



Geography Progress Document

Key Vocabulary:					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
map, street, road signs, office, supermarket, post office, church, map symbol, address, post code, urban, rural, landmark, village, town, city, street, house, United Kingdom, England, Wales, Scotland, Ireland, sea, hot, cold, season, weather, north, south, east, west, globe, compass, north pole, south pole, equator, deciduous, local area, journey, near, far, left, right, journey, travel, summer, autumn, winter, spring, car, train, bus, lorry, wind, snow, rain, hail, fog, wet, wide, narrow	Globe, mape, England, Scotland, Northern Ireland, Eire, Wales, environment, continent, Antarctica, North America, South America, Europe, Africa, Asia, Australia north pole, south pole, equator, desert, hemisphere, humid, weather, season, camouflage, scorching, sea, ocean, capital city, London, Edinburgh, Cardiff, Belfast, human feature, semi-detached, terraced, address, larger, smaller, behind, physical feature, mountain, lake, island, valley, river, cliff, forest, beach, globe, map, below, left, right, next to, compare, similar, different, sketch, symbol	geologist, map, globe, compass, scale, key, symbol, North, South, East West, North east, South East, South West, North West, locate, southern hemisphere, northern hemisphere, Arctic, Antarctic, European, country, city, human feature, settlement, harbour, factory, environment, physical feature, settlement, rural, suburban, agriculture, fertile, location, locality, sphere, layer, outer core, inner core, mantle, crust, volcano, eruption, magma, lava, dormant, sill, vent, continental crust, oceanic crust, limestone, metamorphic, marble, igneous, sedimentary, permeable, impermeable, porous, similar, different, sketch, diagram, plan,	geologist, map, globe, grid reference, scale, key, symbol, water cycle, evaporation, condensation, canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, equator, temperate, deciduous, coniferous, tundra, taiga, tropical, desert, temperate, extinction, destruction, biodiversity ,vegetation belt, livestock, transport, population, landform, landuse, human feature, physical feature, Richter scale, magnitude, disaster, destruction, earthquake, tectonic plate, tsunامي, core, crust, seismic, seismograph, rigid, energy, after-shock, fault, active fault, landslide, sketch, plan, graph,	geologist, map, globe, grid reference, scale, contour, symbol, key, tropics of cancer and Capricorn, Greenwich Meridian, time zone, climate zone, longitude, latitude, biome, desert, tropical, taiga, tundra, coniferous, deciduous, water cycle, precipitation, transpiration, atmosphere, convection, Beaufort scale, cloud formation, air pressure, wind speed/ direction, circulate, stratus, cirrus, cumulus, forecast, heatwave, flood, drought, altitude, barometer, cold front, meteorologist, prediction, human features, physical features, geographical similarities/ differences, population, sketch, plan, graph,	geologist, map, globe, ordinance survey, scale, contour, grid reference, location, river, mouth, source, meander, waterfall, erosion, floodplain, deposition, transportation, tributary, ox-bow lake, confluence, delta, stream, river, ocean, sea, current, peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic plates, Pangaea, continental drift, convergent, divergent, transform boundary, subduction, earthquake, fold mountains, eruption, fault, magnitude, landslide, saturated, industrial, developed, third world, migrate, population, industrial, urbanisation, density, pollution, ozone, climate change, flora, fauna,



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Year 1	Spring-Our World (local area/ contrasting locality)	Summer-The Circus is Coming to Town	
Locational knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	name and locate the world's seven continents and five oceans	
Place knowledge	Understand human and physical geographical similarities and differences, comparing the local area with a contrasting non-European country	Physical geographical similarities and differences comparing the local area with a contrasting non-European country	
Human and physical	Identify daily weather patterns in the UK Use basic geographical vocabulary to refer to: Key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: city, town, village, factory, farm, house, office, port, harbour and shop	use basic geographical vocabulary to refer to: Key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: city, town, village, factory, farm, house, office, port, harbour and shop	
Skills and fieldwork	World maps, atlases and globes to identify the UK and its countries Simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) and describe location of features and routes on a map aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	World maps, atlases and globes to identify countries, continents and oceans Simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) and describe location of features and routes on a map aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	
Locational knowledge		Human and physical Geography	Geographical skills and fieldwork
<input type="checkbox"/> Identify the four countries making up the United Kingdom <input type="checkbox"/> Name some of the main towns and cities in the United Kingdom <input type="checkbox"/> Point out where the equator, north pole and south pole are on a globe or atlas <input type="checkbox"/> Name a few towns in the south and north of the UK <input type="checkbox"/> Name and locate the world's 7 continents and 5 oceans		<input type="checkbox"/> Identify the daily weather patterns in the UK and explain why different clothes are worn at different times of the year <input type="checkbox"/> Locate cold areas of the world in relation to the North and South Poles <input type="checkbox"/> Describe the main features of a cold place <input type="checkbox"/> Use basic geographical vocabulary to describe the human and physical features of a locality	<input type="checkbox"/> Use maps, atlases and a globe to locate the UK and its countries as well other regions/ countries/continents studied <input type="checkbox"/> Use simple fieldwork and observational skills to study the geography of the local area <input type="checkbox"/> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
Place Knowledge			
		<input type="checkbox"/> Talk about what is liked about the local area <input type="checkbox"/> Talk about the types of animals and plants found in the local area and compare this to the types of animals and plants found in an Asian country <input type="checkbox"/> Answer some questions using books, the internet and atlases <input type="checkbox"/> Think about a few relevant questions to ask about a locality. <input type="checkbox"/> Begin to identify the geographical similarities and differences between the local area and a small area in an Asian Country	



