



Thurlstone Primary School

Knowledge and Skills Progression Plan for Geography



Golden Threads

Geography learning is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick. **KEEP IT LOCAL** themes are planned in every year group.

1: **Location and Place**

2: **Human and Physical Features**

3: **Geographical Skills & Fieldwork**

FS1 (MAIN FEEDER SETTING)

Composite Questions/Lines of Enquiry

What is my house like?

Can I draw a picture of my house?

What can I see that is near my house?

What animals can I see near my house?

How do I get to nursery?

What is the weather like today?

What clothes do I wear at different times of the year?

Have I ever been on holiday?

What did I see on my holiday?

How is it different to where I live?

What can I see in a picture/video of a different place in the world?

How is that place different to where I live?

FS2 EARLY LEARNING GOALS

UNDERSTANDING THE WORLD

People Culture and Communities

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

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.

The Natural World

Children at the expected level of development will:

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;

Understand some important processes and changes in the natural world around them, including the seasons.

End Points

- Know and can talk about a contrasting environment to Thurlstone.
- Know that there are four seasons and that the weather changes each season.
- Can describe the weather.
- Know that weather can affect the environment we use (e.g. sunny weather/visit to the beach).
- Know what a map is.
- Can describe what it is like around our school.
- Know some ways in which we can care for the environment e.g. not dropping litter.
- Know that a globe can show us the location of different places around the world.
- Begin to talk about the different places around the world.
- Know some positional language such as in, on, next to, behind, in between, below etc., and use it to describe the location of things in relation to each other.
- Know that places have different weather and wildlife.

Geography

Key Stage 1 - POS

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography, and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 - POS

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge








- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, **rivers, mountains**, volcanoes and earthquakes, and **the water cycle**
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Key themes / Key enquiry Questions	MY WONDERFUL WORLD	WHERE WE LIVE	OUR LOCAL LAND	PEAKS AND PENNINES	FLOWING RIVERS	SETTLING IN SHEFFIELD	OUR CHANGING WORLD
							
	Keep it local My journey to school	Keep it local Thurlstone	Keep it local Penistone area	Keep it local Pennines and Peaks	Keep it local River Don	Keep it local a local city	
	<u>Where is my school?</u> What features can we see around our school (post office, farms, houses, park, shops)? Where is our school? Where is our school on a map?	<u>What are the features of Thurlstone?</u> What is the difference between physical and human features? What human and physical features can we see around our school (post office, farms, houses, park, shops)? What landmarks are in our local area? What are the three different types of settlements? Is Thurlstone a city, town or village? What local towns are nearby?	<u>How is land used in our local area?</u> Where is Penistone in the UK? What is a compass? What do the marks on a compass mean? How is land used in Penistone? What are the different types of houses in Penistone? What type of shops and other buildings can we see in Penistone?	<u>What is a mountain?</u> What is the landscape like in the Pennines? What is the land used for in the Peak District compared to Thurlstone? What are hills? What are mountains? How are mountains formed? What are the key features of a mountain? What are the different types of mountains? Where are famous mountain ranges found, and what are they called?	<u>Why is water so important?</u> What is our local river called and where is it on a map? How does the water cycle work? How do rivers change as you go down stream and what are its parts? How do rivers change over time and how do they change the landscape? What pollution can affect rivers?	<u>Why did people choose to settle in Sheffield?</u> What puts Sheffield on the map? What geographical features of Sheffield would be advantageous for settling? What is the impact of the geographical features on population and economy? How is land used around Sheffield? What are the physical features of Sheffield and how have they changed? What are the human features of Sheffield and	<u>What is climate change?</u> What are the climates in the world? What factors affect climate change? What can we do to reverse climate change? How does pollution contribute to climate change? What is global warming? What are the consequences of climate change?
	<u>What is the weather like where we live?</u> What is the name of the season?(Autumn) What is the weather like? What is the weather in each of the four seasons?						

	<p>Special Event: Diwali What can you see in the pictures of India? Are the buildings the same or different from the buildings in Thurlstone? Are the roads and vehicles the same or different from the roads in Thurlstone? Are the shops and markets the same or different from the shops and markets where we live?</p> <p>Special Event: Christmas (The North Pole/Arctic Environment) Where on a globe is The North Pole? What can you see at The North Pole? What is the weather like at the North Pole? What animals live in The Arctic? What animals would we see where we live? How is the Arctic different from where we live?</p>	<p>Where is our school on a map of the UK?</p>				<p>how have they changed?</p>	
Substantive Geographical Knowledge (Linked to theme/key enquiry questions)							
<p>Know the name of the village where I live. Know that our school is in Thurlstone. Know that we live in England. Know the features of the school environment (buildings, playground, field) and the immediate surrounding area</p>	<p>Know the difference between human and physical features. Know that a landmark is a feature which is easily seen and recognised from a distance. Know the local buildings and landmarks (war memorial, church). Know the human features of the school</p>	<p>Know how land is used in the local area (farms, shops, trail, parks, railway, events [e.g. Penistone Show] etc). Know where Penistone is on a map. Know what a compass is and what it's used for. Know what kinds of houses there are in Thurlstone and</p>	<p>Know a mountain can be described as a formation of land that rises above the surrounding area and has a specific point at its top, called the peak. Know that mountains are formed by the movements of tectonic plates.</p>	<p>Know what a river is and can give a definition. Know the name of our local River. Know the names of the parts of a river. Know how rivers change over time. Know the stages of the water cycle. Know where rain comes from.</p>	<p>Know how to read a six-figure grid reference on the ordnance survey map of Sheffield. Know the topography of Sheffield and how this affects where people settle. Know that rivers are key to people settling in an area.</p>	<p>Know some factors that affect climate change. Know that traffic pollution contributes towards global warming. Know what global warming is. Know that climate change is the long-term change in expected patterns of weather that contributes to the</p>	

