



**Intention:** To create engaging, memorable and purposeful learning experiences which guide our children to becoming inquisitive and compassionate about communities around the world. We provide a geography curriculum that: inspires children’s curiosity about countries and cultures across the world; develops an excellent sense of locational knowledge and the connections between places and cultivates children’s ability to ask questions and undertake geographical enquiries.

	Autumn	Spring	Summer
Nursery	My community		
Reception	People and Communities		
Year 1	Physical and Human Features of a city and forest	Weather	Rainforests
Year 2	Castles and Warwick	Local Study	Coasts
Year 3	Natural Features of the UK	Greece	Natural Disasters
Year 4	Polar Regions	Great Barrier Reef	USA
Year 5	River (Nile & Thames)	Global Trade	Biomes
Year 6	Mexico	Extreme Weather	Environmental Issues

	Intent	Implementation		Impact
In Foundation stage children will begin to talk about features of their own immediate environment and how environments might vary from one to another.	In Nursery, Children will begin to show an understanding of the weather and how this changes over the year.	<p><b>Substantive Knowledge:</b></p> <p><b>My community</b></p> <ul style="list-style-type: none"> <li>To know that there are different countries in the world</li> <li>To know that these countries are all different</li> </ul>	<p><b>Vocabulary:</b></p> <p><b>My community</b></p> <ul style="list-style-type: none"> <li>Map</li> <li>Country</li> <li>Same</li> <li>Different</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <p><b>My community</b></p> <ul style="list-style-type: none"> <li>To use images to make observations</li> <li>To talk about personal experiences</li> </ul>
	In Reception, children will begin to show an understanding of how different people use different places and that there are different countries in the world.	<p><b>Substantive Knowledge:</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>To know how to describe the environment around me</li> <li>To know the location of my house on a map</li> <li>To know that there are different countries in the world</li> <li>To know that some of the stories we read are located in different countries</li> <li>To know that the weather changes</li> <li>To know that there are different seasons</li> <li>To know how the Arctic compares to the UK</li> </ul>	<p><b>Vocabulary:</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Environment</li> <li>Map</li> <li>Country</li> <li>Weather</li> <li>Autumn</li> <li>Spring</li> <li>Summer</li> <li>Winter</li> <li>Arctic</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>To draw a map of the local community</li> <li>To use maps to locate other countries</li> <li>To record basic information</li> </ul>

			• Seasons	
<p>In KS1, children will develop their knowledge of the physical and human features of their school and the surrounding area. They will begin to develop an understanding of the importance of maps and how they are used.</p>	<p>In Year 1, the children will have a simple introduction to the use of maps, symbols and keys within field work of their local area.</p> <p>The children will develop their understanding of weather patterns in the United Kingdom and a contrasting location.</p>	<p><b><u>Substantive Knowledge:</u></b></p> <p><b><u>Physical and Human Features of a city and forest</u></b></p> <ul style="list-style-type: none"> <li>To know the difference between human and physical features.</li> <li>To recognise basic human and physical features on an aerial image</li> <li>Use compass points and directional language to describe location.</li> <li>Identify human and physical features in the local environment using observation</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Physical and Human Features of the local environment.</u></b></p> <ul style="list-style-type: none"> <li>Physical</li> <li>Human</li> <li>Forest</li> <li>Path</li> <li>Map</li> <li>Journey</li> <li>Lake</li> <li>River</li> <li>Tree</li> <li>Town</li> <li>Factory</li> <li>Shop</li> </ul>	<p><b><u>Disciplinary Knowledge:</u></b></p> <p><b><u>Physical and Human Features of the local environment.</u></b></p> <ul style="list-style-type: none"> <li>To record basic information on a map</li> <li>To use the compass points and directional language to describe location</li> <li>To make an observation based on images</li> </ul>
	<p>The children will begin to be able to compare and contrast different locations on the globe.</p> <p><b><u>Assessment:</u></b> In KS1, the children will start each lesson with a recall task which they complete verbally. Teachers use questioning to</p>	<p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>To know the weather patterns in the United Kingdom.</li> <li>To know weather forecast symbols.</li> <li>To know the connection between the weather and the seasons.</li> <li>To know the difference in weather patterns between the UK and the North/South Pole</li> <li>To know how the weather impacts upon our everyday lives.</li> <li>Observe and record weather at different points throughout the year.</li> </ul>	<p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>Sunny</li> <li>Rainy</li> <li>Foggy</li> <li>Cloudy</li> <li>Stormy</li> <li>Windy</li> <li>Snowing</li> <li>Hailing</li> <li>Thundering</li> <li>Overcast</li> <li>Seasons</li> <li>Autumn</li> <li>Spring</li> <li>Temperature</li> </ul>	<p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>To use the 4 points of a compass to describe locations (North, South, East and West)</li> <li>To observe and record weather at different points throughout the year.</li> <li>To draw conclusions based on observations</li> </ul>

