Ladygrove Primary School – Geography Progression of Knowledge and Skills 2026-2027

	Nursery	Reception	Year 1 (KS1) With a focus on England and Kenya	Year 2 (KS1) With a focus on Dawley and Da Nang	Year 3 (LKS2) With a focus on United Kingdom and Italy and New Delhi	Year 4 (LKS2) With a focus on Central and Western Europe, North and South America	Year 5 (UKS2) With a focus on Europe, North and South America and Antarctica	Year 6 (UKS2) With a focus on United Kingdom and South and North America
Locational Knowledge	I know how to talk about my environment. I know how to talk about what I see. I know changes happen in my environment. I know why some of these changes happen. I know that there are different countries in the world. **As a Geographer:** I can say where I am in the nursery or school. I can say what is in the room and where is it (near what, next to what…) I can talk about what is in the indoor and outdoor classroom.	I know where my classroom is. I know where I live. I know my school is in Dawley. I know I live in Telford. **As a Geographer:** I can talk about similarities and differences in relation to places, objects, materials and living things. I can locate my school on a map. I can locate Telford on a map.	**My Super World:** I know the UK is made up of four countries. I know the location of the four countries of the UK. I know the United Kingdom is an island and that it is surrounded by sea. I know that I live in England. I know the world has continents and oceans. **Houses and homes:** I know that homes are designed for people to stay comfortable depending on the climate where they live. I know there are hot and cold countries. I know where some hot and cold countries are. **K is for Kenya:**	**At the beach:** I know the names of the capital cities in the UK. (London, Cardiff, Edinburgh, Belfast) **Dawley to Da Nang:** I know the names of the seven continents in the world. I know that we live in the continent of Europe. I know the names of the five oceans. I know Vietnam is a country in Asia. I know that Da Nang is a city in Vietnam. **As a Geographer**: I can locate and name the continents on a world map and on a globe. I can locate and label the five	**Inspiring Ironbridge:** I know how to quickly recall the names of the capital cities in the UK. (London, Cardiff, Edinburgh, Belfast). I know I live in the county of Shropshire. **Flow:** I know the names of some nearby coasts. I know that the River Severn is in Shropshire and runs through England and Wales. I know the names of other Rivers around the world e.g. River Amazon and Nile. I know the River Po is in Italy and runs through the Northern part of the country. I know some of the features of the	**Currents of change: The ocean's role in our world:** I know the location of Australia on a world map. I know the location of the Great Barrier Reef in Australia. **Erupting Earth: A Journey into Volcanoes** I know the location of some countries in Europe and North and South America. I know the name of some mountain ranges and can state which continent they are in. I know the location of some volcanoes around the world. I know where some earthquakes happen. **Living above the clouds: Life in the alps:**	**Wild Earth: Frozen regions** I know the location of Antarctica on a world map. I know Antarctica is far south of the globe. I know the position and significance of latitude, longitude. the Equator, the Arctic and Antarctic Circle, North and South Pole. I know the Northern and Southern Hemisphere experience seasons at different times. I know how to plan a route around school. I know how to follow compass directions and my map to navigate around the school grounds. **Wild Earth: Deserts** I know the lines of latitude where hot	**Telford over time** I know that Telford and Shrewsbury are towns within Shropshire. I know the River Severn runs through Telford and Shrewsbury. I know the different ways the River Severn is used in Telford and Shrewsbury. I know the impacts on businesses due to the River Severn flooding in Telford and Shrewsbury. I know how the land is used in Telford and Shrewsbury. I know how the land use has changed over time within Telford and Shrewsbury. **Hola Mexico:** I know Mexico is a country in North America. **Attenborough's Army:** I know the Amazon is a River.

