after their community and care for the environment, know some reasons why Cornwall is special , have an awareness of other people’s cultures and beliefs</p> | <p><u>Locational Knowledge</u><br/><u>Human and Physical</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Use basic geographical vocabulary to describe physical and human features.</li> <li>-Use world maps, atlases and globes to 7 continents and five oceans</li> <li>-Use simple fieldwork and observational skills to study the geography of their school and grounds.</li> </ul> <p style="text-align: center;"><b>FIELDWORK ELEMENT:</b></p> <p style="text-align: center;">Use map of the school to follow local routes around the village.</p> | <p><u>Locational Knowledge</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, understand how some of these aspects have changed over time</li> </ul>   | <p><u>Locational Knowledge</u></p> <p>Name and locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify land use patterns and how this has changed over time</p> |
| Thread                         | <b>How humans can care for the environment</b>   | <b>Human impact on the places they live (local landmarks)</b>   | <b>Human impact on the places they live (landmarks in Britain)</b>   | <b>Connections between humans and land use in The Americas</b>   |
| Key Knowledge                  | <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, map around school, seating maps, nature area map and read commons signs and logos.</p> <p>Open up camera to take pictures of their work on an iPad.</p>  | <ul style="list-style-type: none"> <li>-Use world maps to name and describe world continents, UK, England, Cornwall, Tywardreath etc and our location within the world.</li> <li>-Focus on Cornwall and its land types and name famous landmarks within Cornwall.</li> <li>-Transfer famous landmarks to own map.</li> </ul>  | <ul style="list-style-type: none"> <li>-name and locate counties and major cities of UK</li> <li>-know the main geographical regions</li> <li>Know their main cities</li> <li>Physical geography</li> <li>Scotland – Edinburgh, Ben Nevis highest peak, lochs,</li> <li>England- The Pennines, Lake district, Scafell pike, Helvellyn Dartmoor,</li> </ul> | <p>Be able to describe the 5 main regions of N America</p> <p>S America – mountains and highlands (Andes), river basin (Amazon), coastal plains including desert(Orinoco, Atacama)</p> <p>Name the major cities (New York, Los Angeles, Chicago, Dallas, Mexico city)</p>  |

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|  | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> | <ul style="list-style-type: none"> <li>-Use Aerial photography of the local area to plot and navigate landmarks.</li> <li>-Follow route on local maps.</li> <li>-Draw own map and plot route using Aerial photographs as a stimulus.</li> <li>-Define a key and create own key for local landmarks.</li> <li>-Use map of the school to follow local routes around the village.</li> </ul>   | <p>Exmoor, Bodmin Moor English Channel, White cliffs of Dover,, the Tamar, Stonehenge<br/> Wales- Cardiff, Snowdonia, N Ireland – Belfast, Giant’s causeway.<br/> <u>Human geography</u><br/> Landmarks- Angel of the North, Canterbury cathedral, Clifton Suspension Bridge, Buckingham Palace, Roman Baths, Wicker man, chalk drawings, Stonehenge, Eden project, engine houses</p>   | <p>Sao Paulo, Brazil, Buenos Aires, Rio, Lima<br/> Key physical features: Grand Canyon, Niagara Falls, Great Lakes, Great Plains, Mississippi river<br/> Describe the main biomes of N America<br/> Be able to Identify land use and how it has changed over time</p>  |
| <p><b>Key Skills</b></p> <p><i>Map Skills include:<br/> Using Maps, Map Knowledge, and Making Maps</i></p> |  | <p><u>Map Skills</u></p> <ul style="list-style-type: none"> <li>-Use maps to identify the UK and its countries.</li> <li>-Know how to use the 4 points of the compass</li> <li>-Use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>-Transfer geographical features to own map .</li> <li>-Name and recognise landmarks in the local environment and represent them in symbols. (Name features on a key).</li> <li>-Draw basic maps, including appropriate symbols and pictures to represent places or features</li> </ul> <p><u>Fieldwork</u><br/> <u>Gather information</u><br/> Use basic observational skills<br/> <u>Sketching</u><br/> Add labels onto a sketch map, map or photograph of features<br/> <u>Audio/Visual</u></p> | <p><u>Map Skills</u></p> <p>Find Cornwall on a map<br/> -Name and identify counties local to Cornwall (eg: Devon, Somerset, Dorset, Wiltshire) including main cities<br/> -Begin to match boundaries (eg: find same boundary of a county on different scale maps)<br/> -Know how to use the eight compass points to describe the location of the counties<br/> -Locate places on a range of maps<br/> -Recognise and use OS map symbols, including completion of a key and understanding why it’s important.