## Geography – EYFS

| Early Years Autumn Term<br>All Are Welcome<br>Terrific Tales | Early Years Spring Term<br>Wonderful World<br>The Questioneers | Early Years Summer Term<br>That's Life<br>Beyond |
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| Knowledge:<br>• To know our immediate environments and what we call these places e.g. school, our classroom, Harrogate, Valley Gardens<br>• That we live in a town called Harrogate<br>• That every house has its own address<br>• What a map is used for<br>• Understand some important processes and changes such as the seasons<br><br>Skills<br>• Begin to draw information from a simple map, follow directions using basic prepositions, draw pictures and junk modelling of roads/maps, use maps in role play<br>• Notice and name features in the school's grounds (e.g. play equipment, playground, flower beds)<br>• Make drawings of their favourite place/s in the school grounds | Knowledge:<br>• How to describe where they live with some details e.g. roads, shops, houses, streets and parks<br>• How to describe their immediate environment<br>• Understand some important processes and changes such as the seasons<br>• That we live on Earth<br>• There is land and sea on earth<br>• To name some locations which are cold (e.g. polar regions)<br>• Comparing our country (England) to other countries e.g. China, Canada<br><br>Skills<br>• To draw their own simple map showing a familiar place/journey e.g. my journey to school, a map of my house/street/school<br>• To use a simple map to find a landmark/building using symbols<br>• Follow simple directions (up/down, left/right, forwards/backwards)<br>• Direct a friend from point A to point B using positional language. | Knowledge:<br>• Our actions have impact on the earth and its climate<br>• Describe some of the things we can do to limit our impact<br>• Understand some important processes and changes such as the seasons<br>• Compare our country to another hot country (e.g. Jamaica/St. Kitts) buildings, plants, weather, food, animals<br><br>Skills:<br>• Examine and discuss natural objects, e.g. leaves, twigs, stones (Forest School)<br><br>By the end of the year, children will know how to:<br><br>*ELG: People, Culture and Communities*<br><br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br><br>*ELG: The Natural World*<br><br>• Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read in class.<br>• Understand some important processes and changes in the natural world around them, including the seasons. |
| Assessment Questions:<br>• Can you tell me about the season we are in, and how do you know?<br>• Can you tell me about where we live, and where our school is? | Assessment Questions:<br>• Can you tell me about the season we are in, and how do you know?<br>• Can you describe your journey to school?<br>• Can you tell me about Earth?<br>• Can you tell me what you know about cold places? | Assessment Question:<br>• Can you tell me about the season we are in, and how do you know?<br>• Can you tell me some ways we can help the earth?<br>• Can you tell me what you know about places with warmer weather? |
| Vocabulary:<br><br>Autumn, season, Harrogate, town, map, left, right, straight ahead, back, up, down | Vocabulary:<br><br>Winter, spring, polar, Arctic, Antarctic, Earth, globe, land, sea, space, road, street, path, park, house, bungalow, road signs, journey, left, right, forwards, backwards, up, down | Vocabulary:<br><br>Spring, summer, reduce, reuse, recycle, waste, climate, clean power alternatives, river, stream, sea, ocean, pollution, Caribbean |