	<p>(houses, paths, roads, park, farmers field etc). Know about some buildings in the local area (bakery, pubs, church). Know that a map is a picture or drawing of an area of land or sea. Know that words can describe where things are e.g. behind, next to, in front of, straight ahead, close to, near and far. Know some vocabulary to describe a route. Know that a globe is a 3D map of the world. Know that we live on Planet Earth (science).</p> <p>Know the names of the season (Autumn). Know that the weather changes through the seasons. Know that it gets colder in autumn.</p> <p>Special Event: Diwali Know that India is a different country in a different part of the world. Know that different places in the world can look different to where we live.</p> <p>Special Event: Christmas (The North Pole/Arctic) Know that weather can be different in different parts of the world. Know what the weather is like in the Arctic.</p>	<p>environment and the immediate surrounding area (building, separate buildings, playground, paths, roads, park,) and the physical features of the school environment and the immediate surrounding area (fields, river, woods). Know what an aerial photograph is. Know that a map is a picture or drawing of an area of land or sea that can show human and physical features. Know that Barnsley is a town nearby. Know that Sheffield is a city nearby.</p>	<p>Penistone (bungalows, old stone detached, flats etc.).</p>	<p>Know the key features of a mountain are: summit, base, slope/face, peak, and ridge and be able to identify these. Know there are 4 types of mountains: fold, fault-block, volcano and dome and know how these are formed. Know there are mountain ranges in the UK, in Europe and the world and be able to locate these on a map and in atlases.</p>	<p>Know that the water on Earth is the same water that has always been there. Know how to measure and record changes downstream as part of a fieldwork trip.</p>	<p>Know that the people built their transport systems around the physical features of a place. Know that River Sheaf is integral to Sheffield's industry. Know that steel is integral to Sheffield's industry. Know that city centres and housing areas have been built around the industry of a location. Know the transport networks around Sheffield and how they have changed.</p>	<p>melting of polar ice caps, rising sea levels and extreme weather. Know that climate change is caused by global warming. Know that human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Know that climate change causes extreme weather events such as storms, floods, heatwaves and droughts.</p>
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	<p>Know that different animals live in different parts of the world. Know some of the animals that live in England. Know some of the animals that live in the Arctic.</p> <p>Vocabulary: school, farm, house, path, roads, park, fields, buildings, shop, village, map, globe, land, sea, world, Earth, Thurlstone, England, country, journey, behind, next to, in front of, straight ahead, close to, near and far, weather, season, hot and cold, ice, snow, frost, warmer and colder, autumn. India, busy, quiet. North Pole, Arctic, weather, cold, ice, frost snow, polar bear, Arctic fox, Arctic hare, snowy owl, walrus, seals.</p>	<p>Vocabulary: area, land, bird's eye view, map, aerial photograph, settlement, village, town, city, landmark, human features, physical features</p>	<p>Vocabulary: town, city, village, rural, farm, house, market, railway, cinema, trail, Trans Pennine Trail, land use, north, east, south, west, compass, atlas, map</p>	<p>Vocabulary: plateau, summit, valley, face, snowline, base, slope/face, peak, and ridge, mountain/range, fold, fault-block, volcano and dome mountain</p>	<p>Vocabulary: channel, delta, cloud, deposition, collection, dislodge, condensation, downstream, droplet, erosion, estuary, evaporation, fertile, flood, floodplain, freshwater, gas, groundwater, gulley, hail, ice, interlocking spurs, lake, liquid, lower course, meander, middle course, mouth, nutrient, ocean, outer bank, oxbow lake, plunge pool, precipitation, rill, river, riverbank, riverbed, sediment, vapour, water cycle, upper course, v-shaped valley, stream, source, state</p>	<p>Vocabulary: industrial, sustainable, economy, rural, urban, physical/human, industry, transport, topography, settlement, population, economy, mining</p>	<p>Vocabulary: greenhouse gases, deforestation, fossil fuels, global warming, climate change, sea levels, drought, flood, extreme weather, pollution</p>
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PLANT IT! GROW IT!



Where does our food come from?

What is a farm?
What jobs do people do on farms?

What is the weather like where we live?

What is the name of the season?(Winter and Spring)
What is the weather like?

What is Handa's village like? (Handa's Surprise by Eileen Brown)

What are the houses like in Handa's village?
What is the weather like where Handa lives?
What animals does Handa see?
Can you think of any other animals that Handa might see?
What are the main differences between Handa's village and Thurlstone?

BEAUTIFUL BRITAIN



What are the main features of the UK?

What are the four countries of the UK?
What seas surround the UK?
What are the capital cities of the UK?
What is the weather like during each season in the UK?
How does the weather change between seasons?
What are the seven continents and five surrounding oceans?
Where are hot and cold places?

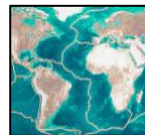
JAMAICA



How is Jamaica different from where we live?

Where in the world is Jamaica?
What is the climate like in Jamaica?
What are the main similarities and differences between Penistone and Jamaica?
How is the land used in Jamaica?
What is school like in Jamaica?
What are homes like in Jamaica?

OUR EXCITING EARTH



How is the earth split into sections?

What layers does the earth have?
What is a fault line?
What are the 3 types of rock?
What causes an earthquake?
What happens when we have an earthquake?
What causes tsunamis?

AMAZON TO RAINFOREST



What is a rainforest and what climate do they have?

What are the world's rainforests?
What river runs through the Amazon?
What country is the amazon in?
What is deforestation and how is the planet affected?
What makes the rainforest so diverse?

FARM TO FORK



Keep it local
What is farmed locally?

What is farming like in the UK?

