



Geography Curriculum

Year 1

Prior Knowledge

Things that I know:	Skills I will need:
People use maps.	Use of maps and atlases to locate the four countries of the United Kingdom. Use a compass to understand simple directions.
My school is in Stone	Use a map to locate the surrounding seas of the United Kingdom.
	Use a compass to understand simple directions.

Autumn Term


Subject Specific Concept: Place

Location

Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Learning Sequence		
1.	United Kingdom – Four Countries	<p><u>Prior learning:</u> <u>Concept: Where are we now? How do you know?</u> <u>Where do we live? Where is our school? What country do we live in?</u></p> <p><u>To know the four countries of the UK.</u></p> <p>Introduce to children that a country (is land that is controlled by a single government). What country do we live in? Do we have a government?</p> <p>Explain that the United Kingdom is made up of four separate countries- England, Scotland, Northern Ireland and Wales. Ask the children to locate these countries on the atlas. Hint: Children might bring up Ireland as it is on the map and in the atlas- explain that this is a separate country to the United Kingdom.</p> <p>Ask the children to label the map with the four countries that make up the United Kingdom. The children could colour each country in a different colour to help them remember where each country is.</p>
Learning Sequence		
2.	Four Capital Cities	<p><u>Prior learning: What country do we live in? What four countries make up the United Kingdom?</u></p> <p><u>To know the four capital cities of each country of the UK.</u></p> <p>Recap that a country (is land that is controlled by a single government).</p> <p>Introduce to the children that each country has a capital city. (A capital is a city where a region's government is located).</p> <p>Ask the children to see if they can locate the capital cities of the four countries using the atlas. Feedback and see what the children have discovered.</p> <p>Ask the children to label the previous lessons map with the four capital cities- London for England, Cardiff for Wales, Belfast for Northern Ireland and Edinburgh for Scotland. They should use the atlas to see where each capital is positioned within the country. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</p>

Learning Sequence		
3.	<h3>Characteristics Flags</h3>	<p><u>Prior learning: What country do we live in? What four countries make up the United Kingdom? What are the four capital cities of the United Kingdom?</u></p> <p><u>To know that each country of the UK has its own flag.</u></p> <p>Each country has it's own flag. This is one of it's characteristics (A special quality or trait that makes a place different from others).</p> <p>Introduce the 4 flags and explain which one belongs to each country. Use blown up flags around the room to play a game where the teacher says a country and the children have to go to the correct flag.</p> <p>Ask the children to stick the correct flag over each country on the map of the United Kingdom. Recap the countries again making sure the children know where each one is on the map before they match the flags up.</p>

Learning Sequence		
4.	<h3>Characteristics Mountains</h3>	<p><u>Prior learning: What country do we live in? What four countries make up the United Kingdom? What are the four capital cities of the United Kingdom? Can you remember the flags? (play game from previous lesson)</u></p> <p><u>To know that each country of the UK has a mountain.</u></p> <p>Each country has a mountain.(a mountain is a landform that is bigger and higher than a hill). This is one of it's characteristics (A special quality or trait that makes a place different from others).</p> <p>Introduce the 4 mountains: Scafell Pike: England Ben Nevis- Scotland Snowdon- Wales Slieve Donard- Northern Ireland</p> <div data-bbox="2058 963 2293 1136">  </div> <p>Play "pin the mountain on the country"- get the children to guess which mountain goes with which country. Focus on the language and reinforcing where the countries are. Use a big blank map on the IWB and the children can come up and have a guess. Use the 3 points mountain symbol to help them remember these features are mountains.</p> <p>Ask the children to label their blank map of the UK. Write the name of the mountain in the correct country and draw the mountain symbol to go with it.</p>

Learning Sequence		
7.	<div>Compass Directions</div> <div> </div>	<p><u>Prior learning: What are the four countries of the UK? What are the four capital cities? Can you remember any characteristics?</u></p> <p><u>To know the simple compass directions.</u></p> <p>Introduce the children to a compass. Explain that it helps us to know which direction we are going in. Directions: North, East, South, West. Go outside and practice using the compasses and locating the directions. Give the children an acronym (e.g. Never, Eat, Shredded, Wheat). Ask the children to complete the questions locating objects using the compass directions. They can do this individually or in pairs/groups.</p>
Learning Sequence		
6.	<div>Seas</div>	<p><u>Prior learning: What are the four countries of the UK? What are the four capital cities? Can you remember any characteristics? What are the four points on a compass?</u></p> <p><u>To know the seas that surround the United Kingdom.</u></p> <p>Introduce that a sea is: A body of salt water not as large as an ocean and often nearly surrounded by land.</p> <p>Ask the children to see if they can locate the seas surrounding the United Kingdom using the atlas. Feedback and see what the children have discovered. (English Channel is not on the atlas).</p> <p>Ask the children to label the 4 surrounding seas on the blank map of the UK- North Sea, Irish Sea, English Channel and Atlantic Ocean. They can also recap the prior learning by labelling the 4 countries again. Revisit compass directions from previous lesson and explain that</p> <ul style="list-style-type: none"> • to the south is the English Channel • to the east is the North Sea. • to the west is the Irish Sea and the Atlantic Ocean.
Learning Sequence		
7.	<div>Assessment</div>	

Year1 Autumn Term

Location – Knowledge Organiser

Vocabulary

United Kingdom

countries
England
Scotland
Northern Ireland
Wales

capital cities
London
Edinburgh
Cardiff
Belfast

Seas
English Channel
North Sea
Irish Sea
Atlantic Ocean

Map

Knowledge

- Know the four countries of the United Kingdom.
- Know the four capital cities of the countries of the United Kingdom.
- Know the surrounding seas of the United Kingdom:
to the south by the English Channel
to the east by the North Sea.
to the west by the Irish Sea and the Atlantic Ocean.

