



School Curriculum Plan for Geography Years 1 – 6

National Curriculum Key Stage 1 Overview

Year group and term	Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
Year 1 Autumn Term	What is the geography of where I live? (local study)	<i>What is geography all about?</i> <i>Whereabouts in the United Kingdom do I live?</i> <i>What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area?</i> <i>What are the main land uses within my local area?</i> <i>How can we introduce people to the physical and human geography of our local area?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Small area of the United Kingdom (locality) Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
Year 1 Spring Term	Why do we love being beside the seaside so much?	<i>How is the seaside different from other places?</i> <i>How do people enjoy themselves at the seaside?</i> <i>What else did Sally find living in the rock pools at Wembury?</i> <i>How do people affect the beach at Wembury?</i> <i>Whereabouts in the world is Wembury?</i> <i>How have our seaside holidays changed since the 1970s?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

<p>Year 1 Summer Term</p>	<p>How does the weather affect our lives?</p>	<p><i>What is the weather?</i></p> <p><i>How do great artists paint the weather?</i></p> <p><i>How does the weather change through the four seasons of the year?</i></p> <p><i>Why isn't the weather the same everywhere in the world?</i></p> <p><i>How can Antarctica be a desert when it's the coldest place on earth?</i></p> <p><i>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>
<p>Year 2 Autumn Term</p>	<p>Why don't penguins need to fly?</p>	<p><i>Where is Pip's home and what do we find there?</i></p> <p><i>How are penguins able to survive in Antarctica?</i></p> <p><i>How does Antarctica compare with the Sahara Desert?</i></p> <p><i>How is the Arctic different from the Antarctic?</i></p> <p><i>Why are there no Polar Bears in Antarctica?</i></p> <p><i>Why do Marco and Polo find visiting each other so difficult?</i></p> <p><i>So why don't penguins need to fly?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>
<p>Year 2 Spring Term</p>	<p>Why does it matter where our food comes from?</p>	<p><i>Where do dairy products come from?</i></p> <p><i>Why are there so many dairy farms in Devon?</i></p> <p><i>How does Quicke's Dairy Farm in Devon make cheese?</i></p> <p><i>How does our list of favourite fruit and vegetables compare with the favourites of other people?</i></p> <p><i>Why is it important to know all about sugar?</i></p> <p><i>Why do John and Rob have so many happy customers at their shops?</i></p>	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

			Fieldwork	
Year 2 Summer Term	How does Kampong Ayer compare with where I live? (small area in a contrasting non- European country)	<p><i>How does the location of Kampong Ayer compare with where I live?</i></p> <p><i>How do people's homes at Kampong Ayer compare with mine?</i></p> <p><i>How does the weather at Kampong Ayer compare with the weather where I live?</i></p> <p><i>How do people in Kampong Ayer travel around compared with how people travel around where I live?</i></p> <p><i>How does going to school in Kampong Ayer compare with my school?</i></p> <p><i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p><i>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

National Curriculum Key Stage 2 Years 3 & 4 Overview

Year group and term	Key Question	Ancillary Questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Year 3 Autumn Term	Why do some earthquakes cause more damage than others?	<p><i>Why won't Paula and Richard forget 22 February 2011?</i></p> <p><i>How has New Zealand been affected by earthquakes in the past?</i></p> <p><i>Why does New Zealand have so many earthquakes?</i></p> <p><i>Why don't the largest earthquakes always cause the most death and destruction?</i></p> <p><i>Why do most volcanoes happen in the same places as earthquakes?</i></p>	<p>South America</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>World maps, atlases and globes</p> <p>GIS</p> <p>Plans – map symbols and key</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
Year 3 Spring Term	Beyond the Magic Kingdom: what is the Sunshine State really like? (region within North or South America)	<p><i>Why is the Magic Kingdom the most popular theme park in the world?</i></p> <p><i>Where is the Magic Kingdom?</i></p> <p><i>Why did the great Maya civilisation of Central America come to an end?</i></p> <p><i>Why do tourists come to the Magic Kingdom from some countries and not others?</i></p> <p><i>Why is the Kennedy Space Centre in Florida?</i></p> <p><i>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</i></p> <p><i>How and why is the climate of the Sunshine State different from where I live?</i></p> <p><i>How to Floridians cope with hurricanes?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>Florida</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Climate zones</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>Political and physical atlas maps</p> <p>Thematic atlas maps</p> <p>GIS</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
Year 3 Summer Term	Why do so many people live in megacities?	<p><i>What are megacities and where are they located?</i></p> <p><i>Why did Baghdad become the first city in the world with one million people?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p>