What are the different types of farming in the UK?
What type of farming is there in the Thurlstone area?
What crops are grown locally?
What crops are grown in the UK?
How far has your food travelled?
How has farming changed and what is the impact of modern farming?

KEEPING THURLSTONE CLEAN



Keep it local Is Thurlstone affected by climate change?

What do cars do to our air?

What local environmental issues are contributing to climate change?
How has Thurlstone and the local area been affected by climate change?
What can our local area do to tackle climate change?
How can we reduce our food miles?
How can we reduce wastage?

Substantive Geographical Knowledge (Linked to theme / key questions)

Know the names of the seasons (Autumn, Winter, Spring)
Know that the weather changes through the seasons.
Know that it gets colder in autumn and winter and warmer in spring.
Know that weather can be different in different parts of the world.
Know that houses can be different in different parts of the world.
Know that different animals live in different parts of the world.

Know that the names of the four countries that make up the UK are England, Ireland, Scotland and Wales.
Know the capital cities of the countries that make up the UK.
 England – London
 Wales – Cardiff
 Scotland – Edinburgh
 Ireland - Belfast
Know the names of the seas that surround the UK.
Know about the seasons and weather patterns in the UK.
Know and locate where the UK is on a world map.
Know the names of the seven continents and five oceans.
Know what the equator is and where it is on a map.






Know where the Caribbean, Jamaica and Brown’s Town are in the world.
Know the main human and physical features of Jamaica.
Know what climate means.
Know what the climate is like in Jamaica compared to the UK.
Know what the homes are like in Jamaica, and compare them to Penistone and Thurlstone.
Know what school is like in Jamaica.


Know the names of the layers of the earth.
Know the three types of tectonic boundaries.
Know the three movements of tectonic plates.
Know what geographical features the movements create.
Know what causes earthquakes.
Know what causes tsunamis.
Know an example of how natural disasters affect local residents and the impact on economy (2004 tsunami; 2023 Turkey/Syria).

Know where many of the world’s rainforests are situated.
Know what the features of a rainforest are.
Know and use the terms: emergent layer, canopy, and understory and forest floor.
Know about the endangered animals in the rainforests.
Know about deforestation and the argument for and against deforestation.
Know where the Amazon is located.
Know about the people that live in the Amazon rainforest and about some of the unique plants there.

Know the different types of farming in the UK (arable, pastoral and mixed).
Know where the different types of farming take place in the UK and plot where the different types of farming are on a map of the UK.
Know that the topography of the land lends itself to pastoral farming.
Know that the topographical slope or gradient of land plays a large part in controlling hydrology (water) and potential soil erosion.
Know that soil fertility, drainage and climate influence the placement and success of agricultural land.
Know types of soil such as clay, sandy, silt, loams, peat, chalky.
Know that Intensive farming in the past has resulted in the loss of habitats.
Know that modern farming methods, such as excessive tillage, monoculture, removal of hedgerows, use of synthetic fertilisers and chemical pesticides, irrigation technologies and autumn planting, all impact on wildlife and the natural environment.

Know that you can calculate your carbon footprint.
Know that air pollution is caused by carbon dioxide and other gases from vehicles, industrial emissions and burning fossil fuels.
Know what the ozone layer is.
Know what human behaviours have damaged the ozone layer.
Know that burning fossil fuels, deforestation and eating meat are likely to have the biggest impact on global warming and climate change.
Know what we can do to tackle climate change in our local area.

	<p>Vocabulary: Farm, farming, fields, barns, stables, growing, animals. Weather, season, hot and cold, ice, snow, frost, warmer and colder, autumn, winter spring. Africa, Kenya, village, sunny, warm, dry, hut, straw roof, monkey, ostrich, giraffe, antelope, zebra, elephant, lion.</p>	<p>Vocabulary: United Kingdom, country, capital, season, continent, ocean, equator, weather</p>	<p>Vocabulary: climate, human features, physical features, continents, rural, urban, equator, North Pole, South Pole, ocean, equator, continents</p>	<p>Vocabulary: tectonic plates, boundaries, earthquake, tsunamis, disaster, mantle, inner core, outer core, continental crust, oceanic crust, metamorphic, igneous, sedimentary</p>	<p>Vocabulary: emergent, tropics, biomes, deforestation, canopy, photosynthesis, understory, biodiversity, ecosystem, rainforest, endangered, species, indigenous, habitat, epiphyte, herbivore, insectivore, omnivore, floor</p>	<p>Know which foods are grown in the UK and why e.g. cereal, wheat, barley, oats, straw Know which animals are farmed locally and why.</p>	<p>Vocabulary: import, export, local area, climate change, pollution, carbon footprint, global warming, deforestation, fossil fuels, carbon dioxide, emissions, ozone layer</p>
	<p>OH I DO LIKE TO BE BESIDE THE SEASIDE!</p>  <p>How is the seaside different from Thurlstone? What can you see at the seaside? What can you see at the seaside that is different from Thurlstone? What can you see at the seaside that is the same as Thurlstone? What is the difference between our village of</p>	<p>OUR CAPITAL CITY</p>  <p>What geographical features can we see in London? What are the main landmarks of London? What is a capital city? What does London look like from above? What is the capital city of Jamaica? How is Kingston different from London?</p>	<p>THE YORKSHIRE COAST</p>  <p>Keep it Local a Yorkshire seaside town</p> <p>What geographical features can we see in Whitby? Where is Whitby? What is the coast? What is coastal erosion? What geographical features can be found at the seaside? What is a cliff? What is a harbour and how are harbours used? What do the symbols on a map mean?</p>	<p>ERUPTION!</p>  <p>What is a volcano? What are the key features of a volcano? What are the different types of volcanoes? What are the 3 stages of volcanoes? Where are they in the world and why? Why do people live near them? How do we know when one is about to erupt?</p>	<p>ROUND THE WORLD IN 80 DAYS</p>  <p>What discoveries have explorers made? Why did people explore and what did we gain from exploration? What sort of discoveries did they make? How have maps changed over the years and how do we read maps?</p>	<p>FABULOUS FOOD!</p>  <p>Where do things grow best? What is the physical geography like in North and South America? How does the physical geography in North and South America determine their type of farming? Why do grapes grow well in California? Why do cocoa beans grow well in Mexico?</p>	<p>BRRRR!</p>  <p>Is there life in the polar regions? Where are the coldest places on earth? Can life flourish? What biomes exist? How is climate change affecting the polar regions? Can we locate the polar regions on a globe/map? How do people survive in the polar regions? How cold is it?</p>

