



## Palfrey Junior School Geography Curriculum Map and Progression

Palfrey Junior School follows the National Curriculum Geography programme of study through the Focus Education Learning Challenge topics.

### National Curriculum Key Stage 2 Geography Programme of Study

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

## Palfrey Junior School Geography Curriculum Map and Progression

Pupils should be taught to:

### **Location knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

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

### **Human and physical geography**

describe and understand key aspects of:

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

### **Geographical skills and fieldwork**

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

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Year 3	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic														
	<p><b>Physical Geography</b></p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the things that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indices?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> </ul>	<p><b>What makes the Earth angry?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; text-align: center;"><b>LC1</b></td> <td><b>What causes a volcano to erupt and which are the famous volcanoes in the world?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC2</b></td> <td><b>How do volcanoes impact on the lives of people and why do people choose to live near them?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC3</b></td> <td><b>How can we recreate an erupting volcano?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC4</b></td> <td><b>What causes an earthquake (and a tsunami) and how are they measured?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC5</b></td> <td><b>Who experiences extreme weather in our country?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC6</b></td> <td><b>Which countries have experienced earthquakes and tsunamis in your life time?</b></td> </tr> <tr> <td style="text-align: center;"><b>LC7</b></td> <td><b>How can we capture a stormy weather pattern using music, drama and dance?</b></td> </tr> </tbody> </table>	<b>LC1</b>	<b>What causes a volcano to erupt and which are the famous volcanoes in the world?</b>	<b>LC2</b>	<b>How do volcanoes impact on the lives of people and why do people choose to live near them?</b>	<b>LC3</b>	<b>How can we recreate an erupting volcano?</b>	<b>LC4</b>	<b>What causes an earthquake (and a tsunami) and how are they measured?</b>	<b>LC5</b>	<b>Who experiences extreme weather in our country?</b>	<b>LC6</b>	<b>Which countries have experienced earthquakes and tsunamis in your life time?</b>	<b>LC7</b>	<b>How can we capture a stormy weather pattern using music, drama and dance?</b>
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		<ul style="list-style-type: none"> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern and Southern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>	<p><b>LC8</b></p>	<p><b>Reflection: working in groups or independently, present what you know about volcanoes, tsunamis and earthquakes in whatever format you wish.</b></p>	
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Y3	<b>Place Knowledge</b>	<b>Geographical Enquiry</b> <ul style="list-style-type: none"> <li>Do they use correct geographical words to describe a place and the things that happen <b>there</b>?</li> <li><b>Can they identify key features of a locality by using a map?</b></li> <li><b>Can they use some basic OS map symbols?</b></li> </ul> <b>Physical Geography</b> <ul style="list-style-type: none"> <li>Can they use maps and atlases appropriately by using contents and indexes?</li> <li>Can they confidently describe physical features in a locality?</li> <li>Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> </ul>	<b>Why do so many people go to the Mediterranean for their holidays?</b> <table border="1"> <tr> <td data-bbox="904 284 1059 387">LC1</td> <td data-bbox="1059 284 1989 387">What are the advantages/ disadvantages of living in a Mediterranean country?</td> </tr> <tr> <td data-bbox="904 387 1059 491">LC2</td> <td data-bbox="1059 387 1989 491">Why do Mediterranean countries have a warmer climate than we do?</td> </tr> <tr> <td data-bbox="904 491 1059 595">LC3</td> <td data-bbox="1059 491 1989 595">Which fruits and vegetables are produced in the Mediterranean?</td> </tr> <tr> <td data-bbox="904 595 1059 699">LC4</td> <td data-bbox="1059 595 1989 699">How can we organise a Mediterranean food festival?</td> </tr> <tr> <td data-bbox="904 699 1059 802">LC5</td> <td data-bbox="1059 699 1989 802">How would you go about attracting someone to visit a Mediterranean country?</td> </tr> <tr> <td data-bbox="904 802 1059 906">LC6</td> <td data-bbox="1059 802 1989 906">Why doesn't everyone speak English and use the same money?</td> </tr> <tr> <td data-bbox="904 906 1059 1010">LC7</td> <td data-bbox="1059 906 1989 1010">Who are the famous artists of the Mediterranean and what can we learn from them?</td> </tr> <tr> <td data-bbox="904 1010 1059 1114">LC8</td> <td data-bbox="1059 1010 1989 1114">Which European cities can we associate with different types of music?</td> </tr> <tr> <td data-bbox="904 1114 1059 1217">LC9</td> <td data-bbox="1059 1114 1989 1217">Reflection: Children in groups present what you know about the Mediterranean region. Use your choice of format.</td> </tr> </table>	LC1	What are the advantages/ disadvantages of living in a Mediterranean country?	LC2	Why do Mediterranean countries have a warmer climate than we do?	LC3	Which fruits and vegetables are produced in the Mediterranean?	LC4	How can we organise a Mediterranean food festival?	LC5	How would you go about attracting someone to visit a Mediterranean country?	LC6	Why doesn't everyone speak English and use the same money?	LC7	Who are the famous artists of the Mediterranean and what can we learn from them?	LC8	Which European cities can we associate with different types of music?	LC9	Reflection: Children in groups present what you know about the Mediterranean region. Use your choice of format.