</p> <p><u>Fieldwork</u><br/> <u>Audio/Visual</u><br/> Consider how photos provide useful evidence, locate position of a photo on a map</p> | <p><u>Map Skills</u></p> <p>Compare maps with aerial photographs<br/> Select a map for a specific purpose<br/> Begin to use atlases to find out other information (e.g. temperature)<br/> Find and recognise places on maps of different scales<br/> Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Locate the world’s countries, focus on North &amp; South America<br/> Identify the position and significance of lines of longitude &amp; latitude</p> <p>Draw a variety of thematic maps based on their own data<br/> Draw a sketch map using symbols and a key</p> |

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|                             |  | Recognise a photo or a video as a record of what has been seen or heard<br>Use a camera in the field to help to record what is seen   |  |   |
| <b>Sequence of Learning</b> | Led by children's interests and AFL.<br>Sequenced to build upon prior knowledge with a clear end point.  | <p>1. Prior learning -name the 7 continents and the 5 oceans of the world (Yr 2 children)</p> <p>2. Can I locate the UK and name its countries?</p> <p>3. Can I locate Cornwall and Tywardreath on a range of maps?</p> <p>4. Can I use the four points of the compass to explain direction?</p> <p>5. Can I describe the landscape of Cornwall including the plants and animals I would see?</p> <p>6. Can I use aerial photographs and a range of maps to recognise land type and landmarks?</p> <p>7. Can I use maps to follow local routes and identify landmarks around the village?</p> | <p>1. Prior learning -name physical and human features of Tywardreath, locate UK and name its countries (Yr 3 children)</p> <p>2. Can I describe the location of Cornwall?<br/><i>(continent, country, nearby counties, position using compass points, major cities, surrounding oceans)</i></p> <p>3. Can I explore the main geographical regions of the UK and describe their features?</p> <p>4. Can I name the counties and major cities of the UK?</p> <p>5. Can I identify what is natural and what is man-made?<br/><i>(using a range of maps and aerial photographs)</i></p> | <p>Prior learning- European countries, main mountain ranges, volcanoes (Y4 children) South American countries, longitude and latitude (Y6 children)</p> <p>1. Can I explore the countries of N/S America?<br/><i>(Location of N+S America, Brazil and neighbouring countries)</i></p> <p>2. Can I describe the climates and biomes of North America?</p> <p>3. Can I identify features of UK and South West region?</p> <p>4. Can I describe the geography of North American countries?</p> <p>5. Can I compare key settlements in Western America?</p> <p>6. Can I compare similarities and differences between North America and South West region?</p> |
| <b>Key Vocabulary</b>       | Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons | Maps, Aerial, key, land, moor, coast, town, village, rivers, forest, woods, urban, farmland, landmark, England, continent, UK, countries, route,  | County, Cornwall, Devon, Dorset, Somerset, Truro, Plymouth, Exeter, Bath, Bournemouth, Poole, Sketch map. Land use, plans and graphs, rural, farming, beach, recreational  | Biome, canyon, drought, erosion, flood plain, gorge, levee, plateau, prairie, population distribution<br>tundra, coniferous, grassland, desert, tropical, urban sprawl, ungrazed forest, economic   |

|                                | EYFS  | Year 1 and 2   | Year 3 and 4  | Year 5 and 6   |
|--------------------------------|---|--|---|--|
| Spring 2                       | Our Wonderful World<br>Let's Go An Adventure<br>Spring Term   | Does It Rain In Kenya?   | Why Do People Live Near Volcanoes?  | Does Alaska Need Saving?   |
| National Curriculum Objectives | <p><b>Development Matters</b></p> <p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map.</p> <p>To become a <b>Compassionate Citizen</b> who can help look after their community and care for the environment, know some reasons why Cornwall is special , have an awareness of other people's cultures and beliefs</p>  | <p><u>Place Knowledge</u><br/><u>Human and Physical</u><br/>Pupils should be taught about:</p> <p>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<br/><u>Kenyan village, The Vanessa Grant Trust,</u><br/><u>Rongai Community</u></p>  | <p><u>Human and Physical</u><br/>Pupils should be taught to:</p> <p>Describe and understand key aspects of: physical geography: volcanoes and earthquakes</p>   | <p><u>Place Knowledge</u><br/><u>Human and Physical</u><br/>Pupils should be taught:</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features of North America<br/>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America<br/><u>Cornwall and Alaska</u></p>   |