	<p>Thurlstone and Thurlstone in Devon? Why do people like to go to the seaside in summer?</p> <p><u>Where have I been on holiday?</u> How did I get there? What did I do? Is it another country?</p> <p><u>What is the weather like where we live?</u> What is the name of the season? (Summer) What is the weather like in Summer? What are the names of the four seasons? When does it get warmer and when does it colder?</p> <p><u>How can we look after our beaches and seas?</u> Why shouldn't we drop litter? Where should we put our rubbish? What can we do to help look after our seas? What does recycle mean?</p> <p>Special Event: Trip to Yorkshire Wildlife Park</p> <p>AMAZING ANIMALS</p> 			<p>What happened in Pompeii in AD 79?</p>	<p>What is a compass and its point, and what are grid references? Why do explorers need compasses? What are the Seven Wonders of the World?</p>	<p>Are farmers across the world always treated fairly? What does fairtrade mean? How far does our food travel?</p>	<p>How long does a day last? What is longitude, latitude and the equator?</p>
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Substantive Geographical Knowledge (Linked to theme / key questions)

	<p>Know that the seaside is the place where the land meets the sea.</p> <p>Know about the features seen at the seaside (sea, beach, shops, fairground, pier).</p> <p>Know that people often go to the seaside for holidays.</p> <p>Know that people live in seaside towns.</p> <p>Know that animals can be harmed by litter on beaches and in seas.</p> <p>Know that it is important to care for the environment.</p> <p>Know what recycling means.</p> <p>Know some way to look after our beaches and seas.</p> <p>Know the names of the seasons.</p> <p>Know that the weather changes through the seasons.</p> <p>Know that it gets colder in autumn and winter and warmer in spring and summer.</p>	<p>Know that London is the capital city of England.</p> <p>Know that the physical features of London include the River Thames.</p> <p>Know that human features include bridges and buildings.</p> <p>Know that landmarks include Buckingham Palace, The London Eye, Big Ben and the monument to The Great Fire of London.</p> <p>Know that the capital city of Jamaica is Kingston.</p> <p>Know ways in which London and Kingston are similar and different.</p> <p>Know positional language includes behind, next to and in front of, and directional language includes left, right, straight ahead and turn.</p> <p>Know how to use positional language to describe a route and give directions.</p>	<p>Know that Whitby is a fishing town in North East England.</p> <p>Know the human and physical features of the town.</p> <p>Know what happens during the process of coastal erosion.</p> <p>Know that erosion is always occurring.</p> <p>Know about the features seen at the seaside (cliffs, port, harbour, sea, beach, hills).</p> <p>Know why ports and harbours are needed on the coast.</p> <p>Know where Whitby is compared to Thurlstone and view the journey on Google Maps.</p> <p>Know how to draw a simple map including symbols and a key.</p>	<p>Know that a volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape.</p> <p>Know that the earth is made up of three/four different layers: the crust, the mantle and the core.</p> <p>Know the main features of a volcano include the magma chamber, vents, craters and slopes.</p> <p>Know there are 4 different types of volcanos (shield volcanoes, composite volcanoes, cinder cones (lavadomes) and can distinguish each type.</p> <p>Know that the 3 stages of volcanoes are Extinct, Dormant and Active.</p> <p>Know the Ring of Fire is an area around the Pacific Ocean where lots of volcanoes are found.</p> <p>Know the land around volcanoes is extremely fertile.</p> <p>Know that scientists monitor active and dormant volcanoes.</p> <p>Know how Mount Vesuvius' eruption caused the total destruction of Pompeii and that it disappeared from the world map for several years until the ruins were discovered.</p>	<p>Know that areas within the world have been discovered in the past by explorers.</p> <p>Know we gained more land, found precious goods and found new routes of travel.</p> <p>Know how maps have changed to include new discovered lands and to become more accurate.</p> <p>Know that grid references are used to locate specific places on a map.</p> <p>Know how to read 4-figure grid references accurately.</p> <p>Know a compass is a navigational instrument that shows us directions (North, South, East and West) with the help of a small magnetic needle that points north/south.</p> <p>Know what the 8 points of a compass are.</p> <p>Know that compasses were/are used by explorers so they knew which direction they were going in.</p> <p>Know that the 7 wonders of the world are: Taj Mahal - India Colosseum - Italy Chichen Itza - Mexico Machu Picchu - Peru Christ the Redeemer - Brazil Petra - Jordan Great Wall of China – China</p>	<p>Know that North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest.</p> <p>Know that South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p> <p>Know that the soil and climate of California make it ideal for growing vines (and be able to name other countries with similar climates that have vineyards).</p> <p>Know other countries with similar climates to Mexico that farm cocoa beans.</p> <p>Know that soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Know that transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors.</p> <p>Know where California is located.</p> <p>Know where Mexico is located.</p> <p>Know the farming challenges for developing countries include poor soil,</p>	<p>Know where the poles are located.</p> <p>Know that the Arctic only has two seasons.</p> <p>Know that the average temperatures in the Arctic range from about 12°C in the summer to about -34°C in the winter.</p> <p>Know that the Antarctic Circle is in the Southern Hemisphere.</p> <p>Know that Antarctica is the coldest/windiest place on Earth.</p> <p>Know that the lowest temperature ever recorded was -89°C .</p> <p>Know that the average temperatures range from about 10°C in the summer to -60°C in the winter.</p> <p>Know that over 98% of Antarctica is permanently covered in ice.</p> <p>Know that the average thickness of this ice is about one mile.</p> <p>Know that there are places in Antarctica which haven't had rain or snow in over 2 million years.</p> <p>Know that Antarctica is a desert.</p> <p>Know that climate refers to the weather conditions in an area over a long period of time.</p> <p>Know that within the Arctic and Antarctic</p>