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	I can talk about where I am in the neighbourhood, and what is there. I can name my school. I can name my town. I can name the planet we live on. I can play with a globe.		I know that Kenya is a country in Africa. I know that Kenya is in a different continent to England. **As a Geographer:** I can name and locate the four countries making up the British Isles on world maps and on a globe. I can talk about the main features of each of the four countries that make up the United Kingdom. I can locate England on maps, globes and in atlases. I can locate Africa on a world map and on a globe. I can locate Kenya on a map of Africa. I can talk about how houses are designed depending on the climate of the country in which they are located. I can locate where some hot and cold countries are on a map.	oceans using maps, atlases, and globes. I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. I can locate the continent of Asia on a world map and a globe. I can locate Vietnam on a map of Asia.	city of Rome e.g. The Colosseum. I know the names of some of the other countries in Europe e.g. France, Germany. **Settling in: The geography of where we live:** I know the location of some cities in the UK. I know the location of some geographical regions in the UK. I know the difference between villages, towns and cities. I know the location of New Delhi. I know how to use an OS map. I know Russia is the largest country in the world. I know Russia is in the continents of Europe and Asia. **As a Geographer**: I can locate the county of Shropshire on a map of England. I can name and locate nearby	I know The Wrekin is a hill in Telford. I know some similarities and differences between hills and mountains. I know the location of the Alps on a map. I know the Alps are in Europe. I know the Alps are in eight countries. **As a Geographer:** I can locate and label the seven continents. I can locate Australia on a world map. I can locate the Great Barrier Reef in Australia. I can locate the Alps on a world map. I can locate the Alps on a map of Europe. I can locate the eight countries that the Alps are in. I can name and locate The Wrekin on a map of Telford. I can locate some countries in Europe and North and South America using maps. I can locate mountain ranges and their continents. I can	desert biomes are located. I know the characteristics of a hot desert biome. I know how to describe the climate and weather in a hot desert biome. I know some plants and animals that live in a hot desert biome. I know how to identify characteristics of two contrasting biomes and compare land use. I know the location of the largest deserts in each continent. I know the Mojave Desert is in North America. I know the Mojave Desert is in a different time zone to the UK. I know the location of Death Valley. **Energized Earth: How geography shapes energy choices** I know the location of UK cities on a map. I know how to use a world map to plot significant trading routes.	I know that Brazil is a country that has areas of rainforest. I know the terms Tropics of Cancer and Capricorn. I know why the Prime/Greenwich Meridian and time zones are significant (including day and night). I know how the Pangea impacted on animal habitats. **As a Geographer:** I can locate Telford and Shrewsbury on a map of Shropshire. I can locate the River Severn on a map of the United Kingdom and identify where it runs through Telford and Shrewsbury. I can compare what Telford and Shrewsbury used to be like compared to now. I can name and locate Mexico on a map of North America. I can locate the continent of South America on a world map, globe and in atlases. I can locate the Amazon River on a map of South America. I can name and locate rainforests within

					coasts on a map of the United Kingdom. I can locate and name the continents on a world map and on a globe. I can name and locate Italy on a map of Europe. I can see where England is in relation to Italy on a map of Europe. I can name and locate the River Severn, River Amazon, River Nile and River Po on a map. I can locate the city of Rome on maps. I can name and locate the Colosseum on a map of Italy. I can locate some geographical regions in the UK. I can locate some cities in the UK. I can explain the difference between villages, towns and cities. I can locate New Delhi on a map. I can follow a route on an OS map. I can describe and debate why Russia can be classed as being	describe where to find volcanoes globally. I can locate where some earthquakes happen.	I know how to use a digital map to identify energy production in an area of Texas. I know the Prime/Greenwich Meridian and time zones (including day and night). **As a Geographer:** I can locate Antarctica on a world map and globe. I can identify latitude, longitude, the equator, the Northern Hemisphere, the Southern Hemisphere, the Arctic and Antarctic Circle, the North and South Pole on a world map and on a globe. I can describe the difference in climates between the North and South Pole. I can identify the lines of latitude where hot desert biomes are located. I can describe the characteristics of a hot desert biome. I can describe the climate and weather in a hot desert biome. I can	Brazil on a map. I can locate the Tropics of Cancer and Capricorn on a world map and on a globe. I can explain the significance of the Prime/Greenwich Meridian and time zones. I can explain why certain animals live in different continents (Pangea).

					in Europe and Asia.		name some plants and animals that live in a hot desert biome. I can compare two contrasting biomes and compare land use. I can locate the largest deserts in each continent using a map. I can locate the Mojave Desert on a map of North America. I can locate Death Valley in the Mojave Desert. I can locate cities in the UK. I can map significant energy trading routes. I can use a digital map to identify energy production in an area of Texas. I can locate the Prime/Greenwich Meridian on a world map.	
Locational Knowledge	**Early Learning Goals**		**End of Key Stage 1 Expectations**		**End of Key Stage 2 Expectations**			
	<u>People, Culture and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		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.		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).			