Skills and Fieldwork

- Use a maps and atlases to locate the four countries of the United Kingdom.
- Use a map to locate the surrounding seas of the United Kingdom.
- Use a compass to understand simple directions.

Subject Specific Vocabulary

Country

A country is land that is controlled by a single government.

Capital city

A capital is a city where a region's government is located.

Characteristic

A special quality or trait that makes a place different from others.

Sea

A body of salt water not as large as an ocean and often nearly surrounded by land.

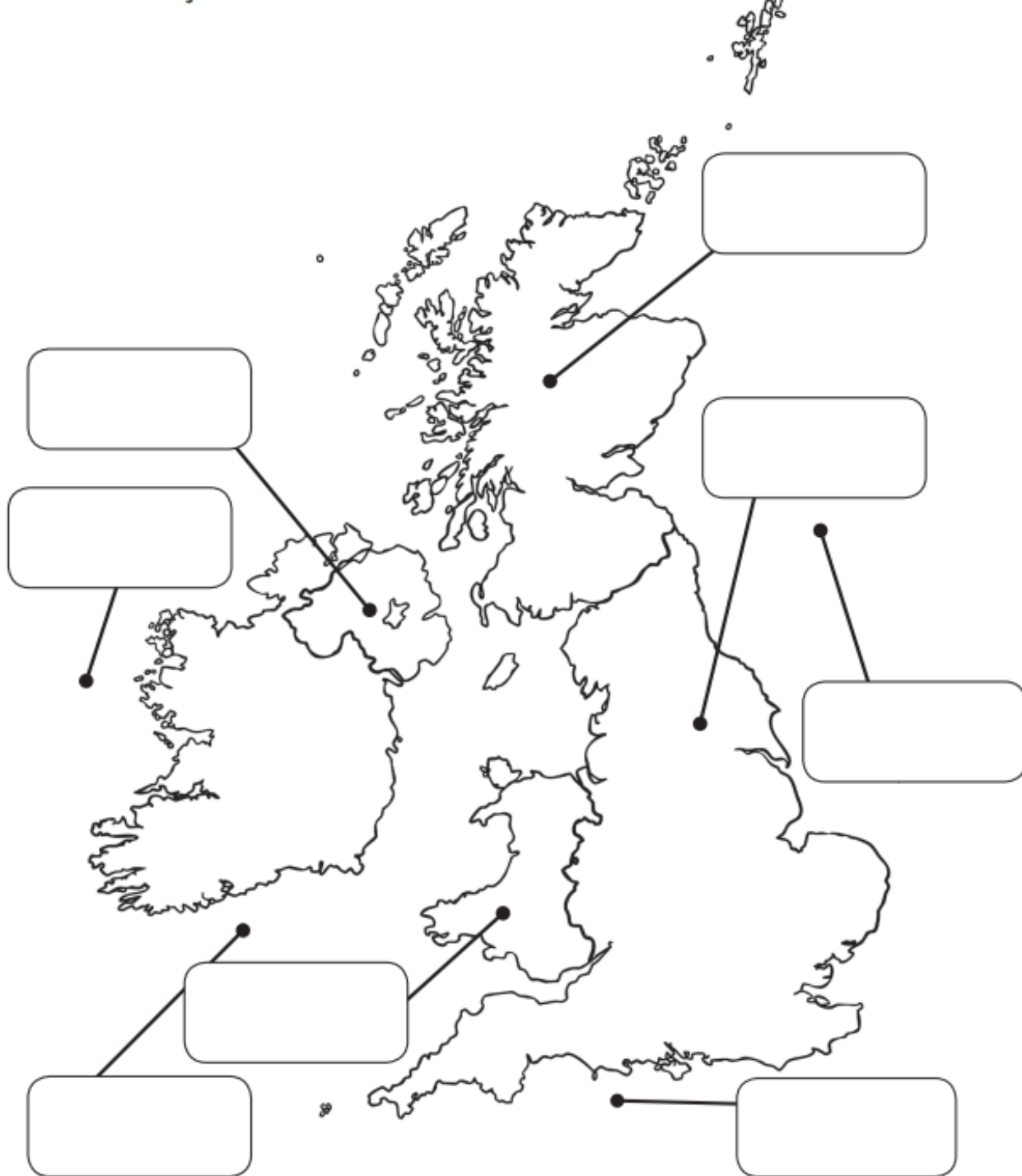


Resources

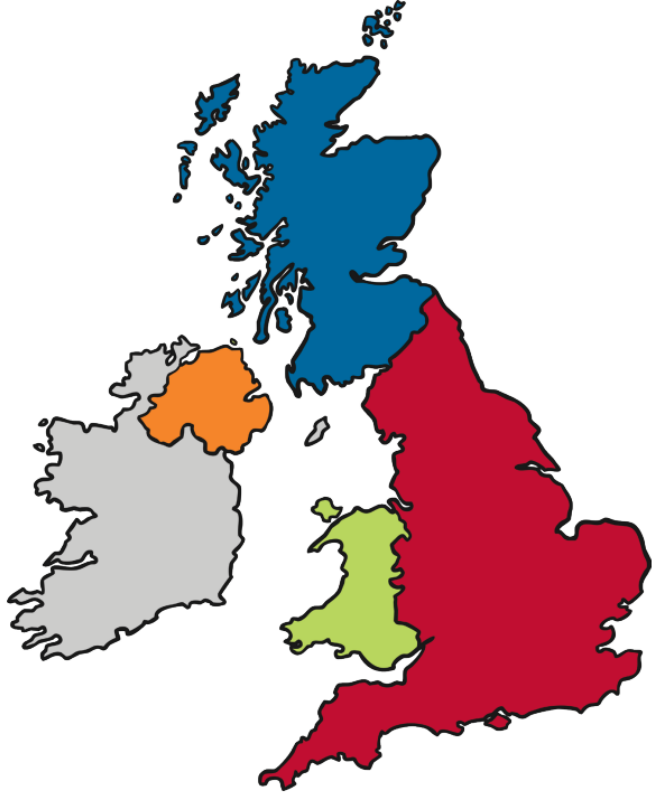
- Collins First Atlas: P.6 for seas
- Collins First Atlas: P 8-9 for countries and capital cities
- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6>
- <https://www.youtube.com/watch?v=RvDIZoQLgIE>
- <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>
- <http://english-lake-district.info/scafell-pike/scafell-pike.html>
- <http://ben-nevis.com/index.php>
- <https://walkni.com/mourne-mountains/slieve-donard-via-glen-river/>
- <https://www.visitwales.com/destinations/north-wales/snowdonia>