| Thread                         | How humans can care for the environment   | Human impact on the places they live (local landmarks)   | Human impact on the places they live (landmarks in Britain)   | Connections between humans and land use in Alaska (conflict of interest between indigenous people and the government)  |
| Key Knowledge                  | <ul style="list-style-type: none"> <li>-Use technology and IT equipment to make observations or find information about different locations and places.</li> <li>-Recognise, know, and describe features of different places. Look closely at similarities and differences. (rainforest/arctic)</li> <li>-Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</li> </ul> | <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Make comparisons to landmarks, features, places local and relevant to us.</li> <li>Know about the Vanessa Grant Trust</li> </ul> | <ul style="list-style-type: none"> <li>-Name the layers that make up the Earth</li> <li>-Describe the properties of the Earth's layers</li> <li>-Name the key parts of a volcano</li> <li>-Show where most volcanoes are found</li> <li>-Explain how to keep safe during an earthquake</li> <li>-Describe the damage caused by a tsunami</li> <li>-Explain how a volcano is formed</li> <li>-Describe what happens when a volcano erupts</li> <li>-Describe some risks and benefits of living near a volcano</li> </ul> | <ul style="list-style-type: none"> <li>-Know the similarities and differences Surrounded by ocean on 3 sides</li> <li>Know the different indigenous people of Alaska – Inuit, Tlingit, Aleuts and that Cornish people have common ancestors</li> <li>Name largest mountain- Denali</li> <li>Name a variety of wildlife and plants</li> <li>Know its main exports-<i>zinc, gold, lumber</i> and compare with Cornwall</li> <li>How industry has changed over-time and into the future.</li> <li><i>e.g. china clay – lithium mining, spaceport</i></li> </ul> |

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|   | <p>-Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>-Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> |   |   | <p>Know why Alaska is warming and what the consequences are on the native Alaskans</p> <p>Be able to explain how Alaska's geography creates and restrains opportunities for its economy.</p>  |
| <p><b>Key Skills</b></p> <p><i>Map Skills include: Using Maps, Map Knowledge, and Making Maps</i></p> | <p>-Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>  | <p>-Use world maps to identify the UK position in the world.</p> <p>-Use world maps to locate Kenya.</p> <p>-Use photographs and maps to identify features</p>  | <p>-Locate places on a range of maps (variety of scales)</p> <p>-Identify features on an aerial photograph, digital or computer map</p>   | <p><u>Using maps:</u><br/>Describe features on an OS map<br/>Compare maps with aerial photographs</p> <p><u>Making maps:</u><br/>Draw a sketch map using symbols and a key<br/>Draw plans of increasing complexity</p>  |
| <p><b>Sequence of Learning</b></p>  | <p>Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>   | <ol style="list-style-type: none"> <li>1. Link to prior learning- Identify location of UK on world map and Africa and the seas and oceans that surround them (Year 2 children)</li> <li>2. Can I describe the climate of the UK and the climate in Kenya?</li> <li>3. Can I describe the different types of landscapes seen in Cornwall and Kenya?</li> <li>4. Can I describe and compare the human features of Rongai and Tywardreath? (discuss Vanessa Grant Trust)</li> <li>5. Can I describe and compare physical features of Rongai and Tywardreath?</li> <li>6. Can I describe the similarities and differences in a child's life in UK and Kenya?</li> </ol> | <ol style="list-style-type: none"> <li>1. Link to prior learning – Identify continents of world and oceans., counties of England, European countries</li> <li>2. Can I explain where and why volcanoes form and earthquakes occur?</li> <li>3. Can I name the key parts of the structure of a volcano?</li> <li>4. Can I locate some of the major volcanoes in Europe and the major fault lines?</li> <li>5. Can I describe the risks and benefits of living near a volcano?</li> </ol> | <ol style="list-style-type: none"> <li>1. Prior learning: locate The Americas, some countries and surrounding oceans</li> <li>2. Can I describe its location? (hemisphere, lines of latitude, biome, time zone and oceans that surround it, mapwork, compare with Cornwall)</li> <li>3. Can I describe physical similarities and differences? (weather, climate, animals and plant life, major mountains+ rivers, biome types.)</li> <li>4. Can I describe human similarities and differences? (who lives there, famous landmarks, types of settlement, the economic activity, how the land is used, trade links)</li> <li>5. Can I explore and debate the causes and impact of global warming for Alaska?</li> </ol> |