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Year 2	Summer 1-From A to B-Transport	Summer 2-Hurrah Let's go on Holiday		
Locational knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and the five oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and the five oceans		
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country		
Human and physical	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 North and South Poles	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 North and South Poles Use basic geographical vocabulary to refer to: Key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: city, town, village, factory, farm, house, office, port, harbour and shop		
Skills and fieldwork	Use simple compass directions (North, South, East and West) and locational and directional language to describe 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 Use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied through this unit		
Locational knowledge		Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none">□ Name the major cities of England, Wales, Scotland and Ireland□ Name the continents of the world and find them in an atlas□ Name the world's oceans and find them in an atlas□ Find where they live on a map of the UK□ Make links between the countries of the UK and its neighbours□ Understand that maps can vary in scale and detail□ Understand that the earth is a sphere and maps are a 2d representation		<ul style="list-style-type: none">□ Describe what is liked and not liked about the local environment, offering emotional opinions of places, e.g. I am happy...I feel safe...I think best□ Explore and enquire whether everyone in the area has similar experiences□ Answer questions using books, the internet and atlases□ Devise simple, relevant questions to ask about a locality.□ Understand the geographical similarities and differences between the local area and a small area in an African Country	<ul style="list-style-type: none">□ Identify the seasonal weather patterns in the UK□ Locate and describe the main features of hot areas in the world in relation to the Equator□ Use more specific geographical vocabulary to describe the human and physical features of a locality□ Describe some human features of the local environment such as the way people travel, recognising that this varies across the world□ Begin to recognise that some people spoil an area and that some people try to make an area better□ Explain how seasonal weather patterns affect people	<ul style="list-style-type: none">□ Use aerial photographs and plan perspectives to recognise landmarks; devise a simple map; and use and construct symbols in a key□ Use simple fieldwork and observational skills to study the geography of the school's surrounding environment□ Use the senses to explore the local area□ Ask people their opinions about an area; how it has changed and how it may look in the future



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Year 3	Summer 2-Different places, Similar Lives			
Locational knowledge	Name and locate counties and cities and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time			
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	Describe and understand key aspects of: physical geography, including: climate zones, biomes and the water cycle human geography, including; settlements and land use and distribution of natural resources			
skills and fieldwork	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Use four figure grid references, symbols and key 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 a local area, using a range of methods including sketch maps, plans and graphs			
Locational knowledge		Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<input type="checkbox"/> Locate and name the countries making up the UK with their capital cities <input type="checkbox"/> Use world maps, atlases and globes to name and locate the countries of Europe and identify their main physical and human characteristics <input type="checkbox"/> Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle <input type="checkbox"/> Describe how the locality of the school has changed over time		<input type="checkbox"/> Ask and answer geographical questions about the human and physical characteristics of a location <input type="checkbox"/> Know that geographical features created by nature are called physical features and that these include beaches, cliffs and mountains <input type="checkbox"/> Know that geographical features created by humans are called human features and that these include houses, factories and train stations <input type="checkbox"/> Describe geographical similarities and differences <input type="checkbox"/> Explain views about locations giving reasons, using key vocabulary	<input type="checkbox"/> Describe and identify the effect of weather and seasons and know that this differs locally and nationally in the UK <input type="checkbox"/> Confidently describe the physical features of a locality <input type="checkbox"/> Confidently describe the human features of a locality and explain why the locality has human features <input type="checkbox"/> Describe similarities and differences between UK climate and that of the chosen region <input type="checkbox"/> Know that different types of settlements include rural, town, village, city and suburban areas <input type="checkbox"/> Know different types of land use: agricultural, recreational, housing	<input type="checkbox"/> Confidently use the four compass points- accurately plot NSEW on a map <input type="checkbox"/> Recognise the eight points of the compass <input type="checkbox"/> Use maps, atlases and a globe to compare key features <input type="checkbox"/> Find the same place on a map, on a globe and in an atlas <input type="checkbox"/> Work out how long it would take to get to a given destination taking account of the mode of transport <input type="checkbox"/> Know that a four-figure grid reference contains four numbers; the first two are called the easting and are found along the top and bottom of a map; the second two are called the northing and are found up both sides of a map



