



Geography

Progression of skills and knowledge

Subject Definitions

KS1 definition:

Geography is learning about people, places and the wider world.

KS2 definition:

Geography is learning about people, places, the environment and the wider world.
It can be split into human and physical geography.

Yearly Overview of Units

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Rooms in my house	Different Homes/Festivals Around the World	Changing Seasons in the UK	Maps	The Seaside	Shakespeare's Globe
Year 1		The Four Seasons		Around The World		Life In The City
Year 2	Where Do I Live?		Let's Go to the Arctic		Map Makers	
Year 3	The Rainforest		Our European Neighbours		Investigating India	
Year 4	UK Capital Cities and Settlements		Volcanoes		Countries of The World	
Year 5	The Grand Canyon		Water World		Extreme Earth	
Year 6			South America	Our Local Area		Climate Change and Sustainability

Skills and Fieldwork Overview

	Reception	Year 1	Year 2
Geographical enquiry and field work skills	<u>Early Learning Goal—People, Culture and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings and make observations about where things are	Ask simple geographical questions; Where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings and make appropriate observations about why things happen.
Mapwork	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. <u>Early Learning Goal: The 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.	Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school Follow directions (Up, down, left/right, forwards/backwards) Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Follow a route on a map Use an infant atlas to locate places Follow directions (inc'. NSEW) Begin to understand the need for a key. Use class agreed symbols to make a simple key Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Look down on objects to make a plan view/map
Fieldwork	Explore the school and local environment, observing and talking about human and natural features they see.	Observe and record features/weather around school.	Follow routes and identify human/physical features locally.

	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Begin to ask/initiate geographical questions. Use sources of information. Investigate places and themes at more than one scale Begin to collect, record and analyse evidence and draw conclusions Make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Begin to collect, record and analyse evidence and draw conclusions Make comparisons between two locations using photos/ pictures, temperatures in different locations.	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations over time - influence on people/every day life	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Fieldwork	Collect and present simple geographical data.	Survey land use/services in the locality.	Collect, present and compare environmental data.	Conduct an independent local-area enquiry using maps, observations and data.
Direction/ location	Use 4 compass points to follow/give directions Use letter/no. co -ordinates to locate features on a map	Use 4 compass points well Begin to use 8 compass points Use letter/no. co -ordinates to locate features on a map confidently	Use 8 compass points Begin to use 4 figure co - ordinates to locate features on a map.	Use 8 compass points accurately; Use 4 figure co -ordinates confidently to locate features on a map and begin to use 6 figure grid refs. Identify the position and significance of latitude and longitude on atlas maps.
Map skills: Drawing Representing Using	Try to make a map of a short route experienced, with features in correct order With support, locate places on larger scale maps e.g. map of UK. Follow a route on a map with some accuracy Know why a key is needed. Use some symbols on a map to represent different features	Make a map of a short route experienced, with features in correct order Locate places on large scale maps Follow a route on a large scale map Know why a key is needed. Begin to recognise symbols on an OS map	Begin to draw a variety of thematic maps based on their own data Compare maps with aerial photographs Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Draw a sketch map using symbols and a key. Recognise OS map symbols. Measure straight line distance on a plan	Draw a variety of thematic maps based on their own data Follow a short route on an OS map, describing some features and symbols Locate places on a world map. Use atlas symbols Use a scale to measure distances. Draw/use maps and plans at a range of scales
Map knowledge	Locate UK, Europe and selected countries/continents studied.	Locate countries using continents, Equator and hemispheres.	Locate places using increasingly precise geographical references and identify physical patterns.	Use latitude, longitude and other geographical references to explain location and spatial relationships.

Reception

Children will learn geographical skills, knowledge and vocabulary through a range of daily experiences, interactions, continuous provision, explicit teaching and enrichment activities. Topics will be used to enhance and support learning.

The topics are subject to change for a range of reasons such as pupils' interests and current events. Where topics change, children will still work towards securing their Early Learning Goals through similar activities and skills.

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Skills and Fieldwork Across the Year:

Early Learning Goal—People, Culture and communities

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

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, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Early Learning Goal: The World

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.

Knowledge:

Autumn:

Beginning to understand where I live and my place in our Oldfield family and community.