Map for Countries and Capital Cities





Map for surrounding seas- could be good as recaps the 4 countries are well (form of assessment)

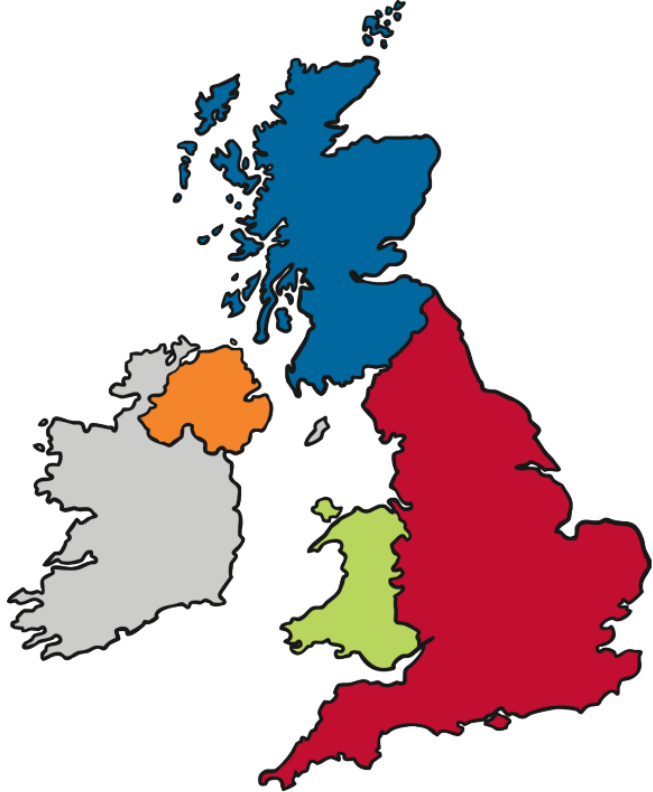


Add the flags to each country



Either map it depends on how clear it is for your children to remember/ separate the 4 different countries.





Scafell Pike



Ben Nevis



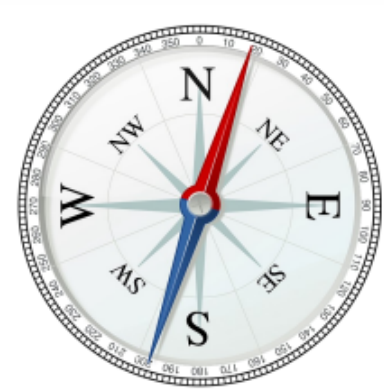
Snowdon



Slieve Donard



Mountain Symbol



I am at the slide. In which direction do I need to walk to get to the boat?

I am on the swing. In which direction do I need to walk to get to the sandpit?

I am at the treehouse. In which direction do I need to walk to get to the football pitch?

What can you see on the furthest point west?

I walk south from the swing. Where do I get to first?



True or false?

The boat is north of the island. _____

The football pitch is in the west. _____

The slide is in the west. _____

The sandpit is south of the football pitch. _____

Assessment

Match the country to it's flag:

England



Scotland



Northern Ireland



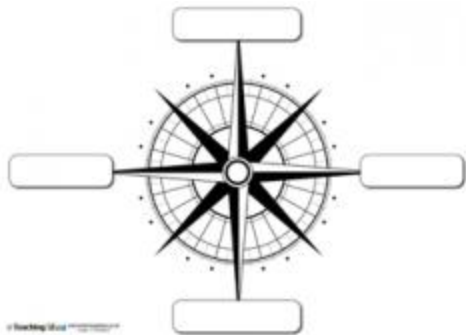
Wales



Label the four capital cities of the UK:



Label the compass using the directions North, East, South, West:





Geography Curriculum

Year 1

Prior Knowledge

Things that I know:	Skills I will need:
England, Wales, Scotland and Northern Ireland are countries of the United Kingdom.	Locating landmarks and features from aerial plans
Know that London, Edinburgh, Belfast and Cardiff are the four capital cities of the countries of the United Kingdom.	Use aerial photographs to recognise landmarks.
Know that the surrounding seas of the United Kingdom are the English Channel, North Sea, the Irish Sea and the Atlantic Ocean.	

Autumn Term
Subject Specific Concept: Space

Human
Landmarks

Learning Sequence		
1.	Human Landmarks	<p><u>Prior learning:</u> <u>Concept: How human and physical places fit together in our world? Why have certain features been built by humans?</u> <u>What are the four countries of the UK? What are the four capital cities of those countries?</u></p> <p>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6 <u>To know what a human landmark is.</u></p> <p>Explain that a landmark is a feature of a landscape that has importance and makes a place easily recognisable. We are looking at human landscapes which are man-made. This means they are made by humans.</p> <p>Can you name any human landmarks? Can you think of any landmarks where you live? In Stone or Stafford?</p>
Learning Sequence		
2.	Big Ben	<p><u>Prior learning: What are the four countries of the UK? What are the four capital cities of those countries? What is a landmark?</u></p> <p><u>To know Big Ben is a landmark in London.</u></p> <p>Recap what a landmark is (a feature of a landscape that has importance and makes a place easily recognisable). (Feature- A distinct trait).</p> <p>Can you remember the capital city of England? Introduce the children to Big Ben- the clock tower in London.</p> <p>Show the children pictures of Big Ben. Can they draw it and write about where you would find it. Ask the children to start creating a landmarks booklet (wider writing). Ask the children to describe Big Ben from looking at the pictures and write some sentences to match their picture. (Children will add to this leaflet as they learn about all the landmarks).</p>

