

King's Oak Primary School - subject progression document

Subject: Geography

Year group	Progression of skills	Progression in knowledge	Key vocabulary and essential experiences
Preschool	<p>To recognise sounds, objects, pictures that link to places eg traffic - busy road, trains - train station,</p> <p>To demonstrate knowledge of familiar spaces and places in an immediate environment. eg. know where equipment in the classroom goes, where toilets are..</p> <p>To ask questions such as "what", "where", "why" and "who" about sounds, objects, pictures that link to places.</p>	<p>Child is able to articulate about the sounds, objects and pictures with accuracy</p> <p>Questions asked show a deepening level of understanding.</p>	<p>Familiar modes of transport - bus, car, motor bike, bicycle</p> <p>Let me explore bubbles, windmills or streamers when it's windy. Let me use toy cars, buses or trains to make up stories about going to the supermarket, going on holiday or going to nursery.</p>
<p>Fieldwork</p> <ul style="list-style-type: none"> ● explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces, flower beds ● experience different weather conditions and their impact on the environment ● examine and discuss natural objects e.g. autumn leaves, twigs, stones ● explore the immediate vicinity of the setting through walks and visits to selected sites 			
Nursery	<p>To recognise roles of adults and children they come in contact with, in real life, and in books eg. Parents, Grandparents, Aunts, Uncles, Doctors, Teachers, Shop Assistant ..</p> <p>To recognise where they fit in the lives of the adults and children around them</p> <p>To begin to recognise distance of journeys eg trains and aeroplanes take us to very far places, buses and cars take us to places that are nearer but too far to walk...</p> <p>Essential experience Nature trail - walking through different landscapes to develop language</p>	<p>Children know and are able to talk about where they live and the people who share their lives and their interest in the different jobs that grownups do, like firefighters and doctors.</p> <p>Children are able to talk about their home and the places that they like to go.</p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Themselves and family Birthday, Mummy, Daddy, sister, brother, Weather, plants and wildlife sunny, rainy, bugs, flowers, plant Where they live, people and communities House, home, present, gift, friends, family, doctor, policeman, The World Park, shops, cat, dog, flowers,</p>
<p>Fieldwork</p> <ul style="list-style-type: none"> ● explore the immediate vicinity of the setting through walks and visits to selected sites ● using small world play or the role play area to represent a visited place ● making drawings e.g. of their favourite place in the outdoor area, what they saw at the park, etc. ● taking digital photographs e.g. of a collection of natural objects, buildings in the locality, etc. 			

<p>Reception</p>	<p>-To know the difference between close/near and far away.</p> <p>-Some directional language, forwards backwards, left, right.</p> <p>-To compare between different environments that they have experienced. E.g., "that's a clothes shop; we go to Aldi for food." Recognise them in photographs.</p> <p>-Recognise street furniture (bin lamppost traffic light.) in photos.</p> <p>-To recognise different buildings and their function in a photo e.g. church, train station.</p> <p>- To compare how things, like flowers or buildings look the same or look different.</p>	<p>- To be able to talk about local places that are relatable to them e.g. <i>the local shop "ALDI" Their friend's house "just down the road".</i></p> <p>- To be able to talk about places they have to travel to e.g. <i>"My uncle lives far away, we go on a train."</i></p> <p>- Know where they live e.g. <i>"I live in a house" "I live in new Malden" "I live in London"</i></p> <p>Recognise and be able to talk about the differences between a village and a busy town through stories or visits.</p> <p>- Knowing the difference between animals and their general habitat. E.g., <i>"The tiger lives in the jungle and we don't have tigers here."</i></p> <p><i>"Polar bear lives in the snow."</i></p> <p>- Remembering locations of things e.g. <i>"Let me help you find the things we need in the shop."</i></p> <p><i>"Make a map with me to show how we get from our house to the nursery or the library."</i></p>	<p>Outdoor environments natural elements a park, tree, bush, flowers, leaves, farm, fields</p> <p>Man made elements swing, slide, shops, block of flats, house</p> <p>Weather Sunny, rain, windy, icy, snowy.</p> <p>Street furniture Bus stop, traffic lights, zebra crossing, litter bin, street lights</p>
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Fieldwork

- sequencing photographs to recall features seen on a visit or short walk in a particular vicinity
- drawing maps e.g. of an indoor or outdoor area
- counting e.g. cars parked outside the school at the start/end of the day
- express their feelings about places they visit, saying which features they like or dislike.