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	<p>Location Knowledge and Human and Physical Geography</p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> </ul>	<p><b>Where would you choose to build a city?</b></p> <table border="1" data-bbox="1115 336 2029 1142"> <tbody> <tr> <td data-bbox="1115 336 1240 440">LC1</td> <td data-bbox="1240 336 2029 440">What are the common features you notice when locating all of Europe's/Britain's biggest cities?</td> </tr> <tr> <td data-bbox="1115 440 1240 544">LC2</td> <td data-bbox="1240 440 2029 544">Why do you think rivers were important to the location of major cities?</td> </tr> <tr> <td data-bbox="1115 544 1240 647">LC3</td> <td data-bbox="1240 544 2029 647">Can you choose a major European city and create a brochure to encourage someone to visit?</td> </tr> <tr> <td data-bbox="1115 647 1240 751">LC4</td> <td data-bbox="1240 647 2029 751">Why is the transport system very important in major cities?</td> </tr> <tr> <td data-bbox="1115 751 1240 855">LC5</td> <td data-bbox="1240 751 2029 855">Using paper, how can you create a skyscraper that is at least 2 metres high?</td> </tr> <tr> <td data-bbox="1115 855 1240 959">LC6</td> <td data-bbox="1240 855 2029 959">Can you locate many of the important features on a map of a city?</td> </tr> <tr> <td data-bbox="1115 959 1240 1062">LC7</td> <td data-bbox="1240 959 2029 1062">What are the major differences between a major city and a small town or village?</td> </tr> <tr> <td data-bbox="1115 1062 1240 1142">LC8</td> <td data-bbox="1240 1062 2029 1142">Reflection: working in groups or independently, present what you have found out about where cities are built and why.</td> </tr> </tbody> </table>	LC1	What are the common features you notice when locating all of Europe's/Britain's biggest cities?	LC2	Why do you think rivers were important to the location of major cities?	LC3	Can you choose a major European city and create a brochure to encourage someone to visit?	LC4	Why is the transport system very important in major cities?	LC5	Using paper, how can you create a skyscraper that is at least 2 metres high?	LC6	Can you locate many of the important features on a map of a city?	LC7	What are the major differences between a major city and a small town or village?	LC8	Reflection: working in groups or independently, present what you have found out about where cities are built and why.
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		<ul style="list-style-type: none"><li>• Can they explain why people may choose to live in a village rather than a city?</li><li>• Can they explain how a locality has changed over time with reference to human features?</li><li>• Can they find different views about an environmental issue? What is their view?</li></ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"><li>• Do they know the difference between the British Isles, Great Britain and UK?</li><li>• Do they know the countries that make up the European Union?</li><li>• Can they name up to six cities in the UK and locate them on a map</li></ul>	
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Year 5	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																		
	Location Knowledge Place Knowledge	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul> <p>•</p> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul> <p>•</p> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain how a location fits into its wider</li> </ul>	<p><b>What's so special about the USA?</b></p> <table border="1"> <tr> <td data-bbox="1093 347 1227 448">LC1</td> <td data-bbox="1227 347 2029 448">What would you ask the President of the USA?</td> </tr> <tr> <td data-bbox="1093 448 1227 549">LC2</td> <td data-bbox="1227 448 2029 549">Why is New York one of the world's most visited cities?</td> </tr> <tr> <td data-bbox="1093 549 1227 649">LC3</td> <td data-bbox="1227 549 2029 649">Can you carry out your own research on one of the American states?</td> </tr> <tr> <td data-bbox="1093 649 1227 750">LC4</td> <td data-bbox="1227 649 2029 750">Using the art of Andy Warhol, can you recreate his work using a famous American as your subject?</td> </tr> <tr> <td data-bbox="1093 750 1227 850">LC5</td> <td data-bbox="1227 750 2029 850">Who were the original Americans?</td> </tr> <tr> <td data-bbox="1093 850 1227 951">LC6</td> <td data-bbox="1227 850 2029 951">What can you find out about the sports Americans play?</td> </tr> <tr> <td data-bbox="1093 951 1227 1051">LC7</td> <td data-bbox="1227 951 2029 1051">How can you create your own silent movie?</td> </tr> <tr> <td data-bbox="1093 1051 1227 1152">LC8</td> <td data-bbox="1227 1051 2029 1152">What do you know about the climate of the USA?</td> </tr> <tr> <td data-bbox="1093 1152 1227 1252">LC9</td> <td data-bbox="1227 1152 2029 1252">Reflection: working in groups or independently, present what you have found out about the USA in a format of your choice.</td> </tr> </table>	LC1	What would you ask the President of the USA?	LC2	Why is New York one of the world's most visited cities?	LC3	Can you carry out your own research on one of the American states?	LC4	Using the art of Andy Warhol, can you recreate his work using a famous American as your subject?	LC5	Who were the original Americans?	LC6	What can you find out about the sports Americans play?	LC7	How can you create your own silent movie?	LC8	What do you know about the climate of the USA?	LC9	Reflection: working in groups or independently, present what you have found out about the USA in a format of your choice.
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		<p>geographical location; with reference to human and economical features?</p> <ul style="list-style-type: none"><li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li></ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"><li>• Can they name and locate many of the world's major rivers on maps?</li><li>• Can they name and locate many of the world's most famous mountain regions on maps?</li><li>• Can they locate the USA and Canada on a world map and atlas?</li></ul>	
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Palfrey Junior School Geography Curriculum Map and Progression

