

Nyewood CE Infant School
Geography Progression in Knowledge and Skills

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

Geography Intent

As Geographers, we will develop curiosity about God's diverse world and our place within it. We will learn how to care for His world and His people.

EYFS

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
People, Culture and Communities (Being part of the Nyewood Family)	<p>Children know... About their immediate environment through first-hand experience and exploration.</p> <p>Vocabulary related to features of their immediate environment e.g. outside area, woodland, growing area etc.</p> <p>Children can... Talk about their immediate environment using simple vocabulary.</p>	<p>Children know... that some places are special to members of their community e.g. Nyewood CE Infant School, the church, Bognor Regis etc.</p> <p>Children can... Talk about how they belong to various community groups e.g. the Nyewood family, beavers/rainbows, church community etc.</p> <p>Share which places are special to them as individuals.</p>	<p>Children know... That members of the community have different special places.</p> <p>Children can... Explain why members of the community have different special places.</p>
The Natural World (Being part of the Nyewood Family)	<p>Children know... how they can use their senses to explore the world around them.</p> <p>Children can... Describe what they see, hear and feel whilst outside.</p>	<p>Children know... About all the natural areas of the school site e.g. vegetable plots, woodland, Centenary garden, Chicken coop.</p> <p>About the current season and how changes take place in the natural world between seasons.</p> <p>Children can...</p>	<p>Children know... Vocabulary related to the geographical location of Nyewood CE Infant School.</p> <p>Where Nyewood CE Infant School is in relation to other local landmarks e.g. the beach, the town centre, Butlins etc.</p> <p>Children can...</p>

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		Describe the natural world around them (areas of the school site) using simple vocabulary and talk about what each area's purposes are. Describe the seasonal changes they notice in their immediate environment over time and begin to explain why these changes occur.	Begin to describe their wider locational knowledge e.g. we live in a town close to the beach.
Speaking (Being part of the Nyewood Family)	Children know... new vocabulary related to our school and where we live. Children can... Use their new vocabulary throughout the day in general interactions.	Children know... new vocabulary related to our school and where we live. Children can... Use new vocabulary in different contexts e.g. during RE lessons or Woodland sessions.	
Key Vocabulary	Nyewood CE Infant School – woodland area, outside area, creative area, Holly/Willow/Cherry Classrooms, vegetable plots, centenary area, chicken coop, field, Special place - House/home/family, church Seasons – Spring, Summer, Autumn, Winter, changes Observations, explore		
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
People, Culture and Communities (England vs another country)	Children know... That England is the country in which we live. Children can... Begin to talk about places they have visited in England.	Children know... About the main features of England e.g. flag, language spoken, traditional food, weather etc. and the vocabulary related to this. About the features of a contrasting country and the vocabulary related to this.	Children know... About the features of a contrasting country, its location in the world and the vocabulary related to this. Children can...

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	Talk about some environments that are different to the one in which they live.	<p>Stories from other cultures and traditions.</p> <p>Children can... Recognise the features of life in a different country e.g. weather, landscape, food, language, etc.</p> <p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Begin to talk about different places they have visited and compare those using simple geographical terms.</p> <p>Begin to talk about features of different environments and why they are there different e.g. “In a Bognor Regis there are lots of buildings for people to live in. In the Amazon rainforest there are not many buildings because more animals live there than people”</p>
<p>The Natural World (England vs another country)</p>	<p>Children know... About places they have visited with family and friends such as the beach, the countryside, the woods, city of London, another country.</p> <p>Children can... Identify key differences between England and another country using pictures, stories and their own experiences.</p>	<p>Children know... About the natural world that God created and the features that humans have created.</p> <p>ELG: some similarities and differences between the natural world around them and contrasting environments.</p> <p>Children can... ELG: draw on their experiences and what has been read in class to describe similarities and differences between the natural world around them and contrasting environments.</p>	<p>Children know... Natural and manmade landmarks in England.</p> <p>Natural and manmade landmarks of a specific country.</p> <p>Children can... Develop understanding of locational knowledge e.g. in the country of ... There is a big river/statue/city etc.</p>
<p>Comprehension (England vs another country)</p>			<p>Children know... Stories from other cultures and traditions</p> <p>Children can... ELG: Use and understand recently introduced vocabulary during discussions about stories and non-fiction</p>