	<p>assess learning. Teachers plan in responsive teaching to address gaps. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><b><u>Rainforests</u></b></p> <ul style="list-style-type: none"> <li>• To know the 7 continents and 5 oceans</li> <li>• To know the location rainforests on a map and globe</li> <li>• To know the layers of a rainforest</li> <li>• To know what plants grow in the rainforest</li> <li>• To know what animals live in the rainforest</li> <li>• To know how people live in the rainforest</li> <li>• To know threats the rainforest face</li> </ul>	<p><b><u>Rainforests</u></b></p> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Africa</li> <li>• Asia</li> <li>• North America</li> <li>• South America</li> <li>• Oceania</li> <li>• Antarctica</li> <li>• Pacific</li> <li>• Atlantic</li> <li>• Indian</li> <li>• Southern</li> <li>• Arctic</li> <li>• Equator</li> <li>• Continent</li> <li>• Climate</li> <li>• Humid</li> <li>• Forest floor</li> <li>• Understory</li> <li>• Canopy</li> <li>• Emergent</li> <li>• Tribe</li> <li>• Native</li> <li>• Deforestation</li> <li>• Rainforest</li> <li>• habitats</li> </ul>	<p><b><u>Rainforests</u></b></p> <ul style="list-style-type: none"> <li>• To use the compass points and directional language to describe location</li> <li>• To make an observation based on images</li> <li>• To draw conclusions based on observations</li> </ul>
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	<p><b>In Year 2</b>, the children will build on their knowledge of maps to identify the countries of the UK; the capital cities of the UK; seven continents and five oceans.</p> <p>The children will develop their field work skills by planning, observing and evaluating different methods by studying a local and coastal area.</p> <p><b>Assessment:</b> In KS1, the children will start each lesson with a recall task which they complete verbally. Teachers use questioning to assess learning. Teachers plan in</p>	<p><b><u>Substantive Knowledge:</u></b></p> <p><b><u>Castles</u></b></p> <ul style="list-style-type: none"> <li>• To know the continents and oceans of the world</li> <li>• To know the difference between human and physical features.</li> <li>• To know the four countries of the UK</li> <li>• To know the capital cities of the UK and identify them on a map</li> <li>• To know and identify human features of the UK (castles)</li> <li>• To know and identify physical features of the UK (Warwick)</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Castles</u></b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Human</li> <li>• North</li> <li>• East</li> <li>• South</li> <li>• West</li> <li>• Turret</li> <li>• Moat</li> <li>• Tower</li> </ul>	<p><b><u>Disciplinary Knowledge:</u></b></p> <p><b><u>Castles</u></b></p> <ul style="list-style-type: none"> <li>• To use simple compass directions (North, South, East and West)</li> <li>• To use directional language (near, far, left and right)</li> <li>• To recognise and describe simple maps</li> <li>• To make an observation based on images</li> </ul>
		<p><b><u>Local Study</u></b></p> <ul style="list-style-type: none"> <li>• To know the physical and human features of their local area</li> <li>• To know why maps are important and useful</li> <li>• To know what makes a successful map</li> <li>• To know how to evaluate</li> </ul>	<p><b><u>Local Study</u></b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Human</li> <li>• North</li> <li>• East</li> <li>• South</li> <li>• West</li> <li>• Aerial</li> <li>• Perspective</li> <li>• Symbol</li> <li>• Compass</li> </ul>	<p><b><u>Local Study</u></b></p> <ul style="list-style-type: none"> <li>• To use simple compass directions (North, South, East and West)</li> <li>• To use directional language (near, far, left and right)</li> <li>• To recognise and describe simple maps</li> <li>• To make an observation based on aerial images</li> <li>• To evaluate the effectiveness of a map</li> <li>• To represent information</li> </ul>