Year 5	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																
	<p><b>Physical and Human Geography</b></p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>	<p><b>Why should the rainforest be important to us all?</b></p> <table border="1" data-bbox="1099 389 1966 1217"> <tbody> <tr> <td data-bbox="1099 389 1223 493"><b>LC1</b></td> <td data-bbox="1223 389 1966 493">How can you create your own class rainforest?</td> </tr> <tr> <td data-bbox="1099 493 1223 596"><b>LC2</b></td> <td data-bbox="1223 493 1966 596">Where are rainforests located and what are their main features?</td> </tr> <tr> <td data-bbox="1099 596 1223 700"><b>LC3</b></td> <td data-bbox="1223 596 1966 700">Why are rainforests often in the news and what can we do to help?</td> </tr> <tr> <td data-bbox="1099 700 1223 804"><b>LC4</b></td> <td data-bbox="1223 700 1966 804">What can you find out about an endangered animal that lives in the rainforest?</td> </tr> <tr> <td data-bbox="1099 804 1223 908"><b>LC5</b></td> <td data-bbox="1223 804 1966 908">How important is the Amazon to the South American rainforests?</td> </tr> <tr> <td data-bbox="1099 908 1223 1011"><b>LC6</b></td> <td data-bbox="1223 908 1966 1011">Can you create a print using the large leaves of rainforest plants as your inspiration?</td> </tr> <tr> <td data-bbox="1099 1011 1223 1115"><b>LC7</b></td> <td data-bbox="1223 1011 1966 1115">How would you survive in the rainforest?</td> </tr> <tr> <td data-bbox="1099 1115 1223 1217"><b>LC8</b></td> <td data-bbox="1223 1115 1966 1217">Reflection: working in groups or independently, present what you know about the rainforest. Use any format of your choice.</td> </tr> </tbody> </table>	<b>LC1</b>	How can you create your own class rainforest?	<b>LC2</b>	Where are rainforests located and what are their main features?	<b>LC3</b>	Why are rainforests often in the news and what can we do to help?	<b>LC4</b>	What can you find out about an endangered animal that lives in the rainforest?	<b>LC5</b>	How important is the Amazon to the South American rainforests?	<b>LC6</b>	Can you create a print using the large leaves of rainforest plants as your inspiration?	<b>LC7</b>	How would you survive in the rainforest?	<b>LC8</b>	Reflection: working in groups or independently, present what you know about the rainforest. Use any format of your choice.
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		<p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they name and locate many of the world's major rivers on maps?</li> <li>• Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>	
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Palfrey Junior School Geography Curriculum Map and Progression