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<p>Listening, Attention and Understanding</p> <p>(England vs another country)</p>	<p>Children know... That information can be gained from books.</p> <p>Vocabulary related to asking questions.</p> <p>Children can... Engage in non-fiction books.</p> <p>Begin to ask questions to find out more.</p>	<p>Children know... What a non-fiction book is and its purpose.</p> <p>How to use a non-fiction book to find information.</p> <p>Vocabulary related to asking questions.</p> <p>Children can... Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Children know... The skills required to demonstrate good listening and to keep conversation going..</p> <p>Vocabulary related to asking questions.</p> <p>Children can... ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p>
<p>Speaking</p> <p>(England vs another country)</p>		<p>Children know... The vocabulary used to compare countries/environments.</p> <p>Children can... Use talk to help organise thinking, and to explain why things might happen in different countries.</p> <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>	<p>Children know... The vocabulary used to compare environments.</p> <p>What words to use to offer simple explanations e.g. because,,,, if...</p> <p>Children can... ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction;</p>
<p>Key Vocabulary</p>	<p>Bognor Regis, town, England, country, city, river, beach, countryside, woodland Seasons – Spring, Summer, Autumn, Winter, changes Observations, similarities, differences, same as/different to Map/photograph Environment</p>		

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Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Summer Term		
<p>People, Culture and Communities</p> <p>Local Area Study – map work and beach environment)</p>	<p>Children know... What a map is and its uses.</p> <p>Children can... Read information from a simple map e.g. x is where the treasure is. There is water/land/trees here.</p>	<p>Children know... How maps are used to find locations.</p> <p>About key features of their immediate environment.</p> <p>Children can... Read a simple map of a familiar environment, pointing out key landmarks e.g. a treasure map of the classroom, their journey to school, a character's journey through a story.</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Children know... What needs to be included on a map in order for it to be read by others.</p> <p>Children can... Create a map indicating simple landmarks e.g. doctor's surgery, football club, their house, beach etc.</p>
<p>The Natural World</p> <p>(Local Area Study – map work and beach environment)</p>	<p>Children know... That the beach and woodland are natural environments.</p> <p>About some creatures that live in the beach/woodland environment.</p> <p>Children can... Explore the beach/woodland environment and talk about their experiences.</p> <p>Describe what they see, hear, smell and touch.</p>	<p>Children know... About the woodland area as a natural environment and the features found within this e.g. trees, pond, leaf piles, logs, wildlife.</p> <p>About the beach as a natural environment and the features found within this e.g. sand, rockpools, shingle, sealife.</p> <p>How to look closely at animals and plants, noting the shape, amount and size of their different features.</p> <p>Children can...</p>	<p>Children know... How the beach/woodland environment supports the animals/plants that live there.</p> <p>Children can... Begin to explain why certain animals and plants are found at the beach/woodland and why others are not e.g. at the beach there is sand for the crabs to bury themselves in. In the woodland there are lots of bushes for birds to make nests in. A camel won't be found at the beach because...</p>

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	Identify some creatures living at the beach/woodland area.	<p>ELG: draw on their experiences and what has been read in class to describe similarities and differences between the natural world around them and contrasting environments.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	
<p>Speaking</p> <p>(Local Area Study – map work and beach/woodland environment)</p>	<p>Children know... The vocabulary used to compare environments.</p> <p>Children can... Use talk to help organise thinking and compare environments.</p> <p>Begin to offer their own ideas to discussions using some subject specific vocabulary;</p>	<p>Children know... The vocabulary used to compare environments.</p> <p>What words to use to offer simple explanations e.g. because,,,, if...</p> <p>Children can... Use talk to help organise thinking, and to explain how things work and why they might happen.</p> <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction;</p>	
Key Vocabulary	<p>Map – landmark, label, symbol, picture, road, building, Environment – woodland, trees, bushes, paths, soil, pond, bridge, bug hotel, compost, dens, wildlife, insects, birds, beach, rock pools, break waters, sand, sea, summer, sealife, birds. Compare – similar, different, same.</p>		

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Year 1			
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Autumn Term			
Locational knowledge (Local Area Study)		Children know... The name of the town and country in which they live. Children can... Describe the characteristics of their location (Bognor Regis) using geographical vocabulary.	Children know... The name and location of the town and country in which they live. Children can... Locate their town and country on a map of the UK.
Place knowledge (Local Area Study)	Children know... Some key features of the local area e.g. allotments, fire station Children can... Identify the features of their local environment that they like and dislike.	Children know... The key features of the local area e.g. allotments, fire station, shops, park, school. How seasonal changes or human changes impact on how an environment looks. Children can... Describe the features of their local environment that they like and dislike. Talk about changes in the local environment over time or through the seasons.	Children know... Characteristics of other local towns/cities e.g. Chichester, Littlehampton, Worthing, Portsmouth. Children can... Comment on their local area and compare similarities and differences with other familiar places they have been.
Human and Physical Geography (Local Area Study)	Children know... The difference between natural and manmade items. Children can... Describe what they see in the local environment talking about how it got there.	Children know... What is meant by the terms 'human feature' and 'physical feature'. How to identify whether an object is human or physical by its characteristics.	Children know... What is meant by the terms 'human feature' and 'physical feature'. How to identify whether an object is human or physical by its characteristics. How to collect data about the weather.