Learning Sequence		
3.	Edinburgh Castle	<p><u>Prior learning: What are the four countries of the UK? What are the four capital cities of those countries? What is a landmark? Which city in the UK would you find Big Ben?</u></p> <p><u>To know Edinburgh Castle is a landmark in Scotland.</u></p> <p>Recap what a landmark is (a feature of a landscape that has importance and makes a place easily recognisable) (Feature- A distinct trait).</p> <p>Can you remember the capital city of Scotland? Introduce the children to Edinburgh Castle- the castle in Edinburgh.</p> <p>Show the children pictures of Edinburgh Castle. Can they draw it and write about where you would find it. Ask the children to start creating a landmarks booklet (wider writing). Ask the children to describe Edinburgh Castle from looking at the pictures and write some sentences to match their picture. (Children will add to this leaflet as they learn about all the landmarks).</p>

Learning Sequence		
4.	Principality Stadium	<p><u>Prior learning: What are the four countries of the UK? What are the four capital cities of those countries? What is a landmark? Which city in the UK would you find Big Ben? Which city in the UK would you find Edinburgh Castle?</u></p> <p><u>To know the Principality Stadium is a landmark in Wales.</u></p> <p>Recap what a landmark is (a feature of a landscape that has importance and makes a place easily recognisable) (Feature- A distinct trait).</p> <p>Can you remember the capital city of Wales? Introduce the children to the Principality Stadium- the stadium in Cardiff. Rugby is played there and other events are hosted there.</p> <p>Show the children pictures of the Principality Stadium. Can they draw it and write about where you would find it. Ask the children to start creating a landmarks booklet (wider writing). Ask the children to describe the Principality Stadium from looking at the pictures and write some sentences to match their picture. (Children will add to this leaflet as they learn about all the landmarks).</p>

Learning Sequence		
5.	Parliament Buildings	<p>Prior learning: <u>What are the four countries of the UK? What are the four capital cities of those countries? What is a landmark? Which city in the UK would you find Big Ben? Which city in the UK would you find Edinburgh Castle? Which city in the UK would you find the Principality Stadium?</u></p> <p><u>To know the Parliament Buildings are a landmark in Northern Ireland.</u></p> <p>Recap what a landmark is (a feature of a landscape that has importance and makes a place easily recognisable) (Feature- A distinct trait).</p> <p>Can you remember the capital city of Northern Ireland? Introduce the children to the Parliament Buildings- the buildings in Belfast.</p> <p>Explain- Buildings - A large structure built for people to live in or do things in. The Parliament Buildings are where the government work in Belfast.</p> <p>Show the children pictures of the Parliament Buildings. Can they draw them and write about where you would find it. Ask the children to start creating a landmarks booklet (wider writing). Ask the children to describe the Parliament Buildings from looking at the pictures and write some sentences to match their picture. (Children will add to this leaflet as they learn about all the landmarks).</p>

Learning Sequence		
6.	Assessment	

Year 1 Autumn Term

Human – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
Landmark man-made Edinburgh Edinburgh Castle London Big Ben Cardiff Principality Stadium Belfast Parliament Buildings	<ul style="list-style-type: none"> Know a key landmark in each of the cities of the United Kingdom. Know what is meant by a human feature. 	Landmark	Is a feature of a landscape that has importance and makes a place easily recognisable.
		man-made	Is made by human beings.
		buildings	A large structure built for people to live in or do things in.
	<u>Skills and Fieldwork</u> <ul style="list-style-type: none"> Locate landmarks and features from aerial plans Use aerial photographs to recognise landmarks. 	feature	A distinct trait.

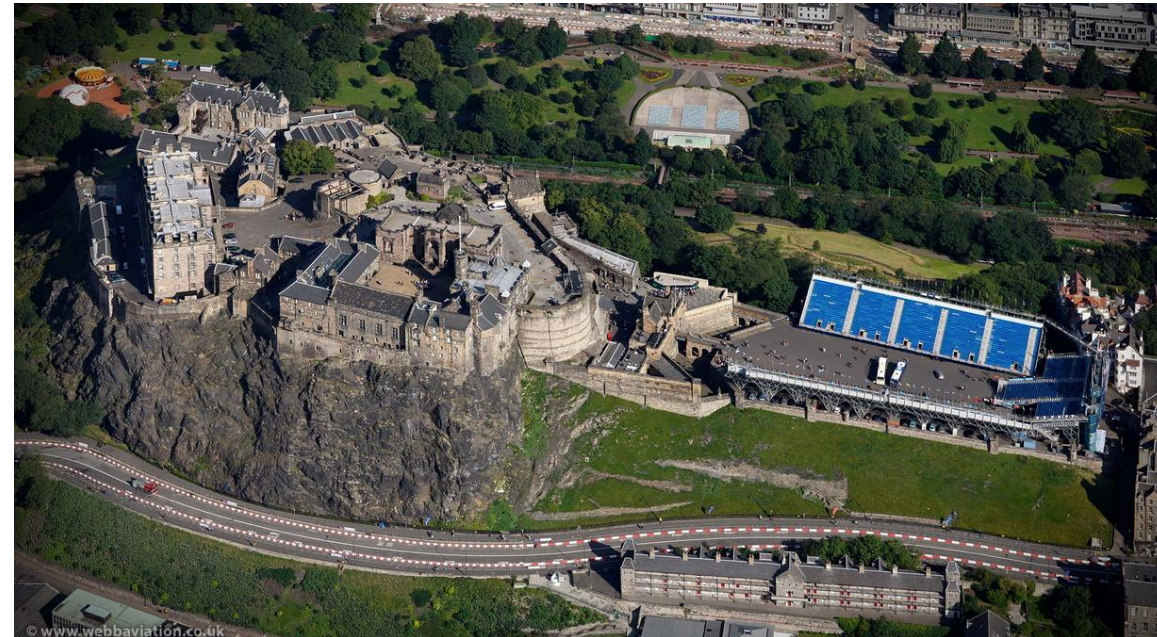



Resources

- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6>
- Geography topic books
- Further pictures of the four landmarks