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| <b>Key Vocabulary</b> | Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons | Kenya, Africa, Continent , savannah, game reserve, national park, migration, habitat, Tana River | Tectonic plates, lava, magma, crater, magma chamber Richter scale, seismograph, plate boundary, epicentre, vibrations, aftershock, ring of fire, | Arctic Ocean, Bering Sea, Pacific Ocean, capital Juneau, Bering land bridge, indigenous people, permafrost, Denali National Park, Taiga forest, tundra, aurora borealis, volcanic area, glaciers, |
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|                                | EYFS   | Year 1 and 2   | Year 3 and 4  | Year 5 and 6   |
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| Summer 2                       | The Great Outdoors<br>Fun at the Seaside   | Fire and Ice   | Is Iceland a Frozen Land?   | What Journey Does a River Take?  |
| National Curriculum Objectives | <p><b>Development Matters</b></p> <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>-To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.</p> | <p><u>Human and Physical</u></p> <p>Pupils should be taught about:</p> <p>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.</p>   | <p><u>Place Knowledge</u></p> <p>Pupils should be taught to: understand geographical similarities and differences through human and physical study of region in UK and Europe. Iceland</p> <p><b>FIELDWORK ELEMENT:</b><br/><i>Coastal walk to identify features of the landscape (Spit Beach)</i></p>                  | <p><u>Human and Physical – N and S America rivers</u></p> <p>Pupils should be taught to: Describe and understand key aspects of:- rivers of N+S America</p> <p>-human geography, including: types of settlement and land use, economic activity including trade links associated with the river course</p> <p>-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> <p><b>FIELDWORK ELEMENT:</b><br/><i>Treesmill River Walk – features of a river , trade links etc</i><br/><i>Follow and identify features of the River Fowey from Luxulyan to Pontsmill and then to the sea at Par</i></p> |
| Thread                         | How humans can care for the environment  | How people need to dress in different locations  | Human impact on the places they live (landmarks in Iceland)   | Connections between humans and river use over time   |
| Key Knowledge                  | <p>-Draw information from a simple map and identify landmarks of our local area walk.</p> <p>-Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop.</p> <p>-Use photos and pictures to locate places and place on a simple map.</p>  | <p>-Name and Locate the world’s seven continents and 5 oceans.</p> <p>-Identify the Equator and North and South poles.</p> <p>-Know and describe the weather patterns associated with the four seasons.</p> <p>-Know that warmer areas are closer to the equator and colder areas are nearer to the poles.</p> <p>-Know about weather forecast</p> | <p>-name physical and human characteristics of Cornwall and Iceland</p> <p>Identify similarities in human geography – tourism, farming, fishing, renewable energy</p> <p>-Identify differences in physical geography-Iceland’s landscape-volcanoes, hot springs, geysers,</p> <p>-Describe the climatic differences</p> | <p>-Name the main rivers of the Uk/N+S America<br/><i>(eg: Mississippi, Ohio, Rio Grande, Amazon, Rio de la Plata, Orinoco, Sao Francisco ,Thames, Severn , Wye, Tyne , Mersey, Tamar)</i></p> <p>-Name the features of rivers<br/><i>(see key vocabulary)</i></p> <p>-Explain the impact of erosion and deposition.</p> <p>-Explain how rivers are used, both in the past and present, compare trade links in</p>   |

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|   | <p>-Find out about their local area by talking to people, examining photographs, and visiting local places.</p>  |   |   | the local area – Fowey and Par – china clay with the Colorado and then further afield e.g. Panama Canal   |