At the end of EYFS children should:

- know that the school is in New Malden, Kingston which is in London
- know the different seasons and match them to weather patterns
- match people to occupations that are familiar to them through experience or through stories
- recognise common symbols on a map - land, ocean/sea, river, church, trainstation, school, hospital, park, road etc

<p>Year 1</p>	<p>Ask simple geographical questions and communicate ideas using simple sentences and using geographical vocabulary</p> <p>Extract basic information from a pictorial maps, atlases and globes and use pictures and photos (e.g. aerial photographs) to recognise landmarks Identify features and make plans of familiar areas</p> <p>Follow directions, e.g. a route on a map and recognise the 4 points of a compass for basic fieldwork activities.</p> <p>Be able to create maps of the Year 1 and KS1 environment. To be able to create a map of a familiar area with a key and simple route.</p> <p>Use maps to help identify seasonal and daily weather and be able to talk about the weather outside and create or interpret diagrams of the weather and retell it to a friend or adult.</p> <p>To write a sentence about the season. To be able to label/create a picture / diagram linked to the seasons.</p>	<p><u>Locational</u></p> <p>- Recognise land mass on maps/globe - distinguishing between land and sea</p> <p>- locate and name the 7 continents and 5 oceans</p> <p>- Know and Identify 4 countries of the UK, capital cities and surrounding</p> <p><u>Place</u></p> <p>- Identify and describe human/ and physical features of school and local area - surrounding roads. To be familiar with the human and physical features of the local area e.g. Shop, park, road, church, railway, path.</p> <p><u>Human and Physical</u></p> <p>- Identify seasonal and daily weather patterns in the local area and UK</p> <p>Essential Experiences: Fact finding research trip to New Malden including The Triangle – identify landmarks, street furniture, natural and manmade etc.</p>	<p>forest, hill, river, sea, ocean thunder, lighting, rain, snow, stormy, windy house, city, town, shop, street furniture continent, Europe, city, chronological, England, Wales, Scotland, Northern Ireland. location, globe city, town, village, factory, farm, office, port, harbour</p>
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Fieldwork

- investigate different weather conditions through observation and by making and using simple measurement devices e.g. to observe wind direction and measure rainfall
- observe and record seasonal changes in the school grounds and local area e.g. in flowering plants and deciduous trees
- investigate the physical and human features of the school and school grounds and local area, naming and describing what they see e.g. different areas (playground, carpark, field, wildlife area) and how they are used, routes around the school site, people's jobs, places that have been/could be improved, etc

- investigate environmental issues in the school grounds e.g. lack of play facilities, where litter collects, road safety issues

<p>Year 2</p>	<p>Ask and respond to geographical questions and express your own view and start to give reasons for ideas using relevant vocabulary and detail</p> <p>Collect and record evidence by identifying similarities and differences</p> <p>Use world maps, atlases, globes and plans to answer questions, identifying physical features using a key..</p> <p>Use simple compass directions to describe a location, features and routes on a map.</p> <p>Use a range of visuals, including photos, plans and Google Earth to describe basic physical features</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Identify hot/cold areas of the world in relation to the equator and the poles and use data (bar charts, picture grams) to collect information.</p> <p>Use fiction, non-fiction text and own experiences to make judgements and form opinions and be able to communicate ideas.</p>	<ul style="list-style-type: none"> - identify characteristics and key physical features of the 4 countries of the UK (rivers, mountains, main towns) - identify and describe human/ and physical features of an area of a non-Europe country. To be familiar with the human and physical features of the non-European country (Madre de Dios in 'darkest' Peru). - compare an area of the UK to a contrasting Non-European country. - Know and be able to locate hot and cold areas of the world. - Know where the polar, temperate and equatorial regions are - Know that temperatures in some countries can go from being very hot to very cold at different times of the day and year. <p>Essential Experiences Brooklands Museum Wetland Trip - journey to a contrasting local area</p>	<p>Island, beach, coast, mountain, mountainous valley, cliff vegetation village, factory, farm, office</p> <p>UK, England, Northern Ireland, Wales, Scotland, continent, Africa, Antarctica, Asia, Australia, Europe, North America South America. The 5 x Oceans: Pacific, Atlantic Indian, Southern Ocean aka Antarctic Ocean and Arctic Ocean.</p> <p>Temperate, Polar and Equatorial regions</p> <p>Physical map Political map</p>
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Fieldwork