		<p><i>Why is Milton Keynes the United Kingdom's fastest-growing city?</i></p> <p><i>Why is Brasilia the fastest-growing city in Brazil?</i></p> <p><i>How do the advantages of living in cities compare with the disadvantages?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>Political and physical atlas maps</p> <p>Thematic atlas maps</p> <p>GIS</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
Year group and term	Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Year 4</p> <p>Autumn Term</p>	<p>How and why is my local environment changing?</p> <p>(locality study)</p>	<p><i>Why do places change?</i></p> <p><i>How has my local area changed in the past?</i></p> <p><i>How did my local area change as a result of World War I?</i></p> <p><i>How and why does the quality of the environment change in my local area?</i></p> <p><i>How do NASA satellite images inform us of environmental change on a global scale?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Settlement and land use</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>1:50 000 OS maps</p> <p>Key, symbols and scale</p> <p>Four Figure Grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>Year 4</p> <p>Spring Term</p>	<p>How can we live more sustainably?</p>	<p><i>What does being sustainable actually mean?</i></p> <p><i>How can we help to make our school more sustainable?</i></p> <p><i>Why are we seeing more wind and solar farms in the countryside?</i></p> <p><i>How is sustainable development helping the lapwing out of the red?</i></p> <p><i>How are solar cookers helping Sunita and her family to live more sustainably?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Natural resources</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Fieldwork – observe, measure, record, present and interpret</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p>

			Appropriate and specialised subject vocabulary	Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
Year 4 Summer Term	Why are jungles so wet and deserts so dry?	<p><i>Why is climate different across the United Kingdom?</i></p> <p><i>What are the world's climates?</i></p> <p><i>How do climate graphs help geographers compare the climate of one place with another?</i></p> <p><i>How does the climate affect the plants and animals living in a place?</i></p> <p><i>Why is the jungle of the Amazon Rainforest so wet and humid?</i></p> <p><i>Why is Arica the driest inhabited place on Earth?</i></p>	<p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Climate zones</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Thematic atlas maps</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>









National Curriculum Key Stage 2 Years 5 & 6 Overview

Year Group and term	Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Year 5 Autumn Term</p>	<p>How do volcanoes affect the lives of people living on Hiemaey? (a region in a European country)</p>	<p><i>Where does Saethor take his dog Tiry for a walk every day?</i></p> <p><i>Where do Saethor and Tiry live?</i></p> <p><i>How do geographers describe the Westman Islands?</i></p> <p><i>How does the physical and human geography of Hiemaey compare with the area in which I live?</i></p> <p><i>Why are there so few trees on Hiemaey?</i></p> <p><i>Why are there volcanoes on Hiemaey?</i></p> <p><i>How were the people of Hiemaey affected when Eldfell erupted?</i></p> <p><i>Why do the people of Hiemaey go on living next to an active volcano?</i></p>	<p>Europe including Russia Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade Latitude and longitude Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps GIS Specialised subject vocabulary</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>Year 5 Spring Term</p>	<p>What is a river? (a region of the United Kingdom)</p>	<p><i>How does the course of the River Axe change from source to mouth?</i></p> <p><i>How does the course of my local river change from source to mouth?</i></p> <p><i>Why are river estuaries such important places for wildlife?</i></p> <p><i>Why are rivers such an important part of the water cycle?</i></p>	<p>Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps GIS Rivers Water cycle Natural resources 1:50 000 OS maps – scale, symbols, key Four and Six Figure grid references</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