Different types of homes and houses

Spring:

Name the seasons. Different weather and the appropriate clothes and accessories (umbrella, sun screen, gloves, wellington boots etc)

Pirates; bodies of water, types of transport / Something Else: maps, types of homes

Summer:

The Seaside; features

Dinosaurs; how the Earth was different. London as our capital city.

Year 1

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Teacher led enquiries, to ask and respond to simple closed questions.

Use information books/pictures as sources of information.

Investigate their surroundings and make observations about where things are.

Mapwork:

Draw picture maps of imaginary places and from stories.

Use own symbols on imaginary map.

Use a simple picture map to move around the school.

Follow directions (Up, down, left/right, forwards/backwards).

Use relative vocabulary (e.g. bigger/smaller, like/dislike).

Draw around objects to make a plan.

Knowledge:

Autumn (The Four Seasons)

The 4 seasons are spring, summer, autumn and winter. The weather in the UK changes a lot. In spring, the weather starts getting warmer which makes the plants grow again after the cold winter. Summer is the hottest season of the year. The weather is often hot and sunny. The weather in autumn starts getting colder. Winter is the coldest season of the year.

Spring (Around The World)

The 4 countries of the United Kingdom are England, Scotland, Wales and Northern Ireland. The 7 continents of the world are Asia, Africa, North America, South America, Europe, Antarctica and Australasia. The Equator is an imaginary line that runs around the middle of the earth. Hot areas of the world are found near the Equator. Cold areas of the world are found near the North Pole and the South Pole.

Summer (Life in the City)

A city is a big place where lots of people live, work, and play. Cities are important because they are places for trade, money, and new ideas. My school is near the city of Chester. Liverpool and Manchester are big cities near Chester. London is the capital city of England. Some human features in cities are buildings, roads and parks. Some physical features in cities are rivers, hills and trees.

Key Vocabulary:

weather	What the sky and air are like outside.
weather forecast	A good guess at what the weather will be like.

Equator	The imaginary line that runs around the middle of the earth.
season	Different parts of the year.
human landmark	Important things or places that people visit.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.

Year 2

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Ask simple geographical questions; Where is it? What's it like?

Use non-fiction books, stories, maps, pictures/photos and internet as sources of information.

Investigate their surroundings and make appropriate observations about why things happen.

Mapwork:

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Follow a route on a map

Use an infant atlas to locate places

Follow directions (inc'. NSEW)

Begin to understand the need for a key.

Use class agreed symbols to make a simple key

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

Look down on objects to make a plan view/map

Knowledge:

Autumn (Where do I Live?)

There are 7 continents in the world. The continents are: Europe, Africa, North America, South America, Asia, Antarctica and Oceania. The world's 5 oceans are: Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean and Southern Ocean. The

Spring (Let's Go to the Arctic)

The Arctic Circle is in the North Pole. Parts of some countries are in the Arctic Circle. The Arctic Circle is a very cold place. The Arctic has different seasons and sometimes the snow melts. It is still cold during all seasons. Mountains, hills and icebergs are all physical features in the Arctic. Sisimiut is a town in Greenland. Vicars Cross is a small area in Chester. Vicars Cross and Sisimiut have some human and physical features that are the same some that are different. Vicars Cross has mild weather, but Sisimiut is very cold and has lots of snow and ice.

Summer (Map Makers)

The 4 compass points are North, East, South and West (use image on Knowledge Organiser). An aerial view helps to see a large space. The United Kingdom has coasts and beaches around it. The United Kingdom is surrounded by water. The North Sea, Irish Sea and English Channel are around the UK. Thurston is a beach near Vicars Cross. Thurston has some physical features like cliffs, beach, grass and the sea. Thurston has some human features like houses, boats, factories and steps. Llandudno is a seaside town that has shops, a pier, a beach, cliffs and a train that goes up the cliff. (picture on Knowledge Organiser showing seas).

Key Vocabulary:

aerial view	A view from above a place or object.
key	A list of symbols on a map.
perspective	The way in which we view a place or object.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.
city	A large and important place where many people live and work.
location	The position or place of somewhere.
continent	A large area of land.
ocean	A huge amount of salty water.
coast	Where the ocean or sea meets the land.
seaside town	A town that is near the coast.
tide	The way the sea moves in and out at the beach.

Year 3

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Begin to ask/initiate geographical questions.

Use sources of information.