- explore the local area of the school to investigate the range of buildings, roads, green spaces, and other local features
- visit some local facilities e.g. shops, a library, a health centre and talk about what happens there and why people go there
- take a short journey by bus, tram, or train to investigate a slightly more distant site which contrasts with the immediate local area
- visit a park or local green space to observe its physical and human features, and to investigate how people use and enjoy it

At the end of KS1 children should:

- locate and name the 7 continents and 5 oceans
- Know and Identify 4 countries of the UK, capital cities and surrounding seas
- Recognise key physical features of the 4 countries of the UK (rivers, mountains, main towns)
- Know and be able to locate hot and cold areas of the world
- Know where the polar, temperate and equatorial regions are and be able to explain using geographical/scientific vocabulary.

<p>Year 3</p>	<p>Compare and observe changes over time, contrasting physical and human features</p> <p>Being resourceful using secondary resources to find information – maps, aerial photos, land use diagrams and photographs to build on skills learnt in Year 2</p> <p>Communicate ideas by drawing maps, diagrams using relevant vocabulary and descriptive language</p> <p>Thinking things through by:</p> <ul style="list-style-type: none"> Asking relevant geographical questions and responding using evidence to support answers Making comparisons and describing changes over time. Giving reasons for views supported with some evidence <p>Communicate in different ways by using statistics - graphs/tables and pictures/diagrams with explanations using evidence,</p> <p>Interpreting information by posing geographical questions to explore and research,</p> <p>Use a range of fieldwork techniques by recognising 8</p>	<ul style="list-style-type: none"> -Know the urban area where you live and can talk about it; <i>Kingston is an urban area within London, capital of UK, part of Europe</i> -Know a contrasting location and be able to talk about it; <i>Littlehampton is a coastal town located on the Southern coast of England, (in the county of West Sussex), UK, Europe</i> - Know contrasting historical and geographical facts - <i>Kingston is an ancient market town on the banks of the River Thames whereas Littlehampton is a seaside resort located at the mouth of the River Arun</i> - Know that urban areas have certain features that makes life easy for humans; <i>schools, shops, houses, flats, library, police station, shopping outlets, churches, parks and offices surrounded by busy 'A roads'</i> - Know that contrasting areas may have the same but is smaller: <i>is by the sea and the countryside - holidays, hotels, quieter life, cheaper, less full, fresh air, quieter</i> - Know the difference between natural and manmade physical features to the landscape e.g. hill, river, sea and railway, viaduct, house, Know that urban areas are built up and have a dense population; coastal areas are by the coast; 	<p>Urban, rural, coastal, infrastructure, population, industrial, residential, agriculture, settlement, land use, town, village, boundary, borough, county, holidays, hotels, quieter life, cheaper, less dense, fresh air, built up, shops, residential, inner city, shoreline, longshore drift, coastal erosion, flooding</p>
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	<p>points of a compass when using maps of local area, collect and record information through actual fieldwork, begin to use grid referencing by reading simple coordinates. Plan a journey – bus/train timetables, route to take, distance, length of journey etc.</p> <p>Identify - similarities and differences</p> <p>Recognise social impact of geographical phenomenon: i) Use social facts to understand the reasons for geographical events. ii) Use geographical facts to understand the reason for social events.</p>	<p>rural areas are in the countryside -Know that coastline can change due to coastal erosion, longshore drift; seasonality – tourism -Know that coastal erosion can have a significant impact on the local community -Know reasons why people migrate to different areas. -Know that migration can change communities in different ways -Know that there are different types of maps which focus on different features and have different uses</p> <p>Essential field trips Kingston town centre and contrasting seaside town using local street / land use map and compass</p>	
