



Geography

INTENT, IMPLEMENTATION, IMPACT

East Sheen Primary School	Intent	Implementation	Impact
<p>Reception:</p> <p>Continents Culture and festivals Climate Oceans</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> • What is land and water on a map? • What is a map? • Where are continents and oceans on a map? • Where do we live on a map? • What is the name of this continent/ocean? • Can you name a continent/ocean? • Where do we live? • What is the largest/smallest ocean/continent? • How do others around the world celebrate Christmas? • Read about different cultures and festivals. <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • To fill in a map of where I live • To sing songs about the continents and oceans • To look at a map of East Sheen and identify places I know 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p><u>People, Culture and Communities ELG</u></p> <ul style="list-style-type: none"> • 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 <p><u>The Natural World ELG</u></p> <ul style="list-style-type: none"> • 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. <p>Key vocabulary:</p> <p>Land, Water, world, Earth, Continent, Country, Ocean, Europe, North America, South America, Africa, Asia, Australia, Antarctica, map, globe, England, East Sheen, address, house, natural, season</p>

<p>Year 1 Hot and Cold Places</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Know that symbols mean something on maps. Label a 4-pointed compass Draw a pictograph using whole symbols 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> What are the seven continents? What are the world's oceans? What areas of the world are hot and what areas are cold? Where are hot and cold places located? What is it like in different climates? What is the weather of the UK? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Naming and locating the 7 continents in a map. Naming and locating the 5 oceans in a map. Locating the North and South poles and the Equator and describing how the climate is. Discussing how it influences climate in surrounding areas. Identifying the weather in the UK by observing and recapping previous experiences. Create a pictograph to depict rain in the UK through the different seasons. Where are continents and oceans located in relation to the 4 cardinal points? 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Name and locate the continents and oceans Identify seasonal weather patterns in the UK Locate hot and cold areas of the world and identify the North and South Poles Show understanding that it is hotter nearer the equator and colder nearer the poles Understand features of a simple map e.g. simple symbols and keys Label a 4-pointed compass <p>Key vocabulary: Wind, Rain, Cloud, Frost, Ice, Storm, Thunder, Lightning, Flood, Weather, Season, Spring, Summer, Autumn, Winter, Temperature, Thermometer, Rainfall, Polar, Desert, Equator, Continent, Ocean, North, East, South, West, Map, Globe</p>
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<p>The UK</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To name and locate the 4 countries and capital cities in the UK. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom To use basic geographical vocab when describing a place E.g. city, town, village, factory, farm, house and shop. <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Use their own and class agreed symbols on a map. Know that symbols mean something on maps. Begin to realise why maps need a key. Use world maps, atlases and globes to identify the UK and its countries. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> Where in the world do we live? What are the UK's countries and capitals? What are the features of the countryside? What are the features of towns? What does 'aerial view' mean? What are human and physical features? How can I describe a place? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Locating, labelling and annotating a UK map Identifying features of the UK – town/countryside double bubble map Journey line using aerial view of London (including landmarks) Describe a place using digimaps and geographical vocab. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Name and locate the four countries and capital cities in the UK Understand and explain what human and physical features are Give examples of human and physical geography in the UK Draw and read from a simple map Understand features of a simple map e.g. simple symbols and keys <p>Key vocabulary: Country, city, capital, United Kingdom, England, Wales, Scotland, Northern Ireland, Key, Symbol, human and physical, geography, city, town, village, factory, farm, house, shop, river, hill, countryside, island</p>
<p>My Place in Our World</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To 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 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> How can I use a map to locate where I live? Where do I live? What human features are in my area? How do we get to Barnes Common? How can we use a map to locate where we live? 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> The points of a 4-pointed compass Read and create a simple map Identify what human features are and give examples of some in the local area Identify what physical features are and give examples of some in the local area

	<p>grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> To look at the key landmarks and features of the local environment. <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Use their address to make a plan of the landmarks in the surrounding environment. 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 	<ul style="list-style-type: none"> How can I navigate my local area? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> My place in the world map Devise simple map of the classroom Draw map symbols of sites seen on the route to Barnes Common Draw route map to Barnes Common Coordinates game (rolling a dice and pinpointing coordinates on a map). Compass activity: chn to use a compass to locate buildings around the school. 	<ul style="list-style-type: none"> Know what a landmark is <p>Key vocabulary: map, globe, plan, country, continent, ocean, area, place, position, North, East, South, West, near, far, left, right, up, down, Digital map, key</p>
<p>Year 2 Different Places</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Draw a simple map (real or imaginary) for example, freehand maps of gardens, watery places, route maps or places in stories. Use their own and class agreed symbols on a map. Know that symbols mean something on maps. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> What are the features of the UK? What are the human and physical features and how do coastal areas, the countryside and cities compare? How have human features impacted the coast and how can we help to protect our coasts? What is our local area? What are some of its human and physical features? How does our local area compare to the coast? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Field trip around local area Drawing a map Sorting between human and physical features 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Names and locations of the four countries of the UK and identify characteristics of them and the surrounding seas. What physical features are and give examples of some found in the UK. E.g. beach, cliff, seas What human features are and give examples of some found in the UK. E.g. city, road, shops, schools Knowledge that there are coastal areas, cities and countryside areas, and describe them based on their geographical features. Draw and read a simple map, showing understanding of a key and symbols <p>Key vocabulary:</p>