Aerial photos



[illegible][illegible][illegible][illegible]

Assessment

Match the landmark to the correct capital city. Draw lines from the city to the landmark.

London

Edinburgh Castle

Wales

Principality Stadium

Edinburgh

Parliament Buildings

Belfast

Big Ben

What does it mean if a landmark is man-made?



Geography Curriculum

Year 1

Prior Knowledge

Things that I know:	Skills I will need:
I live in England.	Use maps, globes and atlases.
I know that there are seas and oceans in the world.	

Spring Term

Subject Specific Concept: Place

Location

Name and locate the world's 7 continents and 5 oceans.

Learning Sequence	
1.	<p>Continents introduced</p> <p>Prior learning: <u>Concept: What country do we live in? What human features would you find in the place London?</u> <u>Where do we live?</u></p> <p><u>To know what a globe is.</u> What does a globe show you? A globe shows you what parts the Earth is split into and helps us find the location of different places. We can split the earth into CONTINENTS Watch: Seven Continents Song - YouTube</p> <p><u>To know what a continent is.</u> What is a <u>continent</u>? A continent is a large area of land (repeat this definition). There are 7 continents in the world.</p> <p><u>To know the names of the continents.</u> Re-watch the video: how many continents are there? How many can you name?</p> <p>Using a large inflatable class globe, show children the land masses and the oceans. Label a large class globe with the names of the continents with the children's help. Throw and catch the globe asking the children to point and find each of the continents. Rub out the names and continue the game.</p> <p>Get the children to help you label the continents on big maps of the world in groups or in pairs. The children could have a go at this game: https://world-geography-games.com/en/world_continents.html</p>

Learning Sequence		
2.	Continents	<p><u>To know the location of the continents.</u> <u>Prior learning:</u> can they name the continents? (use the globe/map/webpage/song from previous lesson to help)</p> <p>Recognise the names of the continents game. Can they point to the right continent on the big maps. Using the large globe to locate the world continents. Use the large map on the geography display to check understanding of the continents.</p> <p>Continents: Asia- biggest Antarctica- coldest Australia- hottest Africa- has a line through Europe- where we live North and South America- friends (might need these prompts to help)</p> <p>Ask children to label a blank map of the world with the names of continents or any other information they already know (see resources). Or the children could label the continents on a group/individual map and take pictures of the children doing this. Children can use the word bank or not- this is teacher choice. Use Collins 1st Atlas page 26 and 27 to help locate them. What can you tell me about this globe? What can you tell me about this world map? What is a continent? The children could have a go at this game: https://world-geography-games.com/en/world_continents.html</p>
Learning Sequence		
3.	Oceans	<p><u>To know the names of the world's oceans.</u> <u>Prior learning:</u> can they name and locate the continents? (use the globe/map/webpage/song from previous lesson to help)</p> <p>What is in-between the continents? Some touch, some don't? Oceans are in-between. An Ocean is a large area of water between continents. Play the song https://www.youtube.com/watch?v=X6BE4VcYngQ</p> <p>How many are there? How many can you name so far?</p> <p>Using the large globe and the world maps to label all of the oceans. Pass the large globe/maps around the class asking different children to point to each of the oceans. Rub off when more confident.</p> <p>Label a large map of the world on the whiteboard asking children to repeat the names of the oceans. The children could have a go at the game: https://world-geography-games.com/en/world_oceans.html</p>


Learning Sequence		
4.	Oceans	<p><u>To know the location of the world's oceans.</u></p> <p><u>Prior learning:</u> can they name and locate the continents? Can they name and locate the oceans? (use the globe/ map/ webpage/ song from previous lesson to help)</p> <p>Oceans: Arctic Pacific Indian Atlantic Southern</p> <p>Using the large globe and atlases can they locate the world oceans? Ask children to label a blank map of the world with the names of the oceans or any other information they already know. Or the children could label the oceans on a group map and take pictures of the children doing this. Children can use the word bank or not- this is teacher choice. Use Collins 1st Atlas page 26 and 27 to help locate them.</p> <p>The children could have a go at this game: https://world-geography-games.com/en/world_continents.html</p>


Learning Sequence		
5.	Assessment	

Year1 Spring Term

Location – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
continents oceans location direction Asia Africa North and South America Europe Australia Antarctica Pacific Atlantic Southern Indian Arctic	<ul style="list-style-type: none">Name and locate the seven continents - Europe, Asia, Africa, North and South America, Australia, AntarcticaName and locate the five oceans- Pacific, Atlantic, Indian, Arctic and Southern Oceans.Understanding the different human and physical features of the five continents.	world	The earth, together with all of its countries and peoples.
		ocean	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically
		continent	A larger area of land any of the world's main parts of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).
North and South Pole Earth Globe Map	<u>Skills and Fieldwork</u> <ul style="list-style-type: none">Use maps, globes and atlases.	globe	A sphere on which a map of the world is drawn or represented.