<p>Fieldwork:</p> <ul style="list-style-type: none"> take field trips more distant places to investigate their physical and human geography, e.g. a farm, water treatment plant, botanical gardens, etc, as appropriate to the curriculum plan when learning about land use, investigate local buildings, land use, and local facilities, and explore issues of environmental quality and value by, e.g. investigating which spaces or places are valued by the local community when learning about economic activities, investigate local shops to find out how far people come to use them, and why, or investigate local journeys and routes, including road safety, public transport provision, and facilities for more sustainable travel choices when learning about natural resources, explore issues of sustainability in everyday life e.g., energy use and generation, water supply and use 			
<p>Year 4</p>	<p>Compare - historical Victorian maps with present identifying where boundaries and names of countries have changed over time.</p> <p>Being resourceful – Using secondary resources to find information – maps, atlases, globes, aerial photos, digital maps and perspective plans to build on skills learnt in Year 3.</p> <p>Communicating ideas – Drawing maps, diagrams and describing using relevant geographical vocabulary</p> <p>Thinking things through -</p> <ul style="list-style-type: none"> Ask relevant geographical questions and respond using evidence to support answers Make comparisons and describe changes over time. Identify links and relationships Give reasons for my views supported with some evidence <p>Communicating in different ways – Statistics - scale /measure, conversion graphs/pictures – explanations using evidence, written reports.</p> <p>Interpreting information – Statistics – asking and answering questions</p> <p>Use a range of field work techniques – 8 point compass and 4 grid references to locate places on a map, planning a trip: route, transport, costings, distance, timetables etc.</p> <p>(Revision) Identify Northern and Southern hemisphere, Tropics of Cancer, Capricorn and Equator</p> <p>Recognise social/historical impact of geographical phenomenon: i) Use historical facts to develop empathy and understanding for the outcome of geographical events. ii) Use geographical facts to develop empathy and understanding for outcomes to historical events.</p>	<p>Pompeii is in Italy, Europe - the northern hemisphere.</p> <p>The Earth has 4 different layers and be able to discuss their formation</p> <p>A volcano is an opening in the Earth's crust</p> <p>Volcanoes can look like mountains or small hills,</p> <p>Volcanic eruptions are caused by plate tectonics</p> <p>Volcanoes are usually found along the edge of tectonic plates. i.e. The Ring of Fire,</p> <p>Begin to Understand the geographical /historical impact of the British Empire</p> <p>Commonwealth countries were part of the British Empire</p> <p>Know the differences and similarities of ecosystems and biomes and be able to explain how important they are to sustaining life on Earth.(science link)</p> <p>Essential field trip London's Docklands Museum linked history topic- The Victorians Natural History Museum – Experience Volcanoes and Earthquakes</p>	<p>Eruption, volcano, tectonic plates, earthquake, effusive, explosive, ash, crust, mantle, core, lava, magma, pyroclastic flow, pressure, gases, geothermal Dormant, active, extinct Equator, Tropic of Cancer, Tropic of Capricorn, Northern / Southern Hemispheres Empire Commonwealth Colony /colonies dominion biomes, ecosystems</p>

Fieldwork

- use the school, its grounds and the local area as a site for studying aspects of physical and human geography by investigating questions such as ‘Where does the water go when it rains?’, ‘Where does the food for school dinners come from?’
- when learning about the water cycle, weather and climate, investigate and record different weather phenomena through observation and by using standard measurement devices e.g. a thermometer, rain gauge and anemometer
- when learning about biomes and vegetation belts, visit a woodland to study the trees, plants, and animals, as an ecosystem (with Science)
- when learning about natural resources, explore issues of sustainability in everyday life e.g., energy, water supply and pollution.