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Year 4	Spring-Saving the World-Rainforests	Summer-Active Planet	
Locational knowledge	Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Locate the world's countries using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical characteristics	
place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region within South America	Understand geographical similarities and differences through the study of physical geography	
human and physical	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belt, rivers and the water cycle human geography, including: types of settlement and land use	Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes human geography, including: types of settlement and land use	
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 figure grid references, symbols and key to build their knowledge of the wider world	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world	
Locational knowledge		Human and physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <input type="checkbox"/> Name and locate the geographical/ environmental regions of the UK <input type="checkbox"/> Describe and identify a location's key physical and human features and know how some of these aspects have changed over time <input type="checkbox"/> Locate and name the world's countries <input type="checkbox"/> Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle <input type="checkbox"/> Give some reasons why some features are as they are and ask, "What may this place be like in the future?" 		<ul style="list-style-type: none"> <input type="checkbox"/> Identify physical features- earthquakes and volcanoes- explaining the process acting on them and how humans manage them <input type="checkbox"/> Explain how a locality has changed over time with reference to physical features <input type="checkbox"/> Know that types of settlements will vary according to physical features <input type="checkbox"/> Simply describe the impact that people have on their environment and how they are trying to manage it <input type="checkbox"/> Begin to understand that human features are interconnected by function, type and transport links <input type="checkbox"/> Begin to use and identify the terms biome and vegetation belt and relate these to different types of land use. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the eight compass points- accurately plot NSEW on a map <input type="checkbox"/> Use maps, atlases and a globe to locate and compare key features, for example active volcanoes <input type="checkbox"/> Use four figure grid references <input type="checkbox"/> Make detailed sketches of a locations features, annotating with appropriate geographical words



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Year 5	Autumn 1- Weather and Climate			
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 and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of longitude, latitude, 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 and South America			
human and physical	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle human geography, including: the distribution of natural resources including energy, food, minerals and water			
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 keys to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Locational knowledge		Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<input type="checkbox"/> Name, locate and map the geographical/ environmental regions of the UK <input type="checkbox"/> Describe and identify a location's key physical and human features and understand how some of these aspects have changed over time <input type="checkbox"/> Locate and name the world's countries, identifying human and physical features using maps <input type="checkbox"/> Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand the term GMT and explain how time zones work <input type="checkbox"/> Give succinct reasons why some features are as they are and use knowledge and understanding to suggest what a place may be like in the future taking into account issues impacting on human features		<input type="checkbox"/> Find possible answers to their own geographical questions generated through understanding of the human and physical features of locations <input type="checkbox"/> Know that the seven continents vary in size, shape, location, population and climate <input type="checkbox"/> Know that weather patterns and climates cause droughts and that these create challenges for developing countries <input type="checkbox"/> Describe and geographical similarities and differences between the UK, European and North and South American regions <input type="checkbox"/> Compare and contrast where people live, giving reasons for differences	<input type="checkbox"/> Describe and understand key aspects of: the water cycle, including transpiration, climate zones, biomes and vegetation belts <input type="checkbox"/> Summarise a physical, human or environmental issue, it's possible causes, and solutions <input type="checkbox"/> Summarise the impact that people have on their environment and how they are trying to manage it <input type="checkbox"/> Identify physical features- water cycle, cloud formation etc.-explaining the processes acting on them and how humans manage them <input type="checkbox"/> Collect statistics about people, places and present them in the most appropriate way <input type="checkbox"/> Report on ways in which humans have both improved and damaged the environment	<input type="checkbox"/> Make careful measurements of rainfall, temperature, distances and depths and record these in the most suitable way <input type="checkbox"/> Map land use of a location with a given criteria <input type="checkbox"/> Use and devise maps and plans of localities that include keys, 6-figure grid references, a scale and an eight point compass rose <input type="checkbox"/> Interpret Ordnance Survey maps, including using six-figure coordinates and scale <input type="checkbox"/> Ask and respond to questions that are more causal, e.g. why is that happening in that place? Could it happen here? <input type="checkbox"/> Express and explain opinions on geographical and environmental issues and recognise why others may think differently