	<ul style="list-style-type: none"> • Begin to realise why maps need a key. • Label a 4-pointed compass • Compare locations using a 4-pointed compass • Draw a pictograph whole and partial symbols • Suggest appropriate impacts from a situation 	<ul style="list-style-type: none"> • Posters about protecting coastal areas • Comparing local area to countryside and coast 	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop, map, globe, plan, country, continent, ocean, area, place, position, North, East, South, West, near, far, left, right, up, down, Digital map, key</p>
<p>Antarctica</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans • To 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. • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Use their own and class agreed symbols on a map. • Know that symbols mean something on maps. • Begin to realise why maps need a key. • Label a 4-pointed compass • Compare locations using a 4-pointed compass 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> • Where is Antarctica? • What type of climate does it have? • What is a polar biome? • Where did Scott travel? • How have humans impacted Antarctica? • How can we protect it? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • What the Equator is, where it is located and what the climate/weather is at the Equator • Antarctica is in the South Pole and is the coldest part of the planet. • Antarctica is made up of land, whilst the Arctic – in the North Pole – is frozen ocean • That we live in a place with seasons and compare with Antarctica • Identify the continents, oceans, Equator, North and South Polar circles and the Poles on the globe/world map <p>Key vocabulary: country, area, place, position, North, East, South, West, near, far, left, right, up, down, Digital map, key, Weather, Season, Spring, Summer, Autumn, Winter, Temperature, Polar, Desert, Equator, North and South Polar Circles, Continent, Ocean, North, East, South, West, Map, Globe, Biome, Climate</p>

	<ul style="list-style-type: none"> • Draw a pictograph whole and partial symbols • Suggest appropriate impacts from a situation • Estimate a straight-line distance comparing to a simple scale (progressing in single units) using paper or string and number lines, with support and building independence by end of year 2 		
<p>Year 3 The UK</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns • To describe and understand key aspects of: <ul style="list-style-type: none"> - Physical geography, including: rivers, mountains - Human geography, including: types of settlement and land use. <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Find a location using a four-figure grid reference on a simplified map and vice versa • Use and interpret maps • Classify impacts using social, economic and environmental • Label an 8-pointed compass and use it to describe a location • Draw/ interpret a pie chart on a simple scale • Make a map of a small area with features in correct places. • Give maps a key with standard symbols 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> • What are the names and locations of the countries and capital cities of the UK? • Can you locate UK counties on a map? • What are some of the physical and human features of the UK? • Can you describe land use in urban and rural areas of the UK? • How do rural areas of The UK compare to urban areas of the UK? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Labelled a map of the UK with countries and capital cities • Adding map symbols to a map (route to swimming) • Identifying which map symbols are human or physical features • Role play as a county council – should we allow 1000 new homes to be built in our rural village? Thinking hats 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Names and locations of counties and geographical regions in the UK • The points of an 8-pointed compass • Key topographical features in the UK (including coasts and rivers). • That there are urban and rural areas in the UK and different types of settlement • Identify features of urban and rural areas and what land is used for <p>Key vocabulary: Settlement, country, capital city, county, government, north east, north west, south east, south west, urban, rural, population, land use, sea, river, island, human feature, physical feature, farming</p>