	<p>responsive teaching to address gaps. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>To know some coastal towns and identify them on a map of the UK.</li> <li>To know the physical features of a coastline.</li> <li>To know the human features of a coastline.</li> <li>To know how seaside holidays have changed over time</li> <li>To know the physical and human features of a coastal town (<b>field work</b>)</li> </ul>	<p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>Coast</li> <li>Coastline</li> <li>Beach</li> <li>Cliffs</li> <li>Shoreline</li> <li>Cave</li> <li>Rockpool</li> <li>Bay</li> <li>Promenade</li> <li>Town</li> <li>Fishing</li> <li>Village</li> <li>Attractions</li> </ul>	<p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>To use simple compass directions (North, South, East and West)</li> <li>To use directional language (near, far, left and right)</li> <li>To make an observation based on aerial images</li> </ul>
<p>In KS2, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America.</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>They will develop their use of geographical knowledge, understanding and</p>	<p><b>In Year 3</b>, children will deepen their understanding of the countries of the United Kingdom.</p> <p>Children will begin to look at the wider world and make comparisons. Children will also learn about geographical phenomena and their impact on the world.</p> <p><b><u>Assessment:</u></b> In KS2, we assess the success of our intent using recall</p>	<p><b><u>Substantive Knowledge:</u></b></p> <p><b><u>Natural Features of the UK.</u></b></p> <ul style="list-style-type: none"> <li>The children will know the features of a river</li> <li>The children will know the names and locations of the 3 main rivers in the United Kingdom</li> <li>The children will know the route of the River Trent on a map</li> <li>The children will know how to identify the United Kingdom including the Islands, specifically looking at the Orkney Islands.</li> <li>The children will know the four highest peaks in the UK.</li> </ul> <p><b><u>Greece</u></b></p> <ul style="list-style-type: none"> <li>The children will know the location of Greece on a map and globe</li> <li>The children will know which continent Greece is part of</li> <li>The children will know the major islands and seas surrounding Greece</li> <li>The children will know the key human and physical features of Athens</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Natural Features of the UK.</u></b></p> <ul style="list-style-type: none"> <li>Mouth</li> <li>Source</li> <li>Estuary</li> <li>Tributary</li> <li>Summit</li> <li>Sea-level</li> <li>Island</li> </ul> <p><b><u>Greece</u></b></p> <ul style="list-style-type: none"> <li>Mainland</li> <li>Island</li> <li>Coastline</li> <li>Mountainous</li> <li>Climate</li> <li>Tourist</li> <li>Economy</li> <li>Terrain</li> </ul>	<p><b><u>Disciplinary Knowledge:</u></b></p> <p><b><u>Natural Features of the UK.</u></b></p> <ul style="list-style-type: none"> <li>To use maps to describe the features of a location</li> <li>To locate rivers on a map using the 8 points of a compass</li> <li>To use aerial and satellite images</li> <li>To make observations</li> </ul> <p><b><u>Greece</u></b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources to describe the features of a location</li> <li>To locate countries and continents on a world map using the 8 points of a compass</li> <li>To be able to use longitude and latitude</li> <li>To use aerial and satellite images</li> <li>To observe, record and analyse</li> <li>To present information</li> </ul>

<p>skills to enhance their locational and place knowledge.</p>	<p>tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><b><u>Natural Disasters</u></b></p> <ul style="list-style-type: none"> <li>• The children will know the definition of a natural disaster</li> <li>• The children will know the layers of the Earth</li> <li>• The children will know how volcanoes are formed</li> <li>• The children will know the hazards of a volcanic eruption.</li> <li>• The children will know the causes and consequences of a previous volcanic eruption (<b>case study</b>; Etna)</li> <li>• The children will know how earthquakes occur</li> <li>• The children will know the causes and consequences of a previous earthquake (<b>case study</b>; Haiti)</li> </ul>	<p><b><u>Natural Disasters</u></b></p> <ul style="list-style-type: none"> <li>• Inner core</li> <li>• Outer core</li> <li>• Mantle</li> <li>• Crust</li> <li>• Molten rock</li> <li>• Eruption</li> <li>• Lateral blast</li> <li>• Lava flow</li> <li>• Dormant</li> <li>• Extinct</li> <li>• Plate tectonics</li> <li>• Friction</li> <li>• Magma</li> <li>• Pyroclastic</li> <li>• Fault</li> <li>• Seismograph</li> <li>• Richter scale</li> <li>• Mercalli scale</li> </ul>	<p><b><u>Natural Disasters</u></b></p> <ul style="list-style-type: none"> <li>• To use aerial and satellite images to draw observations</li> <li>• To use diagrams to represent</li> <li>• To observe, record and analyse information</li> </ul>
	<p><b>In Year 4</b>, children will develop their knowledge of the continents, looking at more depth into countries further across the globe to the USA.</p> <p>The children will continue to draw comparisons to locations studied in previous years.</p>	<p><b><u>Substantive Knowledge:</u></b></p> <p><b><u>Polar Regions</u></b></p> <ul style="list-style-type: none"> <li>• To know the location of Arctic and Antarctic regions on a map and globe</li> <li>• To know the climate of the polar regions and be able to describe it</li> <li>• To know the physical features of polar regions</li> <li>• To understand how humans and animals have adapted to the extreme climate</li> <li>• To understand how the polar regions may change in the future</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Polar Regions</u></b></p> <ul style="list-style-type: none"> <li>• Continent</li> <li>• Ocean</li> <li>• Arctic</li> <li>• Antarctic</li> <li>• Polar</li> <li>• Tundra</li> <li>• Glacier</li> <li>• Flora</li> <li>• Indigenous</li> <li>• Native</li> <li>• Climate change</li> </ul>	<p><b><u>Disciplinary Knowledge:</u></b></p> <p><b><u>Polar Regions</u></b></p> <ul style="list-style-type: none"> <li>• To use a range of geographical resources, including maps, to describe the features of a location</li> <li>• To locate countries and continents on a world map using the 8 points of a compass</li> <li>• To use aerial and satellite images</li> <li>• To observe and analyse information to draw conclusions</li> <li>• To evaluate information to support choices for the future</li> </ul>