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Year 6	Autumn 2-What a Wonderful World		
Locational knowledge	<p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of longitude, latitude, 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)</p>		
Place knowledge	<p>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 and South America</p>		
Human and Physical	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>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</p>		
Skills and fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		
Locational knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> □ Name, locate and map the counties and cities of the UK □ Use GPS to locate a range of key locations, for example, boundaries relating to tectonic movement □ Use Geographical Information Systems to view, analyse and interpret places and data □ Describe how locations around the world are changing and explain some reasons for change □ Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations 	<ul style="list-style-type: none"> □ Understand geographical similarities and differences between UK, European and N/S American regions □ Describe how countries and geographical regions are diverse and yet interconnected and interdependent-e.g. climate, biomes, rivers,etc □ Understand that climate and extreme weather can affect the size and nature of settlements □ Analyse and give views on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps) 	<ul style="list-style-type: none"> □ Know that the polar oceans are significantly colder than other world oceans, influencing the presence of sea ice □ Describe the impact of climate change, know what it is caused by and how humans are contributing to it □ Understand human geography relating to population, international development, economic activity and the use of natural resources □ Understand the physical geography relating to: biomes, plate tectonics, mountains, rivers and coasts, weather and climate □ Understand how human and physical processes interact to have an impact on the landscapes both in terms of spatial variation and change over time, for example location of cities of the world in relation to rivers □ Discuss, debate and make decisions considering ethical, moral and cultural viewpoints 	<ul style="list-style-type: none"> □ Create maps of locations identifying patterns such as: land use, climate zones, biomes, population densities, height of land □ Understand a geographical area by: using grid references and lines of longitude and latitude to identify position; contour lines to identify height above sea level; and map symbols to identify human and physical features □ Use fieldwork to collect, analyse and draw conclusions from geographical data, using sources of increasingly complex information to recognise and explain patterns and trends □ Explore locations from a numerous perspectives and reflect on own beliefs



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Geography in the Local area-KS1/2- Looking at the world with a geographical lens

Physical Geography	Human Geography	Environmental Geography
<p>Water features</p> <ul style="list-style-type: none"> streams and rivers pond or lake estuary coastal area canals and channelization <p>Landscape features</p> <ul style="list-style-type: none"> slopes hills valleys mountains <p>Rocks and Soils</p> <ul style="list-style-type: none"> surfaces where rocks and soils may be observed <p>Weather and seasonal change</p> <ul style="list-style-type: none"> weather observations and measurements sites for investigating microclimate seasonal change evidence of weathering micro-climates, aspects, shade <p>'Natural' areas</p> <ul style="list-style-type: none"> local park local woodland different plants and wildlife gardens, allotments hedgerows/ 'avenue' trees 	<p>A range of buildings (houses, shops, places of worship, health facilities, etc.)</p> <ul style="list-style-type: none"> building materials architectural style function patterns/ zoning <p>A range of land uses</p> <p>Industry, trade and services</p> <ul style="list-style-type: none"> farming, fishing, forestry, quarrying factories, manufacturing units, offices warehouses shops-corner shop, parade of shops, supermarket, retail park leisure facilities-park, library, leisure centre, sports club, social club services- medical centre, emergency services, recycling area <p>Transport</p> <ul style="list-style-type: none"> safe places for traffic surveys different types of roads, paths and cycle ways bus and train routes transport hubs-railway and bus station signs and maps bridges <p>Settlements</p>	<p>Changes over time to buildings and land use</p> <p>Environmental quality</p> <ul style="list-style-type: none"> valued spaces and buildings sites to assess environmental quality (e.g. local streets, park, focal points) street furniture <p>Caring for the environment</p> <ul style="list-style-type: none"> Places that are/ are not cared for opportunities for improvement <p>Local issues. e.g.</p> <ul style="list-style-type: none"> derelict sites, empty shops/ buildings traffic congestion public transport provision road/ housing/ industrial/ retail/ leisure development schemes litter 'hotspots' <p>Sustainability and sustainable development</p> <ul style="list-style-type: none"> sustainable buildings/ developments/ initiatives refuse/ recycling facilities <p>Exploring sustainability in everyday life</p> <ul style="list-style-type: none"> food and drink clothing books, toys and other manufactured goods energy use, generation, and conservation water supply and use



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<p>Emotional response: how do different places, sights, sounds make you feel?</p> <p>Sensory response: what can you see, smell, touch, hear? Are the sensations equal, or are some louder, stronger, smoother etc</p>	<ul style="list-style-type: none">• sites showing origin of settlements (river crossing point, port, defensive site, route centre etc.)• Old core of modern settlement• evidence of growth, change, decline, redevelopment/ gentrification• communications, energy, water infrastructure• types of housing: terraced, semi, detached, high rise• Street art, graffiti, imagery (adverts, fly posts)	<ul style="list-style-type: none">• travel choices and consequences• consumption, waste, recycling
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adapted from Julia Tanner: Everyday Guide to Primary Geography: Local Fieldwork