<p>Tropical rainforests</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To use learning from UK topic during rainforests topic to compare an area of UK with a settlement in The Amazon [EC1] To describe and understand key aspects of: <ul style="list-style-type: none"> - Physical geography, including: rivers, mountains, coasts and hills. - Human geography, including: types of settlement and land use. To identify and locate different biomes, climate zones, the equator, the tropics of cancer and Capricorn and vegetation belts To make a comparison of UK with South America (Amazon) <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Find a location using a four-figure grid reference on a simplified map and vice versa Classify impacts using social, economic and environmental 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> What is a tropical rainforest and where are they found? What climate zone are tropical rainforests found in? Who lives in the rainforest? What impact have humans had on The Amazon? How does the Amazon Rainforest compare to a temperate Forest? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Locate world rainforests on map, using Digi maps to help (four-figure grid reference), and create a key. Draw and label equator and tropics on to map. Cause and effect map: deforestation 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Major lines of latitude and where they are located – Equator, Polar circles, Tropics of Cancer and Capricorn The area between the Tropics of Cancer and Capricorn is called the Tropics. What biomes are found in the Tropics with a focus on tropical rainforests and then understand vegetation belts within them The connection between latitude, climate zones, biomes and vegetation belts Locations of Tropical Rainforests Differences between Tropical rainforests and temperate forests What settlements are like in tropical rainforests <p>Rolled over from previous unit: The UK is in the Temperate Zone – it is not near the equator so four seasons with changing weather. UK climate.</p> <p>Key vocabulary: Lines of Latitude, Equator, Polar Circles, Tropic of Cancer, Tropic of Capricorn, Biome, Tropics, Tropical, Rainforest, Temperate zone, Temperate forest, Vegetation, Vegetation belt, settlement, climate zones</p>
<p>Year 4 UK, Italy and North America</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To identify/locate where countries are within Europe, including Russia. Locate capital cities within Europe. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> Where on Earth do we live? What are the continents and the oceans of the world? Fieldwork (Richmond Park) 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Location of countries their capital cities within Europe, oceans and seas.

	<ul style="list-style-type: none"> • To locate Italy, UK and North America – locate cities, mountains and major rivers within these countries. • To locate and recognise continents and oceans. Focus on their shape and hemisphere. • To compare the physical and human features of a region of the UK and a country in Europe, identifying similarities and differences • To understand physical geography including: Water cycle (link to science) and mountains. • To compare climate zones across three countries. <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Follow a map of a short route with features in correct order • Use maps and atlases to locate oceans, seas and continents. • Use Ordnance survey style symbols • Identify topographical features using digital mapping. • Label an 8-pointed compass. • Use compass direction to locate places. • Make comparisons between Europe and North America. • Identify geographical features using digital mapping. • Suggest appropriate future impacts from a situation 	<ul style="list-style-type: none"> • What are the biomes and climates of Europe? • What topographical features can be found in Italy? • What human geography can I find in Italy and what is a landmark? • What are biomes and climates of North America? • What topographical features can be found in North America? • What human geography can I find in North America? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Use Digi map to find different locations including continents and oceans. • Identify lines of latitude and climate zones on a world map • Digi Maps • Messy map of Italy with physical and human features. • Add biomes of North America to the world map. • Use Digi map to identify physical and human features of North America. • Sketch map • HENLEY FORT – FIELDWORK 	<ul style="list-style-type: none"> • Location of Italy, UK and Colorado • Location of cities, major rivers, mountains, volcanoes and landmarks within the places • Understand climates of these three locations and the biomes within them • Tectonics: how mountains and volcanoes form along tectonic boundaries. <p>Key vocabulary:</p> <p>Physical features Human features Localities Continent Ocean Sea Population Biomes Latitude climate</p>
<p>Year 5</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To locate the main countries in South America. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> • What is Fairtrade? 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Causes and effect of Fairtrade

<p>Fairtrade and Brazil</p>	<ul style="list-style-type: none"> To locate and name principal cities and rivers in Brazil. To 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. To compare the physical and human features of a region of the UK and a region South America (Rio and London), identifying similarities and differences. To understand why there are similarities and differences between places To understand types of settlement and land use (study of Brazil: urban and rural), economic activity including trade links and the distribution of natural resources. <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Use longitude and latitude on a world map to locate countries Construct a chain of impacts/ reasoning from a situation e.g. this leads to this leads to this... Describe from Biome maps, Climate maps, resource maps and trade maps, using desire and flow lines. Draw a bar chart on a difficult scale Appreciate that maps cannot show everything. 	<ul style="list-style-type: none"> Where do Fairtrade products come from? How are resources distributed worldwide? Where do our clothes come from? Where is Brazil and what are some of its physical features? How does Rio De Janeiro compare to London? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Cause and effect map: Fairtrade Draw and label key lines of longitude on world map, then use lines of longitude and latitude to locate Fairtrade countries of origin and create a key. World trade game and bar chart showing UK top exports Using Digi Maps to locate and calculate distance their clothing has travelled Mark human and physical features of Brazil onto map. Double bubble map to compare Life in Rio De Janeiro with life in London. 	<ul style="list-style-type: none"> Lines of longitude and latitude and how to use them to locate places What raw materials are, where they come from and why they grow there World trade and economy Northern and Southern Hemisphere Through a study of Brazil: compare human and physical features with UK, understand types of settlement and land use, climate, biomes, vegetation, population, urban and rural <p>Key vocabulary: Fairtrade, economics, world trade, import, export, raw material, industry, manufacture, labour, developing country, employment, fuel, power, energy, market, natural resources, cargo, latitude, longitude, Northern and Southern Hemisphere, Brazil, South America, Amazon Basin, Highlands, Pantanal, City, coastal, Rio De Janeiro, Urban, Rural, human, physical, population density</p>
<p>Rivers</p>	<p>Pupils will learn:</p>	<p>Geographical enquiry:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p>