	<p><b>Assessment:</b> In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><b>The Great Barrier Reef</b></p> <ul style="list-style-type: none"> <li>To know the location of the Great Barrier Reef</li> <li>To recognise the Great Barrier Reef as an ecosystem.</li> <li>To understand how humans have impacted on the Great Barrier Reef</li> <li>Understand what global warming is</li> <li>Understand the impact of global warming on ecosystems</li> </ul>	<p><b>The Great Barrier Reef</b></p> <ul style="list-style-type: none"> <li>Coral reef</li> <li>Organisms</li> <li>Diversity</li> <li>Drag effect</li> <li>Bleaching</li> <li>Conservation</li> <li>Atmosphere</li> <li>Greenhouse gases</li> <li>Algae</li> </ul>	<p><b>The Great Barrier Reef</b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources, including maps, to describe the features of a location</li> <li>To locate countries and continents on a world map using the 8 points of a compass</li> <li>To use aerial and satellite images</li> <li>To evaluate information to support choices for the future</li> </ul>
		<p><b>USA</b></p> <ul style="list-style-type: none"> <li>To know the location of the states of the USA on a map</li> <li>To know the time zones of different areas in America</li> <li>To know the weather patterns associated with different areas in America</li> <li>To know the key physical features of the American landscape using topographical maps</li> <li>To compare urban and rural areas based on their human and physical features</li> <li>To know the impacts of urbanisation and how they can be prevented</li> <li>To identify natural phenomena in the USA</li> </ul>	<p><b>USA</b></p> <ul style="list-style-type: none"> <li>Continent</li> <li>States</li> <li>Government</li> <li>Agriculture</li> <li>Population</li> <li>Mountain</li> <li>Prairie</li> <li>Rural</li> <li>Urban</li> <li>Urbanisation</li> <li>National Park</li> <li>Tornado</li> <li>Hurricane</li> <li>Earthquake</li> </ul>	<p><b>USA</b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources, including maps, to describe the features of a location</li> <li>To locate countries and continents on a world map using the 8 points of a compass</li> <li>To be able to use longitude and latitude</li> <li>To use aerial and satellite images</li> <li>To observe and analyse information to draw conclusions</li> </ul>
	<p><b>In Year 5</b>, the children will continue to learn about different cultures throughout the world by focusing on rivers, trade and biomes.</p> <p>The children will draw comparisons and connections</p>	<p><b>Substantive Knowledge:</b></p> <p><b>Rivers (Nile and Thames)</b></p> <ul style="list-style-type: none"> <li>The children will understand the importance of the River Nile</li> <li>The children will know the course of the River Nile from source to mouth.</li> <li>The children will know how the river Nile supports life</li> <li>The children will know the physical and human features of Cairo</li> <li>The children will compare and contrast London and the River Thames to Egypt and the River Nile.</li> </ul>	<p><b>Vocabulary:</b></p> <p><b>Rivers (Nile and Thames)</b></p> <ul style="list-style-type: none"> <li>Civilization</li> <li>Fertile</li> <li>Irrigation</li> <li>Source</li> <li>Mouth</li> <li>Mediterranean</li> <li>Hemisphere</li> <li>Delt</li> <li>Equator</li> <li>transportation</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <p><b>Rivers (Nile and Thames)</b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources to describe the features of a location</li> <li>To locate countries and continents on a world map using the 8 points of a compass</li> <li>To be able to use longitude and latitude</li> <li>To use aerial and satellite images</li> <li>To observe and analyse information to draw conclusions</li> </ul>