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Disciplinary Knowledge of Geography							
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>I am beginning to listen to and follow teacher led enquiries. <i>E.g. <u>My Wonderful World</u></i> What can I see on my way to school? <i>E.g. <u>Oh I do like to be beside the seaside</u></i> How is the seaside different from Thurlstone?</p> <p>I can respond to simple questions. <i>E.g. <u>My Wonderful World</u></i> Where do you live? What can you see on your journey to school? <i>E.g. <u>Oh I do like to be beside the seaside</u></i> What can you see at the seaside? How is the seaside different from Thurlstone?</p> <p>I am beginning to understand that information books, globes and pictures can be sources of information. <i>E.g. <u>My Wonderful World</u></i> <i>E.g. <u>Oh I do like to be beside the seaside</u></i> Locating our school on Google Maps. <i>E.g. <u>Oh I do like to be beside the seaside</u></i></p>	<p>I can follow and listen to and follow teacher led enquiries. <i>E.g. <u>Beautiful Britain</u></i> Where in the UK? Finding out about the 4 countries and capitals of the UK. Finding out about local landmarks and features. I can ask and respond to simple questions. <i>E.g. <u>Beautiful Britain</u></i> Where in the UK? What are the countries and capitals of the UK? What are the features and landmarks of the local area?</p> <p>I can use information books, globes and pictures as a source of information from the classroom and our library. <i>E.g. <u>Where we live</u></i> Maps of the UK, Google maps, globe.</p> <p>I can make observations about where things are in Thurlstone. <i>E.g. <u>Where we live</u></i> Local area features and landmarks.</p> <p>I can investigate the world around me. <i>E.g. <u>Where we live</u></i> What physical and human features are in Thurlstone?</p>	<p>I can ask my own geographical questions when supported by an adult (e.g. Where is it?) <i>E.g. <u>Our Local Land, Wonderful Whitby</u></i> Considering why harbours are located in certain places. Why is farming located near Penistone?</p> <p>I can use information books, stories, maps, photos and the internet as a sources of information. <i>E.g. <u>Our Local Land, Jamaica, Wonderful Whitby</u></i> Considering land use in our local area (Penistone), Whitby and Jamaica.</p> <p>I can make observations about why things happen. <i>E.g. <u>Wonderful Whitby</u></i> Looking at coastal erosion.</p> <p>I can make simple comparisons between features of different places. <i>E.g. <u>Jamaica, Wonderful Whitby</u></i> Comparing land use in Penistone with Jamaica and with Whitby.</p>	<p>Ask and respond to questions and offer their own ideas. <i>E.g. <u>Explosive Earth</u></i> How are volcanoes formed?</p> <p>I can use satellite images and aerial photographs. <i>E.g. <u>Peaks and Pennines, Explosive Earth</u></i> Looking at Pompeii and Mount Vesuvius, Peak District and Pennines.</p> <p>I can Investigate places at more than one scale. <i>E.g. <u>Peaks and Pennines</u></i> Looking at google earth, and world maps.</p> <p>I can collect and record evidence with support <i>E.g. <u>Explosive Earth</u></i> Create an information text about volcanoes.</p> <p>I can analyse evidence and draw conclusions. <i>E.g. <u>Explosive Earth</u></i> Consider how land has changed over time.</p>	<p>I can ask my own geographical questions. <i>E.g. <u>Flowing Rivers</u></i> What are the uses of the River Don?</p> <p>I can use non-fiction books, stories, atlases, pictures, photos and the internet as sources of information. <i>E.g. <u>Round the World in 80 Days</u></i> Using fiction and non-fiction books and atlases to look at Machu Picchu, and compare what life is like there to what our lives are like living in the UK.</p> <p>I can investigate places and themes at more than one scale. <i>E.g. <u>Round the World in 80 Days</u></i> <i>E.g. <u>Looking at the Lake District compared to Penistone and then looking at Peru – Machu Picchu compared to the UK.</u></i></p> <p>Analyse evidence and begin to draw conclusions. Begin to collect and record evidence. <i>E.g. <u>Round the World in 80 Days</u></i> How is land used around Thurlstone compared to Peru, and what is life like?</p>	<p>I am beginning to suggest questions for investigating. <i>E.g. <u>Settling in Sheffield</u></i> Why was mining so important in Barnsley?</p> <p>I am beginning to use both primary and secondary sources of evidence. <i>E.g. <u>Farm to Fork</u></i> Videos, info from local farmers answering the question 'Why can we only farm specific foods in the UK?'</p> <p><i>E.g. <u>Fabulous Food</u></i> Globes/videos answering the question 'What is the climate like?'</p> <p>I can Investigate places with more emphasis on the larger scale, contrasting and distance places. <i>E.g. <u>Fabulous Food</u></i> Investigating which physical features are found in North and South America. <i>E.g. <u>Settling in Sheffield</u></i> Investigating the physical features of Sheffield.</p> <p>I can collect and record evidence with some support. <i>E.g. <u>Farm to Fork</u></i> Investigating why modern farming is</p>	<p>I can suggest my own questions for investigating. <i>E.g. <u>Our Changing World</u></i> What is causing climate change?</p> <p>I can use primary and secondary sources of evidence in my investigations. <i>E.g. <u>Brrrr!</u></i> Locate the polar regions on a map. Use Google Earth to see images of the polar regions.</p> <p>I can Investigate places with more emphasis on the larger scale, contrasting and distance places. <i>E.g. <u>Brrrr!</u></i> What physical features do the polar regions have?</p> <p>I can collect and record evidence unaided. <i>E.g. <u>Keeping Thurlstone Clean</u></i> Independent study on a cause of climate change.</p> <p>I can analyse evidence and draw conclusions (e.g. from fieldwork data on land use, look at patterns and explain reasons behind it). <i>E.g. <u>Our Changing World</u></i> Look at evidence for extreme weather and</p>