	<ul style="list-style-type: none"> To 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. To describe and understand key aspects of physical geography, including: rivers To identify human features of rivers and understand human impact on rivers <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Make sketch maps of an area using symbols and a key. Use agreed symbols on a world map. Appreciate that maps cannot show everything. Construct a chain of impacts/ reasoning from a situation e.g. this leads to this leads to this... Calculate a distance using a complex scale and digital mapping 	<ul style="list-style-type: none"> Where are rivers located around the world? Where do rivers come from? How do rivers change over time? How have humans impacted The River Thames? How can we protect our rivers? Why do rivers matter to humans and what do they have to do with cities? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> Label a world map using agreed symbols to show rivers. Plasticine model of river in groups and use cocktail stick flags to annotate. Active learning - human river Fieldwork: Sketch map of the River Thames or its tributary identify human and physical features Thinking hats activity evaluating how rivers are used and planning creative ways to improve. Present ideas. In pairs, and using Digi maps, annotate a map of London with photos and captions from fieldwork. 	<ul style="list-style-type: none"> Location of major rivers around the world and settlement patterns in relation to rivers The features of a river and its journey from source to mouth Understanding of erosion and deposition, and how meanders and oxbow lakes are formed Human impact on rivers How the Thames, and its use by people, has changed over time <p>Key vocabulary: Source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland, marshland</p>
<p>Year 6 Earthquakes and Volcanoes</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> To locate volcanoes (looking at the Pacific Ring of Fire – North and South America – and the volcanic activity of Hawaii) To locate countries of North America (then focus on volcanoes) 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> Where in the world are volcanoes found? How do volcanoes erupt? What is the Earth made up of? What are tectonic plates? How do volcanoes form? 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> Location of Pacific ring of fire and know why volcanoes form there Countries of North America and Volcanoes located there How volcanoes are form and erupt

	<ul style="list-style-type: none"> • To name and locate geographical regions and their identify their human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North (volcanoes and San Francisco) and South America (Pacific Ring of Fire, and Andes) and Asia (Himalayas). • Physical geography including: Volcanoes, earthquakes and mountain ranges • Human Geography: Why do people live in these places? <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Draw thematic maps, for example, local open spaces. • Use agreed and Ordnance Survey symbols. (Separate skills lesson and fieldwork) • Appreciate that maps cannot show everything. • Find a location using six figure grid reference on a simplified map and vice versa • Find locations and grid references on an Ordnance survey map • Construct a chain of impacts/ reasoning from a situation e.g. this leads to this leads to this 	<ul style="list-style-type: none"> • What is the difference between active, dormant and extinct? • What are the positives and negatives of living near volcanoes? • What is an earthquake? • What is the role of tectonic plates in the formation of earthquakes? • Where do earthquakes happen? • What is the focus? • What is the epicentre of an earthquake? • What are seismic waves? • What is it like living in an earthquake zone? <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Digimaps • Research • Thematic map showing active, dormant and extinct volcanoes • Drawing a diagram of volcano • Evaluation positives and negatives of an earthquake zone using thinking hats • Thematic map of seismic hazard • Create a TV documentary explaining how earthquakes happen - cause and effect • Create their own seismograph • Earthquake drill 	<ul style="list-style-type: none"> • What tectonic plates are and location of their boundaries • Active, dormant and extinct volcanoes • What causes an earthquake and where they happen • What it is like living near a volcano • What it is like living in an Earthquake zone <p>Key vocabulary: Volcano, Earthquake, Tectonics, Tectonic Plates, Pacific Ring of Fire, Eruption, Seismic, extinct, dormant, active, epicentre, formation, core, crust, Richter Scale, Magnitude, Land slide, epicentre, shockwaves, trembling, lava, ash, magma,</p>
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	<ul style="list-style-type: none">• Calculate a straight-line distance using a moderately difficult scale – Kensuke (Cross-curricular with English)		
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