At the end of LO-KS2 children should:

- know the difference and be able to describe features of urban, rural and coastal regions of the UK
- be able to give reasons for coastal erosion
- give reasons why people migrate from urban to rural/coastal and vice versa
- be able to explain the earth’s structure and plate tectonics and how volcanoes are formed
- describe the different types of volcanic eruptions

Year 5

Being resourceful – Using secondary resources to find information – maps, atlases, internet more precisely, building on skills learnt in Year 4.

Communicating ideas – Drawing maps, diagrams and describing using relevant vocabulary

Thinking things through - Identify cause and effect by looking for similarities and differences, making measured assumptions based on evidence and data

Communicating in different ways – Statistics - scale /measure, conversion graphs/pictures – explanations using evidence, written reports.

Interpreting information – Statistics – asking and answering questions

Use a range of field work techniques – 8 point compass and 4 and 6 grid references to locate places on a map,

Revise identify longitude, latitude, Tropics of Cancer, Capricorn and Equator

Recognise social/historical impact of geographical phenomenon - Eurocentric world view (*London centre of the World*) -food we eat due to Tudor exploration – on set of Slave Trade - endeavour to climb the tallest mountain and how this feat has affected the lives of the people who live by the mountain and the mountain environments – impact of tourism on mountainous regions

Compare – land use of ancient Egypt with Egypt today.

What is Earth’s structure? – Recap from Yr4 - Geological structure of Earth – Know the five layers of the Earth:
Why Mount Everest? – Know Mount Everest as being the tallest natural structure above sea level.
Mauna Kea is the tallest mountain on Earth – below sea level.
 Know that after two world wars, powerful nations were now pursuing a race to achieve things that were once thought impossible, first man in space, on the moon, to reach the north pole, the south pole,
 Know how Mount Everest is formed and contuse to change – Expand on previous knowledge (volcanoes).
 Know and describe different types of mountains
How does Everest compare to other mountains/ranges? Know the main mountain ranges of the world:
 Know heights (recognising scale) of different mountains. Know that mountains are very, very huge structures and **ancient**.
How does Himalayan climate affect weather on Everest? – Know the difference between weather and climate
 Recognise that different mountain ranges across the world have different climates and weather patterns according to their location.
What is mountain tourism? – Know that people visit mountains for **charity**, to see the **fauna and flora, for sports, for the challenge, clean air and beautiful scenery**. Understand the impact tourism has on mountain regions - **economically, socially and environmentally**.
 Describe and understand key aspects of economic activity including trade links & distribution of natural resources including energy, food, minerals and water supplies - linked to history Tudor work, building on Year 4 study on Empire – **How did the British Empire develop?**
Essential experience
 White Spider indoor rock climbing centre?

tectonic plates, mantle, legend, steep, peaks, ridges, glaciers, fiords valleys, snow-capped, ancient landforms, folded, fault-block, up-warped (dome), volcanic, plateau, ranges, sea level, ocean floor, scale, weather. climate, hypothermia, landslides, avalanche, altitude, Sherpa, economic, social environmental, impact temperature, precipitation and wind speed and air pressure Eurocentric

Fieldwork

- when learning about settlements, investigate buildings, land use, and local facilities, and how these have changed over time, and investigate local development plans through visits to derelict sites, empty shops or buildings, or places where road/ housing/ industrial/ retail/ leisure schemes are proposed
- when learning about economic activities, investigate the range and location of primary, secondary and, tertiary economic activities in the local area
- when learning about natural resources and trade, explore issues of sustainability in everyday life e.g., how everyday goods such as food

crops and clothing are grown/manufactured and traded, and consumption, waste, and recycling.