	<p>Finding out what the seaside is like from photographs.</p> <p>I can make observations about what things are in Thurlstone. E.g. <u>My Wonderful World</u> Local area features.</p> <p>I can investigate the immediate world around me. E.g. <u>My Wonderful World</u> Where is our school? What is the immediate area around our school like? What can we see on our journey to school?</p>					<p>having an impact on the environment.</p> <p>I can analyse evidence and draw conclusions (e.g. compare historical maps of varying scales). Eg: <u>Settling in Sheffield</u> How is land used around Sheffield? (linked to Victorians theme in history).</p>	<p>what explain the causes of this. .</p>
<p style="text-align: center;">Direction / Location</p>	<p>I can follow directions (up/ down/ / forwards/ backwards). E.g. Directing around obstacle courses, programming Bee-Bots</p> <p>I can name the place where I live. E.g. <u>My Wonderful World</u></p> <p>I can name the village where our school is (Thurlstone) E.g. <u>My Wonderful World</u></p> <p>I can name our country (England). E.g. <u>My Wonderful World</u></p>	<p>I can follow directions (up/ down/ left/ right/ forwards/ backwards). E.g. <u>Our Capital City</u> When discussing features in London.</p> <p>I can name the 4 countries that make up the UK. E.g. Beautiful Britain Labelling maps with countries, capital cities and seas.</p> <p>I can name the capital cities of the countries that make up the UK. E.g. Beautiful Britain Labelling maps with countries.</p> <p>I can name the seas that surround the UK. E.g. Beautiful Britain Labelling maps with seas.</p> <p>I can name and locate the world's seven</p>	<p>Follow directions (up/ down/ left/ right/ forwards/ backwards, NESW). E.g. <u>Our Local Land, Jamaica, Wonderful Whitby</u> Positioning of continents and oceans and our local area.</p> <p>I can name and locate the world's seven continents and five oceans. E.g. <u>Jamaica</u> Using atlases to locate.</p> <p>I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. E.g. <u>Our Local Land, Whitby</u> Locating Penistone and Whitby.</p>	<p>I can use the four compass points to follow and give directions with support. E.g. <u>Peaks and Pennines Peak District and Pennine location.</u></p> <p>I can use letter/number coordinates to locate features on a map with support. E.g. <u>Peaks and Pennines Peak District/Pennines Locations of the mountain areas in the UK.</u></p> <p>I can name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains and how a place has changed.</p>	<p>I am beginning to use the eight compass points. E.g. <u>Round the World in 80 Days</u></p> <p>I can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. E.g. <u>Round the World in 80 Days</u> How do regions of UK compared to areas of the South America? I can locate the seven wonders of the world. E.g. <u>Round the World in 80 Days</u> Which continents/ countries are they located in?</p>	<p>I can use the eight compass points. E.g. <u>Settling in Sheffield</u> Use of ordnance survey maps.</p> <p>I can use four figure grid references and am beginning to use six figure coordinates to locate features on a map. E.g. <u>Settling in Sheffield</u> What human and physical features does Sheffield have?</p> <p>I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns, showing change over time. E.g. <u>Settling in Sheffield</u> Where is Sheffield?</p>	<p>I can use the eight compass points confidently and accurately. E.g. <u>Brrrr!</u> Locate the directions of the polar regions.</p> <p>I can use four figure coordinates to locate features on a map. E.g. <u>Our Changing World</u> Locating climate zones of the world.</p> <p>I am beginning to use six figure grid references.</p> <p>I can use latitude and longitude on maps. E.g. <u>Our Changing World</u> Locating climate zones around the world.</p> <p>I can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating</p>

		<p>continents and five oceans. E.g. <u>Beautiful Britain</u> Labelling maps with continents and oceans.</p>		<p>E.g. <u>Peaks and Pennines</u> Human and physical characteristics of the Peak District and Penistone.</p>	<p>I can Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. E.g. <u>Amazon to Rainforest</u> Locating the Amazon I can name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including: hills, mountains, and how a place has changed. E.g. <u>Round the World in 80 Days</u> Mountain features and ranges.</p>	<p>E.g. <u>Settling in Sheffield</u> What is the impact of the geographical features on population and economy? E.g. <u>Farm to Fork</u> Which areas of the UK produce which type of farming?</p>	<p>on their environmental regions, key physical and human characteristics, countries, and major cities. E.g. <u>Our Changing World</u> Look at The Global Climate Risk Index and identify the countries that have been most affected by climate change. I can Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. E.g. <u>Our Changing World</u> Locating and discussing the location of polar regions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing Maps</p>	<p>I can draw representations of familiar and imagined environments. E.g. <u>My Wonderful World</u> My house, my school I can represent my journey to school using pictures. E.g. <u>My Wonderful World</u> I can represent imaginary journeys from stories. E.g. <u>Bear Hunt, Rosie's Walk, Let's All Creep Through Crocodile Creek.</u></p>	<p>I can add landmarks to a map of Thurlstone E.g. <u>Where we live</u></p>	<p>I can draw a map of a real or an imaginary place. E.g. <u>Wonderful Whitby</u> Create a map Whitby.</p>	<p>I can create a map of a short route that I have experienced. E.g. <u>Peaks and Pennines</u> A map of a walk from School to Thurlstone Quarry. I can draw a simple scale map drawing with support. E.g. <u>Peaks and Pennines</u> Creating a map of the playground using squared paper.</p>	<p>I can create a map of a short route that they have experienced with features in the correct order. E.g. <u>Flowing Rivers</u> Map of Thurlstone Park and a local section of the River Don. I can draw a simple scale map drawing independently. E.g. <u>Flowing Rivers</u> Map of Thurlstone Park and a local section of the River Don.</p>	<p>I can begin to draw thematic maps based on own data. E.g. <u>Settling in Sheffield</u> How is the land used around Sheffield? (Linked to Victorians unit) E.g. <u>Farm to Fork</u> How is the land used in my local area?</p>	<p>I can draw a variety of thematic maps based on their own data. E.g. <u>Our Changing World</u> Draw a map to indicate the availability of natural resources, the climate and the type of soil in different countries can influence what they export. I am beginning to draw maps of increasing complexity. E.g. <u>Keeping Thurlstone Clean</u> Create a map of our local area identifying significant landmarks and topography.</p>