Investigate places and themes at more than one scale

Begin to collect, record and analyse evidence and draw conclusions

Make comparisons between two locations using photos/ pictures, temperatures in different locations.

Direction and Location:

Use 4 compass points to follow/give directions

Use letter/no. co -ordinates to locate features on a map

Map skills (drawing, representing, using):

Try to make a map of a short route experienced, with features in correct order

With support, locate places on larger scale maps e.g. map of UK. Follow a route on a map with some accuracy

Know why a key is needed.

Use some symbols on a map to represent different features.

Use a population density map to show how populated an area is.

Knowledge:

Autumn (The Rainforest)

A rainforest is a dense, hot forest that has a high level of rainfall. Most of the world's rainforests are located near the equator. There are several layers of vegetation in a rainforest. Each layer has different temperatures. (use Planbee diagram to show these and names). The climate in tropical rainforests are hot and humid. Millions of people live in the rainforests. Most communities in the deep rainforest live in a traditional way. Concrete buildings are only found on the edge of rainforests.

Spring (Our European Neighbours)

London, Cardiff, Edinburgh and Belfast are capital cities of the UK. Europe is the 6th biggest continent. Paris, Madrid, Rome, Berlin and Helsinki are capital cities in Europe. Paris is the capital of France and they speak French, have the Eiffel Tower, the River Seine and have 4 different seasons. Helsinki is the capital of Finland and they speak Finnish, have a cathedral, the River Vantaa and very cold winters.

Summer (Investigating India)

India is located in Asia and is near China. India is the most populated country in the world. The capital city of India is New Delhi. Tectonic plates can collide and create mountains. The Himalayas are the highest mountain range and are found in parts of India. Mount Everest is the tallest mountain in the world (Nepal and China). Because

of its size and physical features, India has a range of climates.

Link earlier topics and forests in India too. Use population density map and physical map.

Key Vocabulary:

invaders	People who use force to enter a place and take over, usually with an army.
settlers	People who go to live in a place, with the aim of staying there permanently.
climate	The weather conditions in an area over a long period of time.
humid	Where the air is warm and wet.
flood	Overflow of fresh water above the usual levels.
human features	Those features made by people.
physical features	Things in the landscape formed by nature.
arts	The expression of human creative skill and imagination.
culture	The ideas, customs and social behaviour of a particular people or society.
population	The people living in an area
dense	Thick and close together.
humid	Where the air is warm and wet.
vegetation	The plant cover of an area.
location	Where a place is.
mountain ranges	A group of mountains joined together.
ocean	A large amount of salty water that covers most of the Earth's surface.
erosion	Land that is worn away by the waves.
deposition	When material is dropped onto the land by the sea.
national	The whole of the UK.
region	A part of the UK. We live in the North West.
river	A river is a large amount of water flowing in a long line across land towards the sea.
settlement	A place where people live.
city	A large town with a cathedral or university.

Year 4

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Ask and respond to questions and offer their own ideas.

Extend to satellite images, aerial photographs

Begin to collect, record and analyse evidence and draw conclusions

Make comparisons between two locations using photos/ pictures, temperatures in different locations.

Direction and Location:

Use 4 compass points well

Begin to use 8 compass points

Use letter/no. co -ordinates to locate features on a map confidently

Map skills (drawing, representing, using):

Make a map of a short route experienced, with features in correct order

Locate places on large scale maps

Follow a route on a large scale map

Know why a key is needed.

Begin to recognise symbols on an OS map

Map knowledge:

Identify key points on a map of the UK and Europe

Knowledge:

Autumn (UK Capital Cities and Settlements)

People settle in places for different reasons (work, family and resources). Romans and Vikings were early settlers. Early settlers needed water, food and shelter when looking for a settlement. Place names can show links to early settlers. People settled in Chester because of the canals and good links to big cities. The North West is a region in the UK. *(picture on Knowledge Organiser of compass)* **STAND ALONE CAPITAL CITIES**

Spring (Volcanoes)

A volcano is a very deep hole in the Earth's crust that can let out hot gasses, ash and lava. Rocks, gas and lava explode from a volcano when it erupts. The Ring of Fire is an area that has a large number of volcanoes. Vesuvius is a volcano that erupted a long time ago and killed many people. People choose to live near volcanoes as the land is fertile, it is a tourist attraction and valuable minerals can be found nearby.