## Geography – Year 1

| Year 1 – Autumn 1<br>Africa vs Arctic | Year 1 – Spring 1<br>United Kingdom (Harrogate) | Year 1 – Summer 2<br>Marvellous Maps |
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| **Locational Knowledge:**<br>**Know:**<br>• The location of Africa<br>• The location of the Arctic | **Locational Knowledge:**<br>**Know:**<br>• The location of the countries and capital cities of the UK | **Locational Knowledge:**<br>**Know:**<br>• The location of the countries of the UK<br>• The location of Harrogate. |
| **Place Knowledge:**<br>**Know:**<br>• The basic geography of Africa (houses, animals, transport, weather, living things)<br>• The basic geography of the Arctic (houses, animals, transport, weather, living things) | **Place Knowledge:**<br>**Know:**<br>• Where the United Kingdom, England, Scotland, Wales, Northern Ireland are on a map | **Place knowledge:**<br>**Know:**<br>• Where Harrogate is in the world<br>• Begin to know what is around the school using map symbols |
| **Human and Physical processes:**<br>**Know:**<br>• Weather variation between hot and cold places<br>• Similarities and differences between Harrogate and Africa/Arctic | **Human and Physical processes:**<br>**Know:**<br>• Seasonal weather changes and patterns of the UK<br>• Identify daily weather | **Human and physical processes:**<br>**Know:**<br>• Identify human and physical features on a map and their map symbols (i.e. place of worship, river) |
| **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• Use simple fieldwork and observation skills to study animals/insects/trees in the school grounds.<br>• Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds.<br><br>**Map Skills**<br>**Know:**<br>• How to devise and use a simple map (e.g. large scale, pictorial)<br>• How to use and construct basic symbols in a key. | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• Identify the physical and human features of the school and its grounds (Forest School)<br>• Draw a free hand map of the school grounds<br>• The physical and human features of a specific place (e.g. Valley Gardens/Harlow Carr) and investigate how people use it and enjoy it<br>• Take digital photos<br>• Use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place (e.g. Valley Gardens/Harlow Carr) and explaining why they like or dislike some of its features<br><br>**Map Skills**<br>**Know:**<br>• Where the UK is in the world<br>• The position of each country in the UK and their capital cities (England, Scotland, Wales and Northern Ireland).<br>• How to use an atlas to identify the United Kingdom and its countries and capital cities | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to use locational and directional language (i.e. near/far, left/right) to describe the location of features and routes on a map.<br><br>**Map Skills**<br>**Know:**<br>• A world map shows all the countries in the world.<br>• Use globes, maps and atlases to identify continents and oceans<br>• What is land and sea on a globe<br>• Hot and cold places on a globe<br>• Begin to know some map symbols (i.e. forest, train station, parking). |
| **Vocabulary**<br>country, city, capital city, flag, language, town, village, continent, coast, transport, globe, land, sea, climate, weather vocabulary and 4 seasons | **Vocabulary**<br>transport, physical, natural, environment, continent | **Vocabulary**<br>Symbols, map, city, town, parking, river, place of worship, train station |

