

LONG SUTTON Geography CURRICULUM OVERVIEW 2022

	Year A (2023/24)	Year B (2022/23)
Year 1	<p>Ongoing:</p> <p>Seasons and weather patterns (Human & physical geography)</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <p>Welly Walk (Human & physical geography)</p> <ul style="list-style-type: none"> understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop 	<p>Ongoing:</p> <p>Seasons and weather patterns (Human & physical geography)</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <p>Welly Walk (Human & physical geography)</p> <ul style="list-style-type: none"> understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop
	<p>Harvest – Where does our food come from? (Linked to Harvest) https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from-5-7-years/ All food comes from plants and animals Plants are grown, animals are reared, some food is caught Food is changed from ‘farm to fork’ The origin of foods – where it comes from. Where in the world do different fruits come from</p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>What’s it like to live in Long Sutton Local Geography – our village:</p> <ul style="list-style-type: none"> To locate the school buildings on a map and aerial photograph To create a map of the classroom To create a map of welly walk To identify human and physical features of geography in our village To be able to draw a map and use a key To know the countries of the UK <p>NC:</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>What is it like in Antarctica?</p> <p>Non-European Comparison – Antarctica (Linked to History Shackleton)</p> <ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Antarctica • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a cold place. • Recognise the features of cold places. • Locate some countries with cold climates on a world map. <p>NC</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use basic geographical vocabulary to refer to:
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		<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	<p>How is where I live different to London?</p> <p>UK Countries – another area of UK –</p> <ul style="list-style-type: none"> To locate London on a map To know the countries of the UK and major cities To know where the UK is in the world and identify the continents and oceans To compare London to long Sutton Explore what it would be like to live in London To understand the physical features of London To use simple maps and plans <p>NC</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>What is it like in Antarctica?</p> <p>Non-European Comparison – Antarctica (Linked to History Shackleton)</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Antarctica Investigate the weather, writing about it using key vocabulary and explaining whether they live in a cold place. Recognise the features of cold places. Locate some countries with cold climates on a world map. <p>NC</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	<p>Splash! Why is Water important?</p> <ul style="list-style-type: none"> To name the main oceans 	<p>What's it like to live by the coast?</p> <p>UK countries – focus on locality – Beach locality – Lyme Regis</p>

	<ul style="list-style-type: none"> - To know how we use water - To know how important water is and how to save it - To understand how to stay safe in and around water - To understand the basic features of a river - To name local rivers <p>NC</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • The features of the coast • To locate the seas and oceans surrounding the UK • To investigate how people use the local coast • To know the names of the 5 oceans and be able to locate them on a map. <p>NC</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK
Kingfisher		
	<p>Where in the United Kingdom? Exploring the UK</p> <ul style="list-style-type: none"> • To identify the countries of Europe. • To identify the countries and capitals of the United Kingdom • To locate UK cities using compass directions. • To identify human and physical features of the UK. – local links • To investigate satellite photos of the UK. • To compare the city and the countryside in the UK. – local links • To identify famous features and characteristics of each UK country. • To identify the flags of the United Kingdom. • To identify the four seasons of weather in the UK. <p>NC</p>	<p>What's it like to live in Long Sutton?</p> <p>Local Geography – our village:</p> <ul style="list-style-type: none"> • To locate the school buildings on a map and aerial photograph • To identify human and physical features of geography in our village • To be able to draw a map and use a key <p>NC</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

	<p>Locational knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) • Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city). • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city). • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>KS2:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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
	<p>How is where I live different to London?</p> <p>UK Countries – another area of UK –</p> <ul style="list-style-type: none"> • To locate London on a map • To know the countries of the UK and major cities • To know where the UK is in the world and identify the continents and oceans • To compare London to long Sutton • Explore what it would be like to live in London • To understand the physical features of London 	<p>Locational Knowledge - Based on the British Empire – Continents, seas/oceans, maps skills</p> <p>What would it be like to live in Australia?</p> <p>Non European country – Australia</p> <ul style="list-style-type: none"> • To be able to locate Australia on a map • To learn the names and positions of the continents and oceans. • To know which regions are hot and which are cold

	<ul style="list-style-type: none"> To use simple maps and plans <p>NC</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> To find out about Australia and its geography, cities & countryside To compare life in Australia with life in the UK and imagine living in Australia To compare rural and city locations in Australia To explore the similarities/differences between life in Australia and the UK To begin to learn about different Australian landscapes. <p>NC</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
	<p>What would it be like to live in Kenya?</p> <p>Non European country – Kenya?</p> <ul style="list-style-type: none"> To be able to locate Kenya on a map To learn the names and positions of the continents and oceans. To know which regions are hot and which are cold To find out about Kenya and its geography, cities & countryside To compare life in Kenya with life in the UK and imagine living in Kenya To compare rural and city locations in Kenya 	<p>How is where I live different to Lyme Regis?</p> <p>UK Countries – another area of UK – Lyme Regis</p> <ul style="list-style-type: none"> To locate Lyme Regis on a map To know the countries of the UK and major cities To know where the UK is in the world and identify the continents and oceans To compare Lyme Regis to long Sutton Explore what it would be like to live in Lyme Regis To understand the physical features of the coast To use simple maps and plans