<p>throughout the year.</p> <p><b>Assessment:</b> In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><b>Global Trade</b></p> <ul style="list-style-type: none"> <li>The children will be able to define trade</li> <li>The children will know the causes and impacts of global trade.</li> <li>The children will understand global supply chain</li> <li>The children will know what the UK exports</li> <li>The children will know the importance of Fairtrade</li> </ul>	<p><b>Global Trade</b></p> <ul style="list-style-type: none"> <li>Trade</li> <li>Import</li> <li>Export</li> <li>Product</li> <li>Supplier</li> <li>Manufacturer</li> <li>Distributor</li> <li>Retailer</li> <li>Supply chain</li> <li>Fair trade</li> </ul>	<p><b>Global Trade</b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources to describe the features of a location</li> <li>To use aerial and satellite images</li> <li>To observe and analyse information to draw conclusions</li> <li>To evaluate information to support choices for the future</li> </ul>
<p><b>In Year 6</b>, the children will study continue to venture further across the globe, looking at Mexico in depth.</p> <p>The children will also think like geographers by observing and discussing how geography impacts us and also how we can have an impact upon the</p>	<p><b>Substantive Knowledge:</b></p> <p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>The children will know the location of Mexico.</li> <li>The children will know how the location impacts climate.</li> <li>The children will know the physical features of Mexico.</li> <li>The children will know the climate and physical features of the Chihuahuan desert.</li> <li>The children will know why Mexico attracts tourists.</li> </ul>	<p><b>Vocabulary:</b></p> <p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>Longitude</li> <li>Latitude</li> <li>Continents</li> <li>Countries</li> <li>Topography</li> <li>Precipitation</li> <li>Tourism</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>To use a range of geographical resources to describe the features of a location</li> <li>To locate countries and continents on a world map using the 8 points of a compass</li> <li>To be able to use longitude and latitude</li> <li>To use aerial and satellite images</li> <li>To observe, record and analyse information to draw conclusions</li> </ul>
	<p><b>Extreme Weather</b></p> <ul style="list-style-type: none"> <li>The children will know the difference between extreme weather and climate.</li> <li>The children will know what a drought is.</li> <li>The children will know about a drought case study: Australia.</li> </ul>	<p><b>Extreme Weather</b></p> <ul style="list-style-type: none"> <li>Climate</li> <li>Weather</li> <li>Arid</li> <li>Polar</li> <li>Temperate</li> </ul>	<p><b>Extreme Weather</b></p> <ul style="list-style-type: none"> <li>To use aerial and satellite images to draw conclusions</li> <li>To observe, record and analyse information to draw conclusions</li> <li>To use maps and plans to effectively plan</li> </ul>

	<p>geography of the world.</p> <p><b>Assessment:</b> In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<ul style="list-style-type: none"> <li>• The children will know the human and physical causes of flooding.</li> <li>• The children will know the case study of a flood: West Midlands.</li> <li>• The children will know how floods can be prevented.</li> </ul>	<ul style="list-style-type: none"> <li>• Tropical</li> <li>• Equator</li> <li>• Drought</li> <li>• Precipitation</li> <li>• Impermeable</li> <li>• Urbanisation</li> <li>• Afforestation</li> <li>• Embankment</li> </ul>	
		<p><b>Environmental issues</b></p> <ul style="list-style-type: none"> <li>• The children will know that the Earth's resources are fragile and finite.</li> <li>• The children will know the causes and impacts of air, water and land pollution.</li> <li>• The children will know how to reduce pollution.</li> <li>• The children will know how to develop a sustainable city: Curitiba, Brazil</li> </ul>	<p><b>Environmental issues</b></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Closed ecosystem</li> <li>• Finite</li> <li>• Global warming</li> <li>• Fossil fuels</li> <li>• Pollution</li> <li>• Farming</li> <li>• Recycling</li> <li>• Afforestation</li> <li>• Net zero</li> </ul>	<p><b>Environmental Issues</b></p> <ul style="list-style-type: none"> <li>• To locate countries and continents on a world map using the 8 points of a compass</li> <li>• To use aerial and satellite images to gather and analyse information</li> <li>• To generate ideas and plans based on information collected</li> </ul>