Year 6	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																
	Geographical skills and field work	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they give an extended description of the physical features of different</li> </ul>	<p><b>I'm a Year 6 pupil, can you get me out of here?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6f2ff;"><b>LC1</b></td> <td>What would a bird's eye view of your school look like?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC2</b></td> <td>Can you put together a map of the immediate area around your school?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC3</b></td> <td>Can you explain why your town exists and what would have brought people to live there in the first place and why do people live there today?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC4</b></td> <td>Can you use an OS map, including compass point directions, to help someone plan a route between two local points?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC5</b></td> <td>If you got lost within 50 miles of your home, how would you go about finding your way home?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC6</b></td> <td>From the photographs you have taken of the immediate area, can you create a painting?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>LC7</b></td> <td>How would you go about planning a trip to a European city to include cost and time?</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>Reflection</b></td> <td>Working in groups or independently, present what you have found out in any format of your choice.</td> </tr> </table>	<b>LC1</b>	What would a bird's eye view of your school look like?	<b>LC2</b>	Can you put together a map of the immediate area around your school?	<b>LC3</b>	Can you explain why your town exists and what would have brought people to live there in the first place and why do people live there today?	<b>LC4</b>	Can you use an OS map, including compass point directions, to help someone plan a route between two local points?	<b>LC5</b>	If you got lost within 50 miles of your home, how would you go about finding your way home?	<b>LC6</b>	From the photographs you have taken of the immediate area, can you create a painting?	<b>LC7</b>	How would you go about planning a trip to a European city to include cost and time?	<b>Reflection</b>	Working in groups or independently, present what you have found out in any format of your choice.
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		<p>places around the world?</p> <ul style="list-style-type: none"> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4 figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps?</li> </ul>	
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Palfrey Junior School Geography Curriculum Map and Progression

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Palfrey Junior School Geography Curriculum Map and Progression

Whole School	NC programme of Study	Palfrey Junior School Programme of Study	Palfrey Junior School Topic
	Location Knowledge	<ul style="list-style-type: none"> <li>• name and locate countries 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</li> </ul>	<p>Whole school UK Geography Day. Each year group will study one of the countries that makes up the united Kingdom. Aspects covered will include</p> <ul style="list-style-type: none"> <li>• Major towns and cities</li> <li>• Main rivers and bodies of water</li> <li>• Main ranges of hills and mountains</li> <li>• Coast lines</li> <li>• Land use and changes over time</li> <li>• Emblems and symbols</li> <li>• Language</li> <li>• Main traditions and stories</li> <li>• Dress</li> <li>• Music</li> <li>• Food</li> </ul>