		<p><i>How has the Isle of Dogs changed since the reign of Henry VIII?</i></p> <p><i>How did Bedrich use music to describe the course of his beloved national river?</i></p>	<p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 5 Summer Term</p>	<p>Why are mountains so important?</p>	<p><i>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</i></p> <p><i>How were the world's greatest mountain ranges formed?</i></p> <p><i>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</i></p> <p><i>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</i></p> <p><i>How are the Cambrian Mountains different from the Himalaya Mountains?</i></p> <p><i>Why is the climate at Tynohir such a challenge for Roy?</i></p> <p><i>Why do tourists visit the Cambrian Mountains?</i></p> <p><i>How else is the precious resource of water used in the Cambrian Mountains?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Atlases, globes and world maps</p> <p>Mountains</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year group and term</p>	<p>Key Question</p>	<p>Ancillary questions and content focus</p>	<p>Geography National Curriculum Subject Coverage</p>	<p>Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts</p>
<p>Year 6 Autumn Term</p>	<p>How is climate change affecting the world? (a region of the United Kingdom)</p>	<p><i>Why is Elhaji cleaning shoes on the streets of Banjul?</i></p> <p><i>Why can't Olivia afford to insure her home?</i></p> <p><i>Why are people living in Starcross making flood plans?</i></p> <p><i>Why do Lars and Sofie disagree about how nice the weather is?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Climate zones</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p>

		<p><i>Why are people all over the world noticing that the weather their used to is changing?</i></p> <p><i>What have the countries of the world agreed to do about global warming?</i></p>	<p>Economic activity and trade</p> <p>Natural resources</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Types of settlement and land use</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 6</p> <p>Spring</p> <p>Term</p>	<p>Why is fair trade fair?</p>	<p><i>Why was this road so important two thousand years ago?</i></p> <p><i>Why does Marco Polo visit the United Kingdom every eleven weeks?</i></p> <p><i>What does the United Kingdom export to the people of China?</i></p> <p><i>Why isn't trade always fair on some people such as Melvin?</i></p> <p><i>Why is fair trade fair?</i></p>	<p>Europe including Russia</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Climate zones</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 6</p> <p>Summer</p> <p>Term</p>	<p>Who are Britain's National Parks for?</p> <p>(a region of the United Kingdom)</p>	<p><i>Why are National Parks described as Britain's 'breathing spaces'?</i></p> <p><i>What else makes National Parks so important?</i></p> <p><i>Why do National Parks welcome visitors?</i></p>	<p>North America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

		<p><i>Why is protected land so important in South West England?</i></p> <p><i>Why are so many people attracted to The Valley of Rocks?</i></p> <p><i>Why is Merrivale such an important prehistoric site?</i></p> <p><i>Why are farmers so important in our National Parks?</i></p>	<p>Atlases, globes and world maps</p> <p>Mountains</p> <p>Types of settlement and land use</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>1:50 000 and 1: 25 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
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<p>Physical Features</p> <p>Physical features are natural objects such as mountains and rivers.</p> 	<p>Human Features</p> <p>Human features are things which are built by humans such as bridges and roads. *This also includes consequences caused by human actions such as pollution and CO² emissions.</p> 	<p>Location</p> <p>A location is used to identify a point on the Earth's surface or elsewhere which can be found using coordinates.</p> 	<p>Environment</p> <p>The physical surroundings which can be human (man-made) or physical (natural) where humans, animals or different types of species live.</p> 	<p>Settlements</p> <p>A settlement is a place where people live. This can be as small as 1 house in a remote area or a city with a high population.</p> 	<p>Mapping</p> <p>Use maps (including digital maps), symbols, aerial photographs, globes, atlas and compass directions to identify locations, characteristics, features, and distances between contrasting locations.</p> 	<p>Comparison</p> <p>Identify similarities and/or differences between both human and physical features and/or places/locations.</p> 	<p>Climate</p> <p>Climate means the usual condition of the temperature, humidity, wind and rainfall in an area of the Earth's surface for a long time.</p> 
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