<p>Year 6</p>	<p>Being resourceful - use maps, atlases, globes and digital/computer mapping to locate countries with confidence</p> <p>Communicating ideas – Drawing maps, diagrams and describing using relevant vocabulary at a greater depth than Year 5</p> <p>Thinking things through - critically about the impacts of climate change using evidence and data</p> <p>Communicating in different ways – Statistics - scale /measure, conversion graphs/pictures – explanations using evidence, written reports.</p> <p>i) Recognise and describe how people are affected by climate change and understand that people living in poverty are the most vulnerable</p> <p>ii) Refugees or evacuees?</p> <p>Interpreting information – Statistics – asking and answering questions relating to climate change</p> <p>Revise – different time zones, 24 hour clock</p> <p>Social impact on geographical/historical/economical phenomenon</p> <p>Use arguments for and against to disseminate pros / cons / for / against the different viewpoints why humans do the things they do that create:</p> <p>i) climate change – social progress and building economies</p> <p>ii) factors leading to, during and end of WW2.</p> <p>Use a range of field work techniques – 8 point compass and 6 grid references to locate places on a map with accurate precision</p>	<p><u>What is the difference between climate and weather?</u> - Revision from Year 5.</p> <p>Describe and understand key aspects of the water cycle – building on science work studied in Year 4</p> <p><u>How is the Earth's climate changing?</u> - know that there is natural climate change as well as climate change due to human activity.</p> <p>Know how the 'greenhouse' effect works and the role of carbon dioxide as a greenhouse gas and how it is contributing to damaging the ozone layer.</p> <p>Know that human activities contribute to climate change. (Farming, factories, fossil fuels etc.)</p> <p><u>How does climate change impact on people and our planet?</u> – rising sea levels, flooding, polar ice caps melting, droughts, disappearing habitats, forest fires (Australia) etc.</p> <p>Know that climate change acutely affects the most vulnerable in the World - migration, adaptation (<i>building on water, famine, animal adaptation etc.</i>)</p> <p><u>How can we reduce our impact on climate change?</u> Know that actions made now could slow down climate change – saving energy; reduce fossil fuel use, alternative fuels, reforestation, reuse and recycle.</p> <p>Know and understand that actions will vary according to both the ease with which they can be carried out and the impact they will have.</p> <p>Know and recognise countries that were allies and axis in WW2 and the routes, rivers, seas, oceans and borders they crossed to invade/retreat.</p> <p>Know/recognise countries and borders that have changed due to political regimes at start and end of WW2</p> <p>Essential Experiences</p> <p>Visit a waste disposal depot/centre – What happens to your rubbish once it is collected?</p>	<p>Climate, weather, climate change, adaptation, greenhouse effect, carbon footprint, CO2 emissions, poverty, vulnerable, communities, impacts, globalisation, sustainable, Deforestation, Biomes</p>
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Fieldwork

- use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?', and ' How can we make our school grounds more bee friendly?'
- when learning about rivers, visit a local stream or river, to investigate its physical features (meanders, sites of erosion and deposition, etc.) and its use by people now and in the past
- take field trips to unfamiliar environments to investigate their physical and human geography of, e.g. a mountain, a rural area, a beach, as appropriate to the curriculum plan
- investigate levels of pollution outside school - recording evidence and suggesting solutions

At the end of UP-KS2 children should:

- know the different types of mountains and explain how they are formed
- be able to name the mountain ranges of the UK and the main mountain ranges in different hemispheres of the world
- Know the reasons why people visit mountains and how it impacts on those that live in those regions
- Know the difference between weather and climate
- Know how the 'greenhouse' effect works and the role of carbon dioxide as a greenhouse gas and how it is contributing to damaging the ozone layer.

<p>Year 7</p>	<p>Geographical skills and fieldwork</p> <p>Pupils build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p>	<p>Consolidate and extend knowledge of the world's major countries and their physical and human features.</p>	
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	<p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p>Understand how geographical processes interact to create distinctive human and physical landscapes that change over time.</p> <p>Extend their locational knowledge and deepen awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <p>Explore physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p> <p>Explore human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p>	
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