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	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Place Knowledge	I know there are different countries in the world and I can talk about some of the differences between them. **As a Geographer:** I can talk about the features of my own immediate environment.	I know how to compare where I live to other places. **As a Geographer:** I can talk about the features of my own immediate environment and how environments might vary from one another.	**K is for Kenya:** I know some similarities and differences between England and Kenya. **Houses and homes:** I know that homes are designed for people to stay comfortable depending on the climate where they live. I know there are hot countries and cold countries. **As a Geographer:** I can recognise similarities and differences of geographical features in my own immediate environment. I can talk about people and places within my local environment. I can locate England on a world map, a globe and in atlases. I can locate Kenya on a world map, a globe and in atlases. I	**Dawley to Da Nang:** I know some similarities and differences between Dawley and Da Nang – weather, housing, schools, location, culture. **As a Geographer**: I can locate Dawley on a map of Telford. I can locate the continent of Asia on a world map and a globe. I can locate Vietnam on a map of Asia. I can locate Da Nang on a map of Vietnam. I can identify human and physical features of Dawley. I can identify human and physical features of Da Nang. I can compare similarities and differences between Dawley and Da Nang. I can identify the key features of a	**Flow:** I know the similarities and differences between the River Po and Severn/ Rome and Ironbridge. **Settling in: The geography of where we live:** I know some similarities and differences between land use and features in New Delhi and my local area. **As a Geographer:** I can locate Ironbridge on a map of Telford. I can locate Italy on a map of Europe. I can locate Rome on a map of Italy. I can locate the River Po on a map of Italy. I can locate the River Severn on a map of the United Kingdom. I can identify human and physical features of Ironbridge. I can	**Living above the clouds: Life in the alps:** I know some similarities and differences between the local area and an alpine area. **As a Geographer:** I can compare the human geography of the local area with an Alpine area. I can compare the physical geography of the local area with an Alpine area. I can identify similarities and differences between the two areas.	**Wild Earth: Frozen regions** I know some similarities and differences between life in the UK and life in Antarctica. **Wild Earth: Deserts** I know some similarities and differences between the UK and Desert Mojave in North America. **As a Geographer:** I can compare the human geography of the UK with Antarctica. I can compare the physical geography of the UK with Antarctica. I can compare the human geography of the UK with the Mojave Desert in North America. I can compare the physical geography of the UK with the Mojave Desert in North America. I can identify similarities and differences	**Telford over time** I know the similarities and differences between Telford and Shrewsbury. **As a Geographer:** I can locate Telford on a map of England. I can locate Shrewsbury on a map of England. I can identify human and physical features of Telford. I can identify human and physical features of Shrewsbury. I can compare similarities and differences between Telford and Shrewsbury.

			can compare England with Kenya. I can identify human and physical features of my local area. I can compare similarities and differences between England and Kenya. I can identify the continent of Europe on a world map, on a globe and in atlases. I can identify the continent of Africa on a world map and a globe. I can name and describe the type of house that I live in. I can talk about how houses are designed depending on the climate of the country in which they are located.	location in order to say whether it is a city, town, village, coastal or rural area.	identify human and physical features of Rome. I can compare similarities and differences between Ironbridge and Rome. I can locate New Delhi on a map. I can identify human and physical features of New Delhi. I can compare similarities and differences between the local area and New Delhi.		between the two areas.	
Place Knowledge	**Early Learning Goals**		**End of Key Stage 1 Expectations**		**End of Key Stage 2 Expectations**			
	<u>People, Culture and Communities</u> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries,		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.		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.			