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		<p>The names of different weather types and vocabulary used to communicate information about the weather.</p> <p>Children can... Identify and describe human and physical features within the local environment using basic geographical vocabulary e.g. house, bungalow, shop, tree, bush.</p> <p>Talk about the daily weather in the local area.</p>	<p>Children can... Explain how they know an object is a human or physical feature of the environment.</p> <p>Monitor and describe the daily weather and explain how this might look different during the four seasons of the year.</p>
<p>Geographical knowledge and fieldwork</p> <p>(Local Area Study)</p>	<p>Children know... The layout of the school building and who can be found in each space.</p> <p>Where key landmarks are located within the school building e.g. Apple Class, library, medical room etc.</p> <p>Children can... Talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p>Read simple maps to navigate around the school building.</p> <p>Draw journeys they go on e.g. journey to school. journey to Grandma's house etc...</p>	<p>Children know... A detailed account of the whole school site.</p> <p>Vocabulary related to position.</p> <p>How to give directions in relation to objects and people.</p> <p>How to find about current weather conditions in the local area.</p> <p>Children can... Use positional language to describe their immediate surroundings e.g. Chestnut Class is next to Hazel Class, the hall is in-between....</p> <p>Give and follow directions to navigate their way around a familiar environment using vocabulary such as left, right, ahead, straight on.</p> <p>Collect simple data about the weather using fieldwork techniques.</p>	<p>Children know... The vocabulary north, south, east, west.</p> <p>What a compass is and what it is used for.</p> <p>Children can... Read a simple map of the school grounds and talk about where their classroom is in relation to other rooms in the school e.g. Apple Class is south of the library.</p>

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Key Vocabulary	Location - England, Bognor Regis, country, town, school, grounds, site, library, class, hall, playground Human features – town, school, houses, fences, fire station, roads Physical features – park, trees, beach, bushes, Positional language – direction, next to, in between, behind, in front of, left, right, ahead, forward, north, south, east, west		
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Summer Term			
Locational knowledge (The British Isles)	Children know... The country in which we live and its capital city. Children can... Locate England and London on a map of the UK. Talk about people and places beyond their local environment.	Children know... The four countries that make up the UK. What the key features are of those four countries. Children can... Name and locate the 4 countries that make up the UK on a map. Identify characteristics of the four countries that make up the UK.	Children know... The capital cities of the 4 countries making up the British Isles. The seas surrounding the UK. Children can... Name and locate the countries making up the British Isles, with their capital cities. Begin to locate and label the five oceans.
Place knowledge (The British Isles)	Children know... Key characteristics of a town in another country within the British Isles e.g. landmarks, weather, wildlife. Some key features of the local area e.g. allotments, fire station Children can... Identify the characteristics of a town/city in the British Isles that they like and dislike.	Children know... Key characteristics of a town/city in another country within the British Isles including. human and physical features. The key human and physical features of the local area e.g. allotments, fire station, shops, park, school. How seasonal changes or human changes impact on how an environment looks.	Children know... Key characteristics of a town in another country they have visited including. human and physical features. The key human and physical features of the local area e.g. allotments, fire station, shops, park, school. Children can...