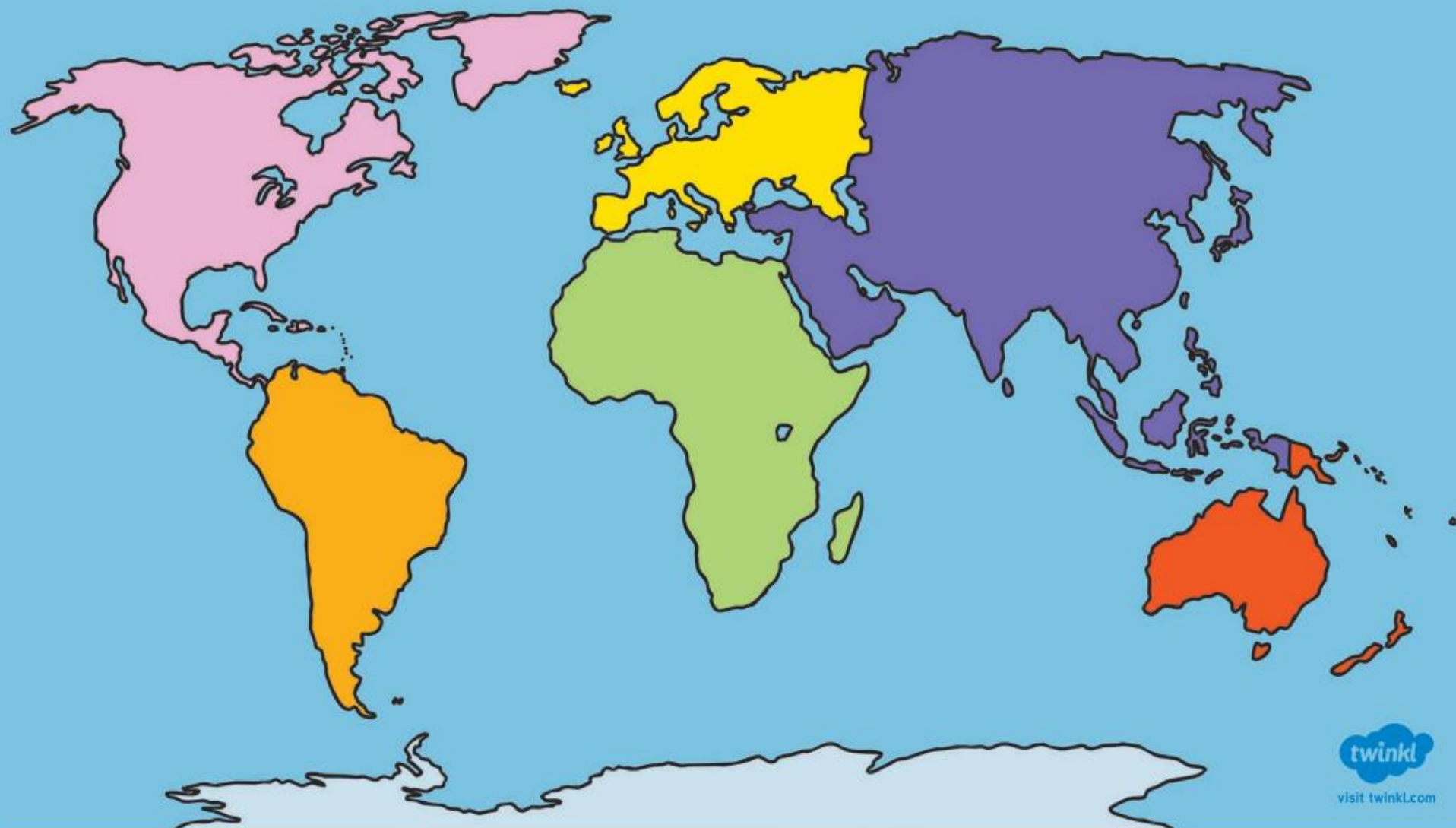




Resources

- Collins 1st Atlas page 26 and 27
- [Seven Continents Song – YouTube](#)
- <https://www.youtube.com/watch?v=X6BE4VcYngQ>
- https://world-geography-games.com/en/world_continents.html
- https://world-geography-games.com/en/world_oceans.html