<p style="text-align: center;">Representation</p>	<p>Know that a drawing can represent something real. <i>E.g. <u>My Wonderful World</u></i> <i>Locating our school on a map.</i></p> <p>I can use small world equipment and blocks to represent real and imagined environments. <i>E.g. <u>My Wonderful World</u></i> <i>We're going on a Bear Hunt.</i></p>		<p>I am beginning to understand the need for a key. <i>E.g. <u>Wonderful Whitby Land use in Whitby.</u></i></p> <p>I can use agreed symbols to create a key. <i>E.g. <u>Wonderful Whitby Whitby land use and shops.</u></i></p>	<p>Know why a key is needed. <i>E.g. <u>Peaks and Pennines</u></i> <i>A key of a map of Penistone/Peak District showing what is in each place.</i></p> <p>Use standard symbol. <i>E.g. <u>Lines and tree symbols on a map.</u></i></p>	<p>I can understand symbols on a map and understand a key. <i>E.g. <u>Flowing Rivers</u></i> <i>Map of Penistone and local area of the River Don.</i></p>	<p>I can draw a map using symbols as a key. <i>E.g. <u>Settling in Sheffield</u></i> <i>What human features does Sheffield have?</i></p> <p>I can use and recognise ordinance survey map symbols. <i>E.g. <u>Settling in Sheffield</u></i> <i>How is land used around Sheffield?</i></p>	<p>I can use and recognize ordinance survey map symbols. I can use atlas symbols. <i>E.g. <u>Brrrr!</u></i> <i>Identifying physical features of the polar regions</i></p>
<p style="text-align: center;">Using Maps</p>	<p>Recognise that maps are about place. <i>E.g. <u>My Wonderful World</u></i> <i>Locating our school on a map.</i></p>	<p>Use simple maps to locate landmarks and human and physical features on a map <i>E.g. <u>Our Capital City</u></i> <i>Locating landmarks on a map.</i></p>	<p>I can follow a route on a map. <i>E.g. <u>Our Local Land, Wonderful Whitby</u></i> <i>Our local area walk.</i></p> <p>I can use an infant atlas to locate places. <i>E.g. <u>Our Local Land, Jamaica, Wonderful Whitby</u></i> <i>Locating the four countries of the UK and the surrounding seas.</i> <i>Locate the seven continents and oceans.</i> <i>Locate Penistone and Whitby on a map of the UK.</i> <i>Locate Jamaica on a map of the Caribbean.</i></p>	<p>I can locate places on larger scale maps (e.g. map of Europe). <i>E.g. <u>locating the UK, Russia, Ukraine, Italy, Turkey, Syria on a map.</u></i></p> <p>I can follow a route on a map with some accuracy (in orienteering). <i>E.g. <u>Peaks and Pennines</u></i> <i>Following a map of the playground.</i></p>	<p>I can locate places on larger scale maps. <i>E.g. <u>Round the World in 80 Days</u></i> <i>Locating mountain ranges.</i></p> <p>I can follow a route on a map. <i>E.g. <u>Flowing Rivers</u></i> <i>Map of the local area and the River Don.</i></p>	<p>I can compare maps with aerial photographs. <i>E.g. <u>Settling in Sheffield</u></i> <i>How is land used around Sheffield? What physical features does Sheffield have?</i></p> <p>I can select a map for a specific purpose. <i>E.g. <u>Farm to Fork</u></i> <i>Where are the different types of UK farming located?</i></p> <p>I can begin to use atlases to find out about other features of places. <i>E.g. <u>Settling in Sheffield</u></i> <i>What geographical features of a location would be advantageous?</i></p>	<p>I can follow a short route on an ordinance survey map. <i>E.g. <u>Keeping Thurlstone Clean</u></i> <i>Follow a route around the village using a map.</i></p> <p>I can describe features shown on an ordinance survey map. <i>E.g. <u>Keeping Thurlstone Clean</u></i> <i>Study a map of Thurlstone and identify different features.</i></p> <p>I can locate places on a world map <i>E.g. <u>Brrrr!</u></i> Locate the climate zones and countries in them.</p> <p>I can use atlases to find out about other features of places. <i>E.g. <u>Our Changing World</u></i> <i>Identify the physical features of different climate zones.</i></p>