## Geography – Year 2

| Year 2 - Autumn 2<br>Identification of Oceans and Continents | Year 2 – Spring 2<br>Study of Hot and Cold Places | Year 2 – Summer 2<br>Comparing Harrogate and Caribbean |
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| **Locational Knowledge:**<br>**Know:**<br>• Name, locate and identify the characteristics of the 4 countries and capital cities of the UK<br>• The location of the world's seven continents and five oceans<br>• The location of the seas surrounding the United Kingdom | **Locational Knowledge:**<br>**Know:**<br>• The location of equator<br>• The location of North and South Poles | **Locational Knowledge:**<br>**Know:**<br>• The location of Caribbean<br>• The location of Harrogate<br>• The Caribbean is surrounded by water |
| **Place Knowledge:**<br>**Know:**<br>• Identify 7 continents on a world map, atlas or globe<br>• Identify 5 oceans on a world map, atlas or globe. | **Place Knowledge:**<br>**Know:**<br>• Identify seasonal and daily weather patterns in the United Kingdom.<br>• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.<br>• Compare the UK with Kenya (e.g. climate, food, landscapes, wildlife, daily life, rainfall) | **Place Knowledge:**<br>**Know:**<br>• Features of school<br>• Features of Harrogate<br>• Features of the Caribbean<br>• Know the Caribbean is a series of islands<br>• Similarities and differences between Harrogate and the Caribbean. |
| **Human and Physical processes:**<br>**Know:**<br>• That oceans are a physical feature.<br>• Identify physical differences between each continent. | **Human and Physical processes:**<br>**Know:**<br>• The difference between a human and a physical features<br>• Human and physical features within the school grounds<br>• Climate affects countries in different locations around the world. | **Human and Physical processes:**<br>**Know:**<br>• Climate affects way of life<br>• How food, housing & occupations differ between the Uk and the Caribbean |
| **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• Investigate different weather conditions through observation and by making and using simple measurement devices e.g. making weather stations, noticing cloud formations (Forest School)<br>**Map Skills**<br>**Know:**<br>• Identify 7 continents on a world map, atlas or globe (Europe, Africa, Asia, Australia, Antarctica, North America, South America)<br>• Identify 5 oceans on a world map, atlas or globe (Pacific, Atlantic, Arctic, Southern, Indian) | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to use simple fieldwork and observational skills to study the geography of Rossett Acre school and grounds and the key human and physical features of its surrounding environment.<br>• How to collect, measure and record rainfall<br>• How to measure and record temperature<br>• Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>• Draw a freehand map of the school grounds<br>**Map Skills**<br>**Know:**<br>• Identify key landmarks from an ariel plan<br>• Identify climate zones on a world map | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>• How to collect, measure and record rainfall<br>• How to measure and record temperature<br>• How to mark information on a large-scale plan of the school grounds using colour or symbols to record observations<br>**Map Skills**<br>**Know:**<br>• Use simple compass directions (North, East, South, West)<br>• Use locational and directional language to describe the location and routes on a map.<br>• How to use and devise a simple map with basic symbols in a key |
| **Vocabulary**<br>Countries, capital cities, continents, map, globe, atlas, oceans, seas, location, UK, Europe, Africa, Asia, Australia, Antarctica, North America, South America, Pacific, Atlantic, Arctic, Southern, Indian, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Cardiff, Belfast | **Vocabulary**<br>Physical features (e.g. beach, cliff, valley), human features (e.g. city, town, village, factory, shop, harbour), equator, north pole, south pole, climate, polar, tropical, mediterranean, temperate, Northern Hemisphere, Southern Hemisphere, climate zones, habitats, seasons, wind direction, wind force, precipitation, temperature, visibility | **Vocabulary**<br>Compass points, North, East, South and West, capital city, cities, countries, poverty, recycling, ariel images, compass, environment, key |