Summer (Countries of the World)

Countries of the world: There are 7 continents in the world. The continents are: Europe, Africa, North America, South America, Asia, Antarctica and Oceania. A border is a line that separates one country from another. Countries near the equator are the hottest. Countries near the North and South Pole are the coldest. Countries around the world have different human and physical features.

Key Vocabulary:

large scale map	A map showing a detailed picture of a place.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.
settlement	A place where people live and work such as a village or town.
volcano	An opening in the Earth's crust where hot underground rocks and gas break to the surface.
magma	Molten rocks under the Earth's surface.
lava	Magma that has exploded from the volcano.
active	An active volcano which has erupted in the past 10,000 years.
dormant	A dormant volcano has not erupted for a very long time but may still erupt.
tectonic plates	Parts of the Earth's crust.
service	Something in a community that the people who live there use.
route	A plan of a journey.
large scale map	A map showing a detailed picture of a place.
food miles	How far food travels from when it is made to where it is sold.
import	Buying in something from another country.
export	Selling something to another country.
goods	Things that people buy and sell.
continent	A large land mass.
country	A region with its own government.
city	A large town within a country.

Year 5

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Begin to suggest questions for investigating

Begin to use primary and secondary sources of evidence in their investigations.

Collect and record evidence unaided

Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations over time - influence on people/every day life

Direction and Location:

Use 8 compass points

Begin to use 4 figure co - ordinates to locate features on a map.

Map skills (drawing, representing, using):

Begin to draw a variety of thematic maps based on their own data

Compare maps with aerial photographs

Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)

Draw a sketch map using symbols and a key. Recognise OS map symbols.

Measure straight line distance on a plan

Map knowledge:

Identify significant places and environments on maps

Knowledge:

Autumn (The Grand Canyon)

The Grand Canyon is in the USA in the Northern Hemisphere. The Grand Canyon is a huge canyon that has been carved through the rocks by the Colorado River. The Colorado River corridor at the bottom of the Grand Canyon has a Riparian Biome. This has lots of plants, animals and living things because of the rich soil and flowing water. The movement of tectonic plates created mountain ranges but also cracks and valleys. *(make link to Year 4 and volcanoes).*

Spring (Water World)

Around 70% of the Earth's surface is covered in water. The water cycle is a natural process. It is the way water moves around our planet. Without this cycle of water, plants would not grow and humans and animals would not survive. A sustainable future means to use natural resources (such as water) at a steady level so there is enough left to use in the years to come A river is a natural waterway formed by water from precipitation. It usually flows from high to low ground. As a river flows, it changes the land by eroding, transporting, and depositing material. Key river features include the source (start), tributary (smaller river joining), and mouth (end where it meets the sea or a lake).. **Must include image from PlanBee of water cycle. Don't use Lesson 4 of PlanBee.**

Summer (Extreme Earth)

(lesson 1 and 3 as main focus): Temperature and rainfall can cause extreme weather such as floods, tropical storms and lightning. The equator is important because it is warmer around the equator and colder further away from it. There are different climate zones around the world which have different temperatures and weather patterns: polar, temperate, Mediterranean and tropical. There are four main land biomes: forests, grasslands, deserts and tundra. Natural disasters such as earthquakes, tsunamis and tornadoes can happen all over the world.

Key Vocabulary:

canyon	A deep valley with steep sides, usually made by a river over a long time.
waterfall	Where a river or stream flows over a steep edge or cliff creating a vertical drop of water.
source	Where something begins or comes from.
v-shaped valley	A valley with steep, sloping sides that come together to create a narrow, v-shape
meander	The bends in a river.
horseshoe falls	A type of waterfall with a u-shaped curve.
tributaries	Where smaller rivers flow into bigger rivers.
arid	A very dry place.
mountain range	A group of mountains.
trade	Buying and selling goods and services.
territory	Land that is controlled by another country.
precipitation	Water that falls from clouds, such as rain, snow, sleet or hail.
climate zone	An area of the world with a similar climate.
biomes	Plants and animals living together in the same climate.
temperate	A climate that is neither extremely cold or extremely hot.
vegetation belt	The plant life within a biome.

Year 6

Skills and Fieldwork Across the Year:

Geographical enquiry and field work skills:

Suggest questions for investigating

Use primary and secondary sources of evidence in their investigations.