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	drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.							
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Human and physical geography.	I know the pictures to represent the weather. I know the names of the pictures to represent weather such as sun, rain, wind. I know how to use simple language to describe the physical and human features of my immediate environment e.g. home, school, car, road, playground, fence, table, chair, toilet. **As a Geographer:** I can talk about the weather by looking out of the window. I can show I care for the environment. I can observe and describe the human and physical features of my immediate environment.	I know the terms rainy, windy, sunny, snowy. I know the names of the 4 seasons. I know how to use simple language to describe the physical and human features of the local environment e.g. field, path, grass, tree. **As a Geographer:** I can make observations of the daily weather patterns. I can make observations of the environment and explain why some things occur and talk about changes. I can observe and describe the human and physical features of my immediate environment.	**My Super World:** I know the human and physical features of the school grounds – The Spinney, the field, The Mini-Spinney, the allotment, The Peace Garden etc. **K is for Kenya:** I know the seasonal and daily weather patterns in the UK. **Houses and homes:** I know there are hot and cold countries. **As a Geographer:** I can make observations of the daily and seasonal weather patterns in the UK. I can observe and describe the human and physical features of the school grounds.	**At the beach:** I know what basic geographical vocabulary refers to: key physical features, including: beaches e.g. cliff, coast, hill, mountain, sea, ocean and key human features, including: beaches e.g. shops, harbour, port, pier. **Dawley to Da Nang:** I know some key human features and physical features of Dawley. I know some key human features and physical features of Da Nang. I know where some hot and cold places are within the world. I know where the Equator is. I know where the North and South poles are.	**Flow:** I know how to describe and understand key aspects of: - physical geography including rivers and the water cycle. I know some key human features and physical features of Rome. **Inspiring Ironbridge:** I know how to describe and understand aspects of human geography including types of settlement and land use – Ironbridge Field Trip. Economic activity – tourism focus with Ironbridge. I know Ironbridge is important due to the distribution of natural resources including energy, food, minerals, and water. I know some key human and	**Erupting Earth: A Journey into Volcanoes** I know how and where a mountain is formed. I know that mountains are found on or near plate boundaries. I know what a tectonic plate is. I know the names of the four layers of the Earth. I know how volcanoes form. I know how to classify volcanoes. I know some negative and positive effects of living near a volcano. I know what an earthquake is and how it happens. I know some places earthquakes happen. I know some negative effects of earthquakes. I know some different types of rock.	**Wild Earth: Deserts** I know some physical features found in a desert. I know how humans use Mojave Desert. I know how human activity can contribute to the changing climate and landscape of a desert. I know some of the threats to deserts. I know some benefits and drawbacks of living in a desert environment. I know how to describe if a desert environment is hospitable. I know how to describe and understand aspects of human geography including types of settlement and land use. **Wild Earth: Frozen regions** I know how to describe and understand key aspects of:	**Hola Mexico:** I know how to describe, understand and explain key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and volcanoes and earthquakes. **Attenborough's Army:** I know the impact of climate change on the environment. I know the names of key rainforests. **Telford over time** I know some key human and physical features of Telford. I know some key human features and physical features of Shrewsbury. I know the names of key landmarks and mountains. **As a Geographer:** I can observe and describe the human and physical features of Telford. I can observe and

				As a Geographer: I can observe and describe the human and physical features of Dawley. I can describe the human and physical features of Da Nang. I can observe and describe the human and physical features of beaches. I can locate the equator on a world map and on a globe. I can locate some the North and South Poles on a map of the world. I can locate some hot and cold areas on a map and globe.	physical features of Ironbridge. **Settling in: The geography of where we live:** I know some human and physical features in New Delhi. I know the reasons for the location of human and physical features in the local area. I know why the land use in my local area may have changed. **As a Geographer:** I can explain why Ironbridge is important for trade e.g. distributing natural resources. I can observe and describe the human and physical features of Ironbridge. I can describe the human and physical features of Rome. I can describe the human and physical features of New Delhi. I can explain the reasons for the	**Living above the clouds: Life in the alps:** I know the locations of the key physical and human characteristics of the Alps. I know some of the physical and human features of an Alpine region. I know locations of key physical and human features in the local area. I know how the land is used in the local area. **Currents of change: The ocean's role in our world:** I know how to describe and understand key aspects of: - physical geography including oceans and the water cycle. I know how the ocean is used for human activity including trading. I know the Great Barrier Reef has benefits for the Earth. I know how the oceans help to	- physical geography including; climate zones. I know what climate zones are. I know Antarctica has a polar climate made up of ice sheets, snow and mountains. I know some physical features of Antarctica. I know some human features of Antarctica. I know tourism and research are the two main reasons people visit Antarctica. I know of some of the research taken place in Antarctica including Shackleton's expedition. I know of some equipment researchers might use and clothes they may wear. I know how to identify human and physical features on an aerial map of the school grounds. **Energized Earth: How geography shapes energy choices**	describe the human and physical features of Shrewsbury.

					location of some physical and human features. I can explain the reason land use has changed in my local area.	regulate the Earth's climate and temperature. I know humans impact the ocean and I know some consequences of this. I know some ways we can keep our oceans healthy. **As a Geographer:** I can describe the similarities and differences between hills and mountains. I can explain that a mountain is formed by tectonic plates. I can describe the layers of the Earth. I can explain why volcanoes happen. I can classify volcanoes. I can describe the negative and positive effects of living near a volcano. I can state what an earthquake is. I can describe where earthquakes happen. I can describe the negative effects of earthquakes. I can locate the countries the Alps spread through. I	I know how to use grid references on an OS map to locate human and physical features within UK cities. I know some different sources of energy. I know what we use energy for. I know why energy sources are important. I know the difference between renewable and non-renewable energy sources. I know the benefits and drawbacks of different energy sources. I know how the United States generates its energy. I know how energy sources are distributed in an area. I know the United States is important due to the distribution of natural resources including energy and minerals. I know how transport links have changed over time. I know how a solar panel could be	