## Geography – Year 3

| Year 3 – Spring 1<br>United Kingdom | Year 3 – Spring 2<br>Volcanoes and Earthquakes | Year 3 – Summer 1<br>Rainforests |
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| **Locational Knowledge:**<br>**Know:**<br>• The location of the counties and major cities of the United Kingdom<br>• Begin to locate geographical regions of the UK<br>• Identify human and physical characteristics and key topographical features (hills, mountains, coasts and rivers) Focus: Yorkshire | **Locational Knowledge:**<br>**Know:**<br>• Volcanic and earthquake regions - Pompeii, North America, South American, Japan, New Zealand<br>• The location of the Ring of Fire - Pacific Ocean | **Locational Knowledge:**<br>**Know:**<br>• The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.<br>• How to identify the 7 world's continents by their shape |
| **Place Knowledge:**<br>**Know:**<br>• The features of Yorkshire – cities, counties, nearby counties, where Yorkshire is on a map of the UK. | **Place Knowledge:**<br>**Know:**<br>• Geographical similarities and differences through the study of human and physical geography (hills, mountains, volcanoes, coast, forest, vegetation, settlements, businesses/trades and the climate of the Lake District and Mount Vesuvius, Naples, Italy. | **Place Knowledge:**<br>**Know:**<br>• The main rainforest areas in South America<br>• The different biomes across all 7 continents |
| **Human and Physical processes:**<br>**Know:**<br>• Human and physical features of the locality.<br>• The different types of land use in the UK and how it has changed throughout time. Looking specifically at how Harrogate's town centre and surrounding rural areas of Harrogate have changed over the last 100 years using Digimaps, images, planning documents. | **Human and Physical processes:**<br>**Know:**<br>• Describe and understand key aspects of physical geography, specifically volcanoes and earthquakes.<br>• What causes earthquakes and volcanoes.<br>• The impacts (positives and negatives) of living in a volcanic/earthquake region.<br>• Parts of a volcano and different types of volcanoes | **Human and Physical processes:**<br>**Know:**<br>• Understand what a biome is and name the 5 main biomes (aquatic, tundra, forest, desert, grassland) |
| **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to design and conduct interviews to investigate which places local people value (interview family/friends about Harrogate)<br>• How to collect, analyse and present quantitative data.<br>• How to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>**Map Skills**<br>**Know:**<br>• How to use the 8 points of a compass to identify points on a map.<br>• Some basic OS symbols<br>• How to make plans and maps using symbols and keys<br>• How to use 4 figure grid references to locate places on a map.<br>• How to use and interpret maps, globes and atlases, including digital/computer mapping to locate the UK and its counties and cities. | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to use aerial photographs to recognise landmarks and basic human and physical features.<br>**Map Skills**<br>**Know:**<br>• The location of the different volcanic/earthquake regions on a world map, atlas or globe.<br>• How to interpret a range of sources of geographical information including maps, globes, aerial photographs and Google Earth. | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• About the trees, plants and animals of a woodland, e.g. Pinewoods (linked to learning on biomes)<br>• How to make field sketches to record observations<br>• How to take digital photos and annotate them with labels or captions<br>• How to draw a freehand map of routes (e.g. walk to Pinewoods)<br>**Map Skills**<br>**Know:**<br>• How to identify the 7 continents on a world map, atlas or globe<br>• How to identify the 7 oceans on a world map, atlas or globe<br>• How to identify South America on a world map, atlas or globe |
| **Vocabulary**<br>capital city, cities, county, compass, grid references, key, landscape, location, map, ordinance survey, | **Vocabulary**<br>Plates, lava, magna, earthquake, rock cycle settlements (villages, towns, cities), active volcano, earthquake, environment, erosion, mountain, poles (North and South), rock, soil, volcano, vegetation. | **Vocabulary**<br>Emergent, canopy, understory, equator, hemisphere, aquatic, tundra, forest, desert, grassland biomes, Artic and Antarctic circle, atlas, biomes, climate, climatic zones, continent, equator, globe, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn. |

## Geography – Year 4

| Year 4 - Spring<br>Ancient Greece | Year 4 – Summer<br>Environmental Explorers |
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| **Locational Knowledge:**<br>**Know:**<br>• The location of Greece on a map.<br>• Athens is the capital of Greece<br>• Crete is the largest island. | **Locational Knowledge:**<br>**Know:**<br>• The location of Harrogate on a map.<br>• The location of Europe on a map/ atlas.<br>• The location of the 12 European capital cities on a map.<br>• The location of Reykjavik/Iceland on a map |
| **Place Knowledge:**<br>**Know:**<br>• That Greece is made up of islands and mainland.<br>• People travel between islands by boat.<br>• Tourism is a key industry in Greece.<br>• That Greece has a Mediterranean climate and this is different to the UK. | **Place Knowledge:**<br>**Know:**<br>• Tourism is a key industry in Harrogate.<br>• How to identify human and physical features on a map (e.g. roads, rivers, hills)<br>• That reservoirs are human features.<br>• Europe is in the Northen Hemisphere.<br>• Europe has over 40 countries.<br>• Physical/human features of Reykjavik including geysers, volcanoes<br>• Physical/human features of London (city, built up).<br>• How some human/physical features have changed over time<br>• Compare London and Reykjavik – lifestyle, climate, city size and population size.<br>• Types of settlements. |
| **Human and Physical processes:**<br>**Know:**<br>• The main processes in the water cycle.<br>• What evaporation and condensation are. | **Human and Physical processes:**<br>**Know:**<br>• How the type of land affects how it is used.<br>• Iceland is more rural<br>• London is more built up and is a large city<br>• Different types of land bring different jobs. |
| **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to make digital audio recordings for a specific purpose (e.g. traffic noise)<br>• How to use simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey).<br>• Sound mapping for sound pollution linked with compass directions (Forest School) - links with learning 'sound' in science<br>• Investigate and record different weather phenomena through observations and by using standard measurement devices, e.g. thermometers, rain gauges and anemometers (Forest School) - links with Water Cycle<br>**Map Skills**<br>**Know:**<br>• How to interpret a range of sources of geographical information including maps, globes, aerial photographs and Google Earth. | **Geographical Skills:**<br>**Map Skills**<br>**Know:**<br>• How to use symbols and keys including those on OS maps.<br>• How to use 6 figure grid references to locate places on a map.<br>• How to use maps (including digital) to locate countries and cities.<br>• How to interpret a range of sources of geographical information including maps, globes, aerial photographs and Google Earth.<br>• Communicate geographical information. |
| **Vocabulary**<br>historic site, tourism, transport, agriculture, climate, Mediterranean, country, fertile, mountain | **Vocabulary**<br>6-figure grid reference, settlements, urban, rural, megalopolis, conurbation, metropolis, village, hamlet, town, city, capital city, Globe, key, map, Hydroelectric power, population, industry, Ordnance survey, fossil fuel, energy, erosion, environment, recycling, wildlife habitats |