Collect and record evidence unaided

Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Direction and Location:

Use 8 compass points accurately

Use 4 figure co -ordinates confidently to locate features on a map and begin to use 6 figure grid refs.

Identify the position and significance of latitude and longitude on atlas maps.

Map skills (drawing, representing, using):

Draw a variety of thematic maps based on their own data

Follow a short route on an OS map, describing some features and symbols

Locate places on a world map.

Use atlas symbols

Use a scale to measure distances.

Draw/use maps and plans at a range of scales

Map knowledge:

Identify significant places and environments on maps

Knowledge:

Autumn (Our Local Area)

Countries make and spend in lots of ways. One way is by buying and selling resources. Importing goods is when you buy something from another country. In Vicars Cross, land has many uses such as residential, open spaces, agriculture and industry. Chester has many services available such as hospitals, schools, shops and theatres. Some of these settlements make money. Chester has a temperate climate. The River Dee flows through England and Wales. Chester has many hill ranges close by.

Spring (South America)

South America (lessons 1—6): There are 12 countries and 2 territories in South America such as Brazil (capital city – Brasilia), Chile (capital city – Santiago) and Peru (capital city – Lima). There are different climates in South America but a large part has a tropical, wet climate. The Andes mountain range is in South America and is the

longest mountain range in the world. Many volcanoes can be found in the Andes. People who live in the Andes use the land for farming. Brazil is the most populated country in South America. South America export goods such as coffee beans, cacao beans, bananas, gold and timber. Different countries can have different time zones because the Earth rotates and longitude affects local time.

Summer (Climate Change and Sustainability)

A fossil fuel is a natural fuel formed from the remains of living things over millions of years. Fossil fuels are non-renewable, as they cannot be replaced once they have been used up. Burning fossil fuels at home, in our cars, and in industry all cause air pollution. Air pollution can be reduced by our actions, such as walking or cycling more and using less electricity. A carbon footprint is a measure of the amount of greenhouse gases that are released when we do everyday things. Everyone can take action to reduce their carbon footprint. The Sun, wind and water are all renewable energy sources.

Key Vocabulary:

state	Part of a country which has its own government and capital city.
borough	A town, village or part of a large city that has its own council.
landscape	All the visible features of an area of land.
landmark	An object or feature of a landscape or town that is easily seen and recognised.
climate	Weather patterns over time.
natural resources	Things that occur naturally in the environment.
abundant energy sources	Energy sources that are readily available in large quantities.
The National Grid	The network of power stations, electric lines that send electricity across the region or country.
renewable energy sources	Energy sources
meridian	An invisible line that splits places by time zone.
hemisphere	Half a sphere.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.

Whole School Themes

People and Place

Reception – Explore where we live and the places around us. Notice how places are different and how people use them.

Year 1— Explore what makes a city and identify human features. Compare places around the world and begin to understand where people live.

Year 2— Compare Vicars Cross with a contrasting place and explore human and physical features. Explore how people use coastal places.

Year 3— Explore how people live in rainforest environments and compare European places. Investigate how physical features and climate influence places such as India.

Year 4— Explain why people settle in particular places and how settlements develop. Compare the human and physical features of countries around the world.

Year 5— Explore how people interact with physical environments and use natural resources, including water. Consider how environments can be used sustainably.

Year 6— Investigate land use and services in the local area. Explore how people use land and resources in South America and how places are connected through trade. Consider how people's actions can make places more sustainable.

Our Changing Earth

Reception— Observe the natural world and notice changes in weather and the seasons.

Year 1— Identify seasonal and weather changes and recognise that some parts of the world are hotter or colder than others.

Year 2— Explore the Arctic environment and compare its weather and physical features with the local area. Explore coastal physical features.

Year 3— Explore rainforest climate and vegetation. Understand that tectonic plates can create mountains and that physical features affect climate.

Year 4— Explore how volcanoes form and erupt and consider how volcanic environments affect people's lives.

Year 5— Explain how rivers and the water cycle shape the landscape through erosion, transportation and deposition. Explore climate zones, biomes and extreme weather.

Year 6— Apply knowledge of climate and physical features to South America. Explore how human activity affects the environment through climate change and how renewable energy and sustainable choices can reduce this impact.

Thread 1: People and Place

How people live in, use and change different places.

Thread 2: Our Changing Earth

How natural processes shape places and affect people's lives.