						can locate some of the key physical features of the Alps. I can locate some of the key human features of the Alps. I can use an atlas to locate and describe features. I can research the human and physical geography of an Alpine region. I can identify the region's climate zone, biome and vegetation. I can describe land use in the region. I can use an OS map to recognise key physical and human features in the local area. I can draw symbols to map recreational land use in the local area. I can say how I would like to improve the things to do in the local area. I can describe the ocean's place in the water cycle. I can describe how the ocean is used for human activity. I can describe the benefits of the Great Barrier Reef	used in the school grounds. **As a Geographer:** I can describe the climate zone of Antarctica. I can describe some of the human and physical features of Antarctica. I can explain how people adapt to life in Antarctica. I can explain who Shackleton was and describe his expedition. I can identify physical and human features on a map. I can describe the physical features found in a desert. I can explain how some of the physical features in a desert are formed. I can describe how humans use Mojave Desert. I can describe how human activity can contribute to the changing climate and landscape of a desert. I can describe some of the threats to deserts. I can describe some of the benefits and	

						for the Earth. I can describe the impact humans have on the ocean and discuss the consequences of this. I can explain some ways we can keep our oceans healthy.	drawbacks of living in a desert. I can describe if a desert environment is hospitable. I can describe aspects of human geography including types of settlement and land use. I can use grid references on an OS map to locate human and physical features within UK cities. I can describe what we use energy for. I can give examples of different sources of energy. I can state the difference between renewable and non-renewable energy sources. I can describe the benefits and drawbacks of an energy source. I can discuss what to consider when deciding which energy source to use. I can discuss how the United States generates its energy. I can explain how energy is distributed. I can explain why the US is important for trade e.g. distributing energy	

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							and minerals. I can discuss how transport links have changed over time. I can conduct fieldwork to justify my location of a solar panel within the school grounds.	
Human and Physical Geography	**Early Learning Goals**		**End of Key Stage 1 Expectations**		**End of Key Stage 2 Expectations**			
	<u>The Natural World</u> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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 and changing states of matter.		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.		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.			
Key taught vocabulary	School grounds, local area, Earth, weather, day, night,	Dawley, Telford, rainy, windy, sunny, snowy, field, path, grass, tree, seasons, Spring, Summer, Autumn, Winter.	Seasons, Spring, Summer, Autumn, Winter, England, Scotland, Wales, Northern Ireland, country, United	London, Cardiff, Edinburgh, Belfast, beach, continents, Europe, Asia, Dawley, Telford,	River, tributary, flood, location, industry, transport, County, Shropshire, Severn, Amazon,	scale, climate, climate change, vegetation, population, tourist, tourism, deciduous forest, deciduous	latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the Arctic and Antarctic	Andes, Machu Pichu, climate zones, biomes and vegetation belts, rivers, mountain, mountain range,

	house, town.		Kingdom, continent, School grounds – The Spinney, the field, The Mini-Spinney, the allotment, The Peace Garden, Europe, Africa, Kenya, capital city, hot countries, cold countries, climate, weather.	England, Da Nang, Vietnam, Equator, North Pole, South Pole, Human Features, Physical Features.	Nile, Italy, Rome, Egypt, Colosseum, Ironbridge, New Delhi, India, Asia, meander, erosion, deposition, estuary, mouth, flood plain, water cycle, glacier, source, waterfall, channel, bank, current, tourism, valley, agricultural land, capital city, commercial land, country border, county, land use, linear, residential land, settlement, region, recreational land.	trees, coniferous trees, temperate climate, mountain climate, fold mountain, glacier, hemisphere, land height, latitude, longitude, mountain range, sea level, alpine, Europe, France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany, Slovenia, atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, renewable energy, single use plastic, species, water cycle, Great Barrier Reef, Australia, active volcano, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block	Circle, Antarctica, climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty, agriculture, arid, barren, biome, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, Mojave Desert, salt flat, sand dune, sparse, tourist attraction, vegetation, weather, biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power.	contour, height, valley, volcano, settlement, urban, rural, sustainability, confluence, earthquakes. Tropics of Cancer and Capricorn. Prime, Greenwich Meridian, time-zones.

						mountain, fertile soil, geothermal energy, igneous rock, explosivity index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, plate boundary, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs.		