## Geography – Year 5

***Geography of Rome and Roman route is taught in Autumn within History unit.**

| Year 5 – Spring<br>South America | Year 5 – Summer<br>Kenya |
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| **Locational Knowledge:**<br>**Know:**<br>• The location of countries and major cities of North and South America.<br>• The location of South America's primary mountain system (the Andes), main river and its basin (the Amazon) and its coastal plains.<br>• | **Locational Knowledge:**<br>**Know:**<br>• The location of Kenya and the countries which border it.<br>• The location of Kenya's major cities.<br>• The location of Mt. Kenya. |
| **Place Knowledge:**<br>**Know:**<br>• How land use changes in Harrogate, UK and South America.<br>• What life is like for a child in Rio de Janeiro and compare it to their life in Harrogate.<br>• About the biomes and climate of South America and the UK.<br>• Know about the population density of Rio de Janeiro and our local area and compare it.<br>• | **Place Knowledge:**<br>**Know:**<br>• The physical features of Malindi (i.e. it is in the Southeast of Kenya, on the coast, the river Galana runs through it)<br>• Compare the coastal features of Malindi and the North Yorkshire and UK coast. |
| **Human and Physical processes:**<br>**Know:**<br>• About the biomes and climate of South America<br>• How rivers erode, transport and deposit materials.<br>• What population density is | **Human and Physical processes:**<br>**Know:**<br>• The physical features of coasts and begin to understand erosion and deposition.<br>• Why people seek to manage and sustain their environment (linking to the Sustainable Development Goals and Fairtrade)<br>• That the distribution of natural resources (e.g. water, energy, food and minerals) can be different in other parts of the world and begin to suggest reasons for it. |
| **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to use a rain gauge to measure and record rainfall in Harrogate (compare this to rainfall in Malindi)<br>• Collect, analyse and present data in charts and graphs<br>**Map Skills**<br>**Know:**<br>• How to use atlases to locate countries and major cities of North and South America.<br>• How to use Digimaps to explore the biomes of South America; compare the population density of Rio de Janeiro and our local area using maps of the same scale; compare the land use of Rio de Janeiro to Leeds/York/Harrogate and to study the climate of South America and how it compares to UK/Europe.<br>• | **Geographical Skills:**<br>**Fieldwork**<br>**Know:**<br>• How to design and use a questionnaire to collect data (e.g. to find out and compare pupils' views on plastic waste/Fairtrade products)<br>**Map Skills**<br>**Know:**<br>• The difference between a physical map and a human/political map<br>• How to use physical and political maps to identify the location of physical features and major cities of Kenya. |
| **Vocabulary**<br>Capital City, Density of Population, Human Features, Living Standards, Population, Rural, Urban, Biomes (Aquatic: Freshwater and Marine, Desert, Forest, Grassland and Tundra), Climate, Climatic Zones (Polar, Tundra, Temperate, Mediterranean, Arid, Tropical), Erosion, Flood Plain, Meander, Mouth, Poverty, Silt, Sediment, Suspension, Soil, Solution, Source, Transportation, Deposition, Tributary | **Vocabulary**<br>Conservation, Fossil Fuels, Energy, Recycling, Sustainability, Fairtrade, Import, Export, Natural Resources, Physical Maps, Political Maps, Headland, Bay, Stack, Stump, Arch, Erosion, Sand dunes |