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		<p>Children can... Compare the similarities and differences between Bognor Regis with a town/city in another country of the British Isles by size, amenities (things to do), transport, location, weather and climate.</p>	<p>Compare similarities and differences between their local area and a town/city in another country they have visited e.g. types of buildings, plants, wildlife.</p>
<p>Human and Physical Geography (The British Isles)</p>	<p>Children know... What is meant by the terms 'human feature' and 'physical feature'.</p> <p>How to identify whether an object is human or physical by its characteristics.</p> <p>Children can... Identify and describe human and physical features of town/city using basic geographical vocabulary e.g. house, bungalow, shop, tree, bush.</p>	<p>Children know... What is meant by the terms 'human feature' and 'physical feature'.</p> <p>What an aerial photograph is and how these are used by geographers.</p> <p>Children can... Identify human geographical features and landmarks on an aerial photograph or plan perspective.</p> <p>Compare two contrasting environments e.g. a farm with the seaside.</p> <p>Talk about the human and physical features of the two locations in simple terms e.g. barns and fences being added to farmland, break waters, piers and sewage pipes being added to our beaches.</p>	<p>Children know... About how and why humans have altered the environment.</p> <p>About the impact of growth, decay and pollution on physical features.</p> <p>Children can... Name and describe the uses of human geographical features within the local environment e.g. hydrant, solar panels, post box, bus stop.</p> <p>Describe how a geographical feature has changed over time or may change in the future.</p>
<p>Geographical knowledge and fieldwork (The British Isles)</p>	<p>Children know... What a map, atlas and globe are and what information can be found from using each one.</p> <p>Children can... Explore maps, atlases, globes and digital/computer mapping (Google Earth) to find out about The British Isles.</p>	<p>Children know... The vocabulary north, south, east, west.</p> <p>What a compass is and what it is used for.</p> <p>Children can...</p>	<p>Children know... How to use maps, atlases, globes and digital maps to find out about different locations.</p> <p>Children can... Use maps, atlases, globes and digital/computer mapping (Google</p>

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		<p>Begin to use maps, atlases, globes and digital/computer mapping (Google Earth) with support, to find out about the British Isles.</p> <p>Talk about where England is in relation to the other countries that make up the British Isles e.g. England is south of Scotland.</p>	<p>Earth) with support, to locate UK countries and describe features studied.</p>
<p>Key Vocabulary</p>	<p>Location/environment – farm, countryside, woodland, seaside, town, British Isles/UK - England/Northern Ireland/ Scotland/ Wales Capital City - London/Belfast/Edinburgh/Cardiff Research – map, atlas, globe, digital mapping, Google Earth, Human features – town, school, houses, fences, fire station, roads Physical features – park, trees, beach, bushes, Change – pollution, litter, growth, decay.</p>		

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Year 2			
Skills and Aims	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Autumn Term			
Locational knowledge (Local Area Study)	Children know... The four countries that make up the UK. Children can... Name and locate the 4 countries that make up the UK on a map.	Children know... The four capital cities of the countries that make up the UK. The surrounding seas of the United Kingdom. Children can... Name and locate the countries making up the British Isles on a map and identify their capital cities. Locate and label the oceans surrounding the UK.	
Place knowledge (Local Area Study)	Children know... The key features of the local area e.g. allotments, fire station, shops, park, school. How seasonal changes or human changes impact on how the local environment looks. Children can... Describe the features of their local environment that they like and dislike. Talk about changes in the local environment over time or through the seasons.	Children know... Characteristics of other local towns/cities e.g. Chichester, Littlehampton, Worthing, Portsmouth. Vocabulary used to compare. Children can... Comment on their local area and compare similarities and differences with other familiar places they have been.	Children know... The key characteristics of Bognor Regis. The key characteristics of a town in a different country they have knowledge of. Vocabulary related to landmarks and other physical features of an area. Children can... Compare Bognor Regis with a contrasting town/city in a different country they have knowledge of.

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<p>Human and Physical Geography</p> <p>(Local Area Study)</p>	<p>Children know... What is meant by the terms 'human feature' and 'physical feature'.</p> <p>How to identify whether an object is human or physical by its characteristics.</p> <p>The names of different weather types and vocabulary used to communicate information about the weather</p> <p>Children can... Identify and describe human and physical features of the local environment using basic geographical vocabulary e.g. house, bungalow, shop, tree, bush.</p> <p>Talk about the daily weather in the local area.</p>	<p>Children know... About how and why humans have altered the natural environment.</p> <p>About the impact of growth, decay and pollution on physical features.</p> <p>How to collect data about the weather.</p> <p>Children can... Name and describe the uses of human geographical features within the local environment e.g. hydrant, solar panels, post box, bus stop.</p> <p>Describe how a geographical feature has changed over time or may change in the future.</p> <p>Monitor and describe the daily weather and explain how this might look different during the four seasons of the year.</p>	<p>Children know... What global warming is.</p> <p>Children can... Symbols, numerals and vocabulary used to communicate information about the weather such as type, temperature and rainfall.</p> <p>Identify weather patterns in UK at different times of the year.</p> <p>Start to look at why weather patterns are starting to become less common due to global warming.</p>
<p>Geographical knowledge and fieldwork</p> <p>(Local Area Study)</p>	<p>Children know... The route taken around the local area.</p> <p>Human and physical features that are located within the local area e.g. fire station, allotments, shops, park etc.</p> <p>Vocabulary related to position.</p> <p>Children can... Draw and talk about a journey they have made around the local area.</p>	<p>Children know... How positional language is used to give and understand directional clues and to describe the location of things in relation to each other.</p> <p>How to find out about current weather conditions in the local area.</p> <p>Children can... Use fieldwork to observe, measure and record the human and physical features in the local area (including weather conditions) using a range of</p>	<p>Children know... How to pose their own research questions about the local area.</p> <p>Children can... Use map reading and fieldwork skills to answer questions and explain how they know.</p>