<p style="text-align: center;">Scale / Distance</p>	<p>I am beginning to use vocabulary related to distance (e.g. near, far, close to) <i>E.g. <u>My Wonderful World</u></i> <i>Describing where things are on my journey to school.</i></p>	<p>I can use relative vocabulary (e.g. bigger/smaller) <i>E.g. <u>Where we live</u></i> <i>Comparing Thurlstone to Barnsley and Sheffield.</i></p>	<p>I am beginning to spatially match places (e.g. recognise UK on a smaller scale and larger scale map). <i>E.g. <u>Our Local Land, Jamaica, Wonderful Whitby</u></i> <i>Google maps to atlas maps.</i></p>	<p>I am beginning to match boundaries (e.g. find same boundary of a country on different scale maps). <i>E.g. Google maps to atlas maps.</i></p>	<p>I can match boundaries independently. <i>E.g. <u>Round the World in 80 Days</u></i> <i>E.g. <u>Amazon to Rainforest</u></i> <i>A comparison of country size.</i></p>	<p>I can measure straight line difference on a plan. <i>E.g. <u>Settling in Sheffield</u></i> <i>What geographical features of a location would be advantageous?</i> I can find places on maps of different scales. <i>E.g. <u>Fabulous Food</u></i> <i>What human and physical features does California/Mexico have?</i></p>	<p>I can use a scale to measure distances. <i>E.g. <u>Brrrr!</u></i> <i>Measure the distance between polar regions and other countries and regions.</i> I can draw/ use maps and plans at a range of scales. <i>E.g. <u>Keeping Thurlstone Clean</u></i> <i>Draw a map of the local area and include a scale.</i></p>
<p style="text-align: center;">Perspective</p>	<p>I understand that an aerial photograph is taken from above. <i>E.g. <u>My Wonderful World</u></i> <i>Finding our school on Google maps.</i></p>	<p>I understand that places can look different from different perspectives. <i>E.g. <u>Our Capital City</u></i> <i>Locating landmarks on a map.</i></p>	<p>I can look down on objects to make a plan view map (birds eye view). <i>E.g. <u>Wonderful Whitby</u></i> <i>Drawing objects in plan view.</i></p>	<p>I can begin to draw a sketch map from a high view point. <i>E.g. <u>Peaks and Pennines</u></i> <i>Drawing a map of the route to Old Quarry from school.</i></p>		<p>I can draw a plan view map with some accuracy. <i>E.g. <u>Settling in Sheffield</u></i> <i>What geographical features of a location would be advantageous?</i></p>	<p>I can draw a plan view map with accuracy. <i>E.g. <u>Keeping Thurlstone Clean</u></i> <i>Draw a map of Thurlstone highlighting the key features.</i></p>
<p style="text-align: center;">Map Knowledge</p>	<p>I know that a globe is a 3d representation of the Earth. <i>E.g. <u>My Wonderful World</u></i> <i>Finding our school on Google maps.</i> I can identify land and sea on a globe. <i>E.g. <u>My Wonderful World</u></i> <i>E.g. <u>Oh I do like to be beside the seaside</u></i></p>	<p>I can learn the names of some places within/ around the UK <i>E.g. <u>Beautiful Britain</u></i> <i>Labelling maps with countries.</i></p>	<p>I can locate and name on a UK map the major features e.g. home location, seas. <i>E.g. <u>Our Local Land, Wonderful Whitby</u></i> <i>Locate Penistone and Whitby on a map.</i></p>	<p>I can begin to identify points on a map. <i>E.g. <u>Peaks and Pennines</u></i> <i>Penistone, Thurlstone, Castleton, Rome, Moscow.</i></p>	<p>I can begin to identify significant places and environments on a map. <i>E.g. <u>Round the World in 80 Days</u></i> <i>Where are the seven wonders of the world found?</i> <i>E.g. <u>Amazon to Rainforest</u></i> <i>Where are the key areas of the Amazon Rainforest?</i></p>	<p>I can identify significant places and environments with support. <i>E.g. <u>Fabulous Food</u></i> <i>Where is California? Where is Mexico?</i></p>	<p>I can confidently identify significant places and environments. <i>E.g. <u>Brrrr!</u></i> <i>Identify the polar regions.</i></p>
<p style="text-align: center;">Style of map</p>	<p>I am beginning to use play maps, picture maps and globes. <i>E.g. <u>My Wonderful World</u></i> <i>Finding our school on Google maps.</i></p>	<p>I can use picture maps and globes. <i>E.g. <u>Beautiful Britain</u></i> <i>Using the globe to locate hot and cold countries</i></p>	<p>I can use an infant atlas. <i>E.g. <u>Our Local Land, Jamaica, Wonderful Whitby</u></i> <i>Using an atlas to locate continent and oceans.</i></p>	<p>I can use an ordinance survey maps. <i>E.g. <u>Peaks and Pennines</u></i> <i>Map of the school.</i> I am beginning to use map sites on the internet. <i>E.g. Google maps.</i></p>	<p>I can use large and medium ordinance survey maps. <i>E.g. <u>Flowing Rivers</u></i> <i>Map of the River Don.</i> <i>Starting from the source of the River Don.</i> I can use junior atlases.</p>	<p>I can use index and contents pages within atlases. <i>E.g. <u>Fabulous Food</u></i> <i>Where is Mexico? Where is California?</i> I can use medium scale land ranger OS maps.</p>	<p>I can use ordinance survey maps. <i>E.g. <u>Keeping Thurlstone Clean</u></i> <i>Identify key places in Thurlstone using an ordinance survey map.</i></p>

				<p>I am beginning to use junior atlases. <i>E.g. Using atlases to identify Continents and countries.</i></p>	<p><i>E.g. <u>Round the World in 80 Days</u></i> <i><u>Using atlases to identify countries.</u></i></p>	<p><i>E.g. <u>Settling in Sheffield</u></i> <i>Where is Sheffield?</i> <i>What is the impact of the geographical features on population and economy?</i></p>	<p>I can confidently use an atlas. <i>E.g. <u>Brrrr!</u></i> <i>Identify the polar regions.</i></p>
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