	<ul style="list-style-type: none"> To explore the similarities/differences between life in Kenya and the UK To begin to learn about different Kenya landscapes <p>NC</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Kites	<p>Where in the world is....?</p> <p>How to use a map?</p> <p>Map work – based local</p> <ul style="list-style-type: none"> To be able to use a n atlas and globe to locate key countries around the world To be able to use 4 figure grid references To locate and know countries of the UK, major cities and topographical features To use a local OS map to find key places and follow a route. To draw plans and maps To understand about different types of settlement and land use through the use of maps <p>NC:</p> <p>Geographical skills and fieldwork:</p>	<p>What is like to live in Italy?</p> <ul style="list-style-type: none"> To be able to locate Italy on a map To be able to locate key European countries on a map To know the key cities, environmental regions and characteristics To understand the similarities and difference to the UK To identify the climate zones, rivers, mountains, volcanoes and earthquakes. To know what it is like to live in Italy To explore the types of settlement, land use and economic activity <p>NC:</p> <p>Human and physical Geography:</p>

	<ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use 4 Figure grid references and OS maps including symbols and keys 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 <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, , key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human Geography</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting European country – Italy <p>Locational Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,
	<p><u>What's it like to live in Bristol compared to Long Sutton?</u></p> <ul style="list-style-type: none"> To be able to locate Bristol on a map To look at the similarities and differences of Bristol and Long Sutton To understand the features of a city To begin to understand the diversity within Bristol To investigate the topographical feature of Bristol – river, coast, hills To understand how the history and geographical position of Bristol has impacted its development <p>NC</p> <p>Human and physical Geography:</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Bristol <p>Locational Geography:</p>	<p>What causes Volcanoes and earthquakes?</p> <ul style="list-style-type: none"> To understand how the earth moves and the causes of earthquakes and volcanoes To locate key volcanoes. To know the structure of volcanoes and the features of an eruption To understand that the earth's crust is split into tectonic plates To understand why people live near volcanoes To understand the causes of earthquakes and the features of these To locate earthquakes using longitude and latitude <p>NC:</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes <p>Locational Geography:</p>

	<ul style="list-style-type: none"> 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), 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,
Summer	<p>Rivers</p> <ul style="list-style-type: none"> To understand the key processes of the water cycle. To identify the features of a river system. To identify the characteristics of the three stages of a river. To investigate features of the River Thames on maps and satellite photos. To think about the different ways we use water. To understand the impact of floods and droughts. – local link to Somerset Levels 2014 floods To identify rivers using an atlas. <p>NC</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. <p>Locational knowledge:</p> <ul style="list-style-type: none"> 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) <p>Human & physical geography:</p> <p>- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	<p>Climate change – How is our world impacted by plastic?</p> <ul style="list-style-type: none"> To understand what climate change is To know the causes of climate change To begin to understand the evidence for climate change To understand the effects of plastic on our world To know the alternatives for plastics To understand the effects of plastics on our oceans <p>NC:</p> <p>Human & physical geography:</p> <ul style="list-style-type: none"> 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. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate

<p>Harriers</p>	<p><u>Why do we need maps?</u></p> <ul style="list-style-type: none"> • To understand grid reference • To be able to navigate using an OS map • To know the key symbols of an OS map • To use atlases and digital technology to look at human and physical features around the world • To know where key places are • To be able to draw sketch maps of their locality <p>NC</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • To 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 • To be able to use local OS maps to find and plan journeys • To 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. 	<p><u>All about Global trade</u></p> <ul style="list-style-type: none"> • To understand where products come from • To understand why trade has become global • To compare different places products pass through during their manufacture (cotton or chocolate) • To know what the UK exports and to which countries • To understand the positive impact of buying fairtrade products • To understand how the human and physical geography of a country determines its highest-value export. <p>NC</p> <p>Human Geography:</p> <ul style="list-style-type: none"> • Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • To 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. • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
	<p><u>What is it like to live in Spain?</u></p> <p>To identify the countries of Europe.</p> <p>To write a fact file about Spain.</p> <p>To identify the human and physical features of Spain.</p> <p>To use the points of the compass.</p> <p>To use 4-figure grid references.</p> <p>To compare the climate of Spain with the UK.</p> <p>To give a guided tour of Madrid.</p> <p>NC:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) 	<p><u>What is the importance of mountains?</u></p> <p><u>Mountains – Everest</u></p> <ul style="list-style-type: none"> • To know how mountains are formed • To understand the key features of mountains • To be able to locate the world 10 highest mountains • To identify key mountain ranges including using longitude and latitude • To investigate the climate of a mountain environment • To understand the importance of mount Everest <p>NC:</p> <p>Physical Geography:</p>

	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use the 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. <p>Place knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Human and physical geography:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, Mountains <p>Locational Geography:</p> <ul style="list-style-type: none"> • 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 • Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Summer	<p><u>Climate Change – Why do we need renewable energy?</u></p> <ul style="list-style-type: none"> • To know what climate change is • To know who Greta Thunberg is • To identify what energy is and the sources of this. • To know what environmental impact is of energy sources. • To understand the need to conserve our natural resources. • To know the advantages and disadvantages of solar power • To understand wind power and how this produced • To know what nuclear power is <p>NC</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p><u>What's it like to live in Brazil?</u></p> <ul style="list-style-type: none"> • To identify the countries and capitals of South America. • To write a fact file about Brazil. • To locate Brazilian cities using 4 & 6-figure grid references. • To identify the human and physical features of Brazil. • To explore Brazil's different ecosystems. • To investigate Brazil's weather and climate. <p>NC</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the

	<ul style="list-style-type: none"> • 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. • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate 	<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> • 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.
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