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	Collect simple data about the types of human and physical features there are in the local area using fieldwork techniques.	methods, such as maps, plans, graphs, and digital technologies.	
Key vocabulary	Location/environment – farm, countryside, woodland, seaside, town, weather. British Isles/UK - England/Northern Ireland/ Scotland/ Wales Capital City - London/Belfast/Edinburgh/Cardiff Research/fieldwork - map, atlas, globe, digital mapping, Google Earth, plan Human features – town, school, houses, fences, fire station, roads Physical features – park, trees, beach, bushes, Change – pollution, litter, growth, decay Positional language – direction, next to, in between, behind, in front of, left, right, ahead, forward, north, south, east, west		
Skills and Aims	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Summer Term		
Locational knowledge (The Wider World)	Children know... The name and location of the 7 continents of the world. Children can... Locate and name the 7 continents on a map of the world.	Children know... The name and location of the 7 continents of the world. The name and location of the 5 oceans of the world. Children can... Locate and name the 7 continents on a map of the world. Locate and name the 5 oceans on a map of the world.	
Place knowledge	Children know...	Children know...	Children know... The skills required to research a location of their choice.

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<p>(The Wider World)</p>	<p>Key characteristics of a town in another non-European country e.g. landmarks, weather, wildlife,</p> <p>The key human and physical features of the local area e.g. allotments, fire station, shops, park, school.</p> <p>Children can... Talk about similarities and differences between their local area and a town/city in another non-European country e.g. types of buildings, plants, wildlife.</p>	<p>Key characteristics of a town/city in another non-European country including. human and physical features.</p> <p>The key human and physical features of the local area e.g. allotments, fire station, shops, park, school.</p> <p>Children can... Compare similarities and differences between their local area and a specified town/city in another non-European country.</p>	<p>Children can... Use geographical knowledge and understanding to compare and contrast locations of own choice.</p>
<p>Human and Physical Geography</p> <p>(The Wider World)</p>	<p>Children know... What the equator is.</p> <p>Children can... Talk about hot and cold areas of the world in relation to the equator.</p>	<p>Children know... What the equator is and where it is located.</p> <p>What the North and South Poles are and where they are located.</p> <p>What the term 'climate' means.</p> <p>Children can... Indicate hot and cold areas on a map of the world in relation to the equator and the North and South Poles.</p> <p>Compare the climate in England with that of another non-European country.</p>	<p>Children know... About the current weather in England and in another non-European country.</p> <p>Vocabulary used to compare.</p> <p>The locations of England and the other non-European country within the world.</p> <p>Children can... Explain the similarities and differences between the weather in England compared to a non-European country using their locational knowledge.</p>
<p>Geographical knowledge and fieldwork</p>	<p>Children know... How to use a map, atlas and globe to find out more about a specific location.</p> <p>Children can...</p>	<p>Children know... The vocabulary north, south, east, west.</p> <p>What a compass is and what it is used for.</p>	

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<p>(The Wider World)</p>	<p>Begin to use maps, atlases, globes and digital/computer mapping (Google Earth) with support, to find out about a non-European country.</p> <p>Talk about where the non-European country is in relation to the continents of the world.</p>	<p>Children can...</p> <p>Use the four points of a compass to build their knowledge of where England is in relation to the rest of the world.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate a non-European country.</p> <p>Use research skills from a range of sources to find out about and compare human and physical features studied, including the climate.</p>	
<p>Key Vocabulary</p>	<p>Direction – North, South, East, West Continent – Africa, Asia, North America, South America, Europe, Australasia, Antarctica Oceans – Atlantic, Pacific, Indian, Arctic, Southern North Pole, South Pole, equator Research/fieldwork - map, atlas, globe, digital mapping, Google Earth, plan Compare/contrast/explain – similarities, differences, same, different, because, if Weather – climate, weather pattern, temperature, rainfall, wind speed</p>		