| <p><b>Key Skills</b></p> <p><b>Map Skills include:<br/>Using Maps, Map Knowledge, and Making Maps</b></p> | <p>-Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>-Recognise, know, and describe features of different places.</p> <p>-Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> <p>-Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</p> <p>–Describe what they see, hear, and feel outside</p> <p>-Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.</p> <p>-Understand the need to respect and care for the natural environment and all living things</p> | <p>-Locate on a globe and world map the hot and cold areas including the equator and North and South poles.</p> <p>-Use simple compass directions (North, South, East , West) and locational and directional language to describe the location of features on a map.</p> <p>-Use maps and photographs to identify features.</p> | <p>-Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>-Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p><u>Fieldwork</u><br/><u>Gather information</u><br/>Ask geographical questions<br/>Use a simple database to present findings from fieldwork<br/>Record findings from fieldtrips<br/>Use a database to present findings<br/>Use appropriate terminology<br/><u>Sketching</u><br/>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction<br/><u>Audio/Visual</u><br/>Select views to photograph<br/>Add titles and labels giving date and location information</p> | <p><u>Fieldwork</u><br/><u>Gather information</u><br/>Select appropriate methods for data collection such as interviews,<br/>Use a database to interrogate/amend information collected,<br/>Use graphs to display data collected<br/>Evaluate the quality of evidence collected and suggest improvements<br/><u>Sketching</u><br/>Evaluate their sketch against set criteria and improve it<br/>Use sketches as evidence in an investigation. select field sketching from a variety of techniques<br/>Annotate sketches to describe and explain geographical processes and patterns<br/><u>Audio/Visual</u><br/>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch<br/>Use photographic evidence in their investigations<br/>Evaluate the usefulness of the images<br/>Evaluate the quality of evidence collected and suggest improvements<br/>Evaluate their sketch against set criteria and improve it<br/>Use sketches as evidence in an investigation</p> |



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| <p><b>Sequence of Learning</b></p> | <p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>   | <p>1. Prior learning – the effect of changing seasons on natural world around us (from EYFS) map skills recap</p> <p>2. Can I identify the Equator and the North and South pole?</p> <p>3. Can I identify warm areas and cold areas in relation to the equator and the poles?</p> <p>4. Can I describe the weather patterns associated with the four seasons?</p> <p>5. Can I identify daily weather patterns?</p> <p><b>SCIENCE</b></p> | <p>1. Prior learning –physical and human similarities and differences</p> <p>Map skills recap</p> <p>2. Can I use maps to describe the location of Iceland?</p> <p>Can I locate Iceland on different scale maps?</p> <p>3. Can I describe physical similarities and differences? (major rivers, mountains etc)</p> <p>4. Can I describe human similarities and differences?</p> <p>5. Can I locate Iceland on different scale maps?</p> <p>6. Can I identify different maps types and their purposes?</p> <p>Can I describe location using the 8 point compass?</p> | <p>1. Prior knowledge: main rivers of The Americas. Map skills recap</p> <p>1. Can I identify the features of a river? <i>using aerial photographs</i></p> <p>2. Can I explore erosion and deposition?</p> <p>3. Can I explore how rivers have been used in the past?</p> <p>4. FIELDWORK Can I apply my knowledge of settlements and rivers to our local river system and community?</p> |
| <p><b>Key Vocabulary</b></p>       | <p>Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p> | <p>Season, Weather, Hot, Cold, Climate, Equator, North pole, South pole, Compass, North, South, East, West, weather forecast, weather symbols</p>  | <p>Location, Scale map, physical features, human features, compass directions, land type, similarities, differences, comparisons, volcano, glacier, gyser</p>   | <p>Bank, bay, basin, canal, channel, confluence, current, dam, delta, deposit, discharge, downstream, drainage basin, erosion, estuary, flood, flood barrier, freshwater, gorge, lake, meander, oxbow lake, plunge pool, rapids, reservoir, silt, source tidal river, tributary, upstream, valley, water table, water fall, water shed</p>  |