## Geography – Year 6

| Year 6 – Autumn 1<br>Anglo-Saxons & Vikings | Year 6 – Spring 1<br>Africa | Year 6 – Spring 2<br>The Nile |
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| **Locational Knowledge:**<br>**Know:**<br>• Name Scandinavian countries<br>• Name Northern European countries with North Sea coasts<br>• Name the nations of the British Isles | **Locational Knowledge:**<br>**Know:**<br>• Longitude and latitude including the tropics<br>• The location of the climate zones<br>• Time zones | **Locational Knowledge:**<br>**Know:**<br>• Identify sources of The Nile<br>• Egypt contains the longest stretch of The Nile<br>• Name significant settlements in the Nile Delta |
| **Place Knowledge:**<br>**Know:**<br>• Describe some topographical & climactic features of Scandinavian and Northern European countries that border the North Sea<br>• Describe some topographical & climactic features of the nations of the British Isles | **Place Knowledge:**<br>**Know:**<br>• Biomes within the continent of Africa<br>• Examples of climatic zones in Africa<br>• Examples of vegetation belts in Africa | **Place Knowledge:**<br>**Know:**<br>• The Nile is the longest river in the world<br>• Beyond the banks of The Nile, Egypt is arid, sparsely populated desert<br>• The Nile Delta is very fertile |
| **Human and Physical processes:**<br>**Know:**<br>• In Anglo-Saxon times, long winters and mountainous landscapes, low-lying land and associated flooding made farming difficult in Scandinavian and Northern European countries that border the North Sea<br>• The Gulf Stream contributes to the British Isles having a more temperate climate, shorter winters and a longer growing season | **Human and Physical processes:**<br>**Know:**<br>• In the late 19th and early 20th century, European nations drew up the national boundaries we see in Africa today<br>• The natural resources and industries of given countries within the continent of Africa | **Human and Physical processes:**<br>**Know:**<br>• The Nile flows from highlands down to the Mediterranean Sea<br>• The River Nile provides rich sediment making the Nile Delta the ideal place for settlement and farming. The river also provides water for the irrigation of crops<br>• The Nile is dammed at Aswan – this provides hydro-electric power and lessens the impact of flooding around the delta |
| **Geographical Skills:**<br>Fieldwork skills taught through East Barnby<br>**Map Skills**<br>**Know:**<br>• Different types of maps (political/physical) show us different information<br>• Different scaled maps are used for different purposes<br>• Measure distances between places on a map using the scale<br>• Revise basic grid references<br>• Eight points of the compass<br>• How to interpret maps which show settlements and migration patterns | **Geographical Skills:**<br>**Map Skills**<br>**Know:**<br>• Use maps, globes and digital mapping to locate countries and describe features studied<br>• Map skills, including six-figure grid references<br>• Eight points of the compass | **Geographical Skills:**<br>**Map Skills**<br>**Know:**<br>• Use primary sources to investigate what it is like to live in the Nile Delta<br>• Maps/representations of territories can give us different types of information (political, physical, arial images, satellite images, tourist) |
| **Vocabulary**<br>agriculture, country, migration, settlements (hamlets, villages, towns, cities), climate, coastal, compass (N, NE, E, SE, S, SW, W, NW), fertile, grid references, key, map | **Vocabulary**<br>agriculture, cities, country, industry, raw materials, biomes (aquatic [freshwater & marine], desert, forest, grassland, tundra), continent, grid references, longitude, latitude, map, vegetation belts | **Vocabulary**<br>agriculture, capital city, cities, density of population, historic sites, population, desert, climate, arid, delta, fertile, infertile, landscape, Mediterranean, source |