Continents and Oceans



Africa

Australia

North America

Asia

South America

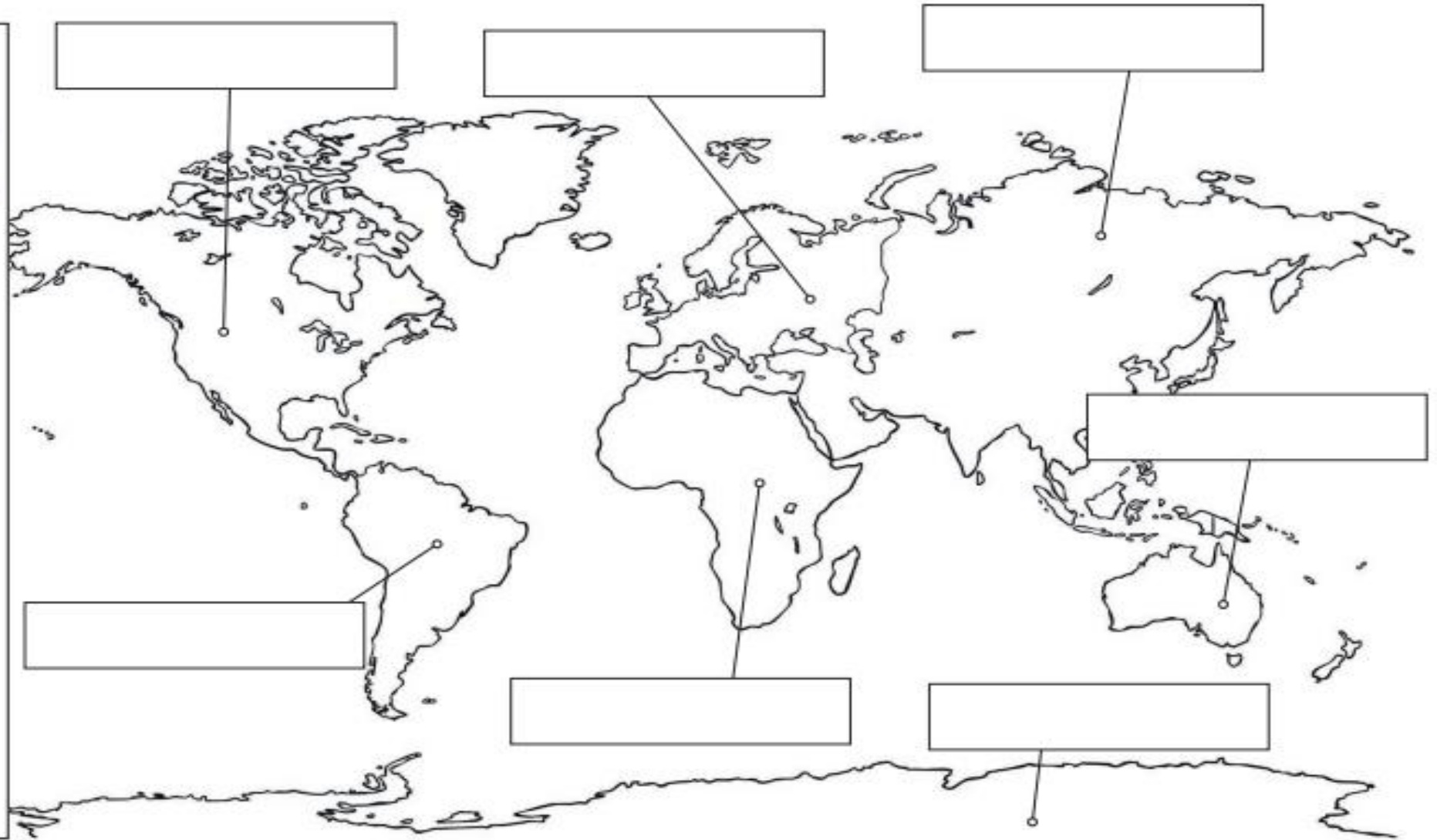
Europe

Antarctica

The Seven Continents of the World

Word Bank

North America
South America
Africa
Antarctica
Australia
Europe
Asia



Pacific Ocean

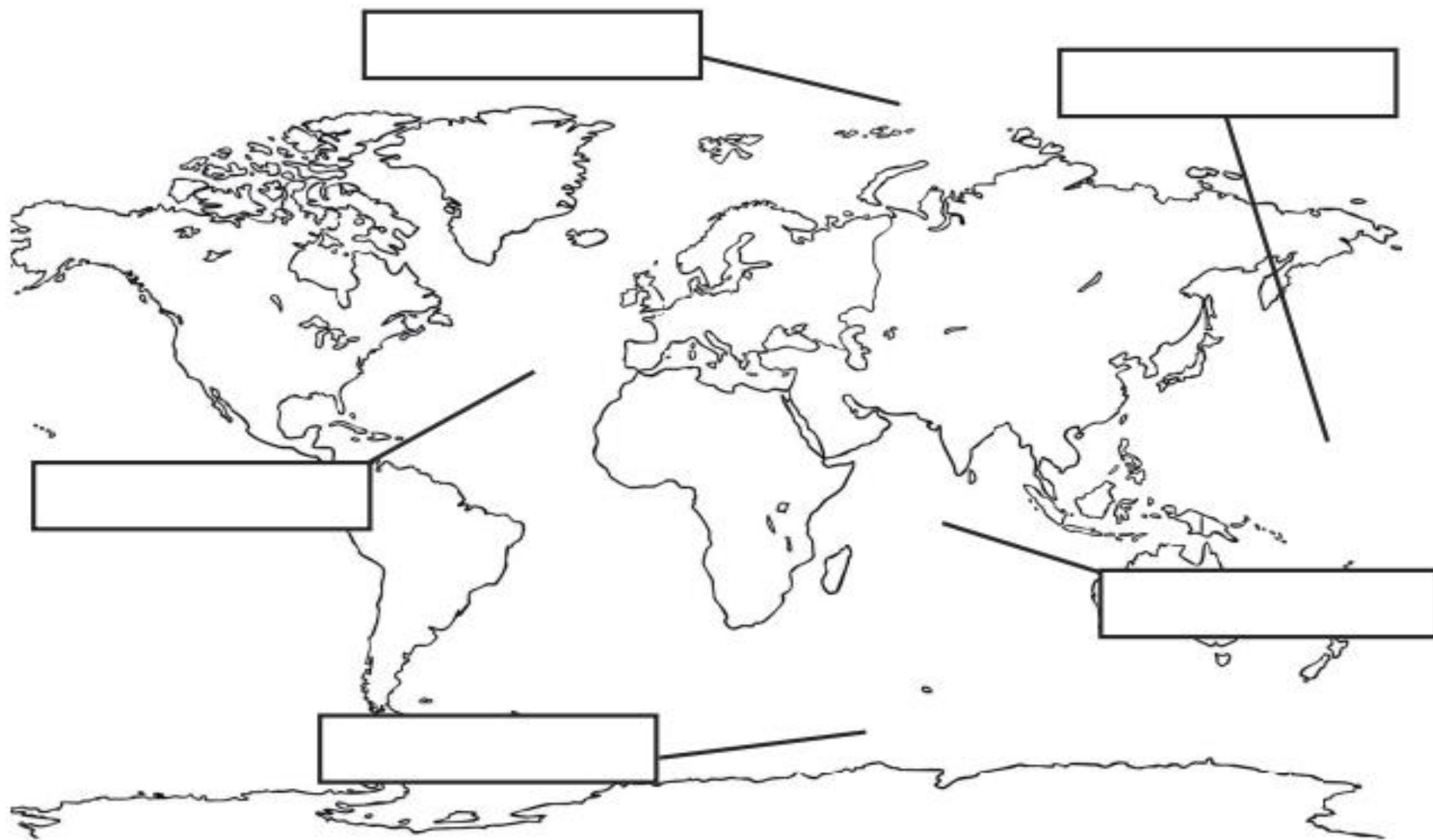
Atlantic Ocean

Indian Ocean

Arctic Ocean

Southern Ocean

The Five Oceans of the World



Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

World Map



Assessment

Circle the continents:

Europe

America

Asia

France

Africa

Australia

England

North America

South America

Antarctica

Complete the rest of the oceans:

- Pacific Ocean
- Arctic Ocean
- Indian Ocean



Geography Curriculum

Year 1

Prior Knowledge

Things that I know:

There are different seasons.

That there are different types of weather.

I know there are four countries in the United Kingdom.

Skills I will need:

Use observational skills to study weather patterns in your local area.

Summer Term

Subject Specific Concept: Environment

Physical

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Learning Sequence		
1.	Introduce Weather	<p><u>Prior learning:</u> <u>Concept: What is our natural world? Can we impact on the weather? Can we impact on if things grow?</u> <u>To know what is weather</u> What is weather? (what do they know already?)</p> <p>The conditions outside at a particular place and time.</p> <p>What different weather patterns can the children name? Can they say what the weather is like today using the correct vocabulary. Why is the weather like that today? Does the weather always stay the same?</p> <p>(snowy, rainy, windy, sunny, foggy)</p>
Learning Sequence		
2.	Weather Symbols (Daily Weather Patterns)	<p><u>Prior learning: What is the weather? Can they name different types of weather? What can you tell me about the weather today?</u></p> <p>Recap- what is the weather? The conditions outside at a particular place and time.</p> <p><u>To know some weather symbols.</u></p> <p>Introduce the pictures of the weather symbols to the children. What might each one be? How do you know? How are they different?</p> <p>Play the choosing game- the teacher says a weather type and the children run to the correct symbol picture in the room.</p> <p>Ask children to write the weather type for the correct weather symbol.</p>

Learning Sequence		
3.	Seasons (United Kingdom)	<p><u>Prior learning: What different weather symbols can you remember? Which symbol would you use today? Why?</u></p> <p>Recap- Play the choosing game- the teacher says a weather type and the children run to the correct symbol picture in the room.</p> <p><u>What are seasons?</u></p> <p>Four different times during the year with different types of weather. Winter, Summer, Spring & Autumn</p> <p>Are the seasons different? What weather type do we have in Summer? Do we have that same weather type in Winter? Look at the weather symbols.</p> <p>Ask children to draw a weather symbol for each season. Can they think about what outside looks like at that time of year.</p> <p>Seasons video (covers weather patterns in each season) https://www.youtube.com/watch?v=r4Yi-CWB5Ik</p>

Learning Sequence		
4.	Equator	<p><u>Prior learning: What different seasons can you remember? What weather would you find in each season?</u></p> <p><u>What is the equator?</u></p> <p>The equator is an invisible line around the earth. Watch a video to understand about the equator. https://www.youtube.com/watch?v=Wg-pFtvsymo</p> <p>Can the children use the inflatable globe to come up with an action for equator. Ask the children to draw a central line around the map of the earth. Label the Equator and explain what it is.</p>

Learning Sequence		
5.	North Pole	<p><u>Prior learning: What is the equator? Where does it go around the world?</u></p> <p><u>What is the North Pole?</u> The point that is the farthest north on Earth.</p> <p>Show the children the video again https://www.youtube.com/watch?v=Wg-pFtvsvmo</p> <p>Can the children use the inflatable globe to come up with an action for the North Pole. Ask the children to label the North Pole on the map from the previous lesson using their equator line to help them.</p>

Learning Sequence		
6.	South Pole	<p><u>Prior learning: What is the equator? Where does it go around the world?</u> <u>What is the North Pole? Can you remember where it goes on the map of the world?</u></p> <p><u>What is the South Pole?</u> The point that is the farthest south on Earth.</p> <p>Show the children the video again https://www.youtube.com/watch?v=Wg-pFtvsvmo</p> <p>Can the children use the inflatable globe to come up with an action for the South Pole. Ask the children to label the South Pole on the map from the previous lesson using their equator line and the North Pole to help them.</p>

Learning Sequence		
7.	Assessment	

Year1 Spring Term

Physical – Knowledge Organiser

Vocabulary

weather
weather patterns
weather symbols
seasons
seasonal
daily

Winter
Summer
Spring
Autumn

snowy
rainy
windy
sunny
Cold
hot

equator
North Pole
South Pole

Earth
Globe
Map

Knowledge

- Know which is the hottest and coldest season in the UK.
- Know and recognise main weather symbols.
- Know seasonal and daily weather patterns in the UK.
- Know the location of the North Pole, South Pole and Equator.

Skills and Fieldwork

- Use observational skills to study weather patterns in your local area.

Subject Specific Vocabulary

weather

The conditions outside at a particular place and time.

seasons

Four different time during the year with different types of weather.
Winter, Summer, Spring & Autumn

North Pole

The point that is the farthest north on Earth.

South Pole

The point that is the farthest south on Earth.



Resources

- <https://www.youtube.com/watch?v=r4Yi-CWB5Ik>
- <https://www.youtube.com/watch?v=Wg-pFtvsvmo>
- Inflatable Globe/Real globe



There are ____ seasons in a year.

Spring

Summer

Autumn

Winter





Assessment

Can you match the weather pattern with the symbol:

sun

rain

snow

cloud



Which season is missing:

Autumn
Spring

Summer

Can you label the Equator and the North and South Poles on the map:

