

# Geography Progression



## Intent

The geography that children learn stimulates pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;  
 Geography fosters pupils' sense of wonder at the beauty of the world surrounding them;  
 Geography helps pupils develop an informed concern about the quality of the environment and the future of the human habitat;  
 Geography enhances pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;  
 Geography develops pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using computing to communicate with and explore a variety of people, places and environments across the world;  
 Geography helps pupils explore values and attitudes about complex issues such as sustainability and sustainable development;  
 Geography enables pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;  
 Geography fosters a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.  
 Learning geography enables pupils to understand core concepts and most notably: environment, location, scale, distribution, processes, change, interaction, interdependence, sustainability and diversity (appendix 3)  
 Children will use geography specific vocabulary to support their learning of geographical concepts.

## Implementation

Geography is taught as a discrete subject through enquiry-based topics that encompass the whole National Curriculum. This active process of investigation enables children to answer questions, open up problems and issues and move towards general principles and solutions for the world and its people.

## Impact

The impact of teaching geography will be seen across the school with an increase in children's core knowledge and sense of place. Our geography curriculum should provide pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

### Level expected at the end of EYFS

#### Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

#### Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### Key Stage One National Curriculum Expectations

#### Locational Knowledge

Pupils should be taught to:

- 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.

#### Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

#### Human and Physical Geography

Pupils should be taught to:

- 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;

### Key Stage Two National Curriculum Expectations

#### Locational Knowledge

Pupils should be taught to:

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

#### Place Knowledge

Pupils should be taught to:

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

#### Human and Physical Geography

Pupils should be taught to:

- 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

	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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.</li> </ul>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>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;</li> </ul> <p>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>					
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Geographical Enquiry</b></p>	<p>Know that simple closed questions are asked to gather information about the immediate environment.</p>	<p><i>All units:</i> Know that simple questions are asked and responded to about places.</p> <p><i>How does the geography of Kampong Ayer compare with my locality?</i> <i>How does the weather affect our lives?</i> <i>What is the geography of my locality like?</i></p> <p>Know that observations are made as a way of gathering information on familiar environments.</p>	<p><i>All units:</i>  <ul style="list-style-type: none"> <li>Know that simple geographical questions are asked, and observations are made to find out the reasons why things happen.</li> </ul> </p>	<p><i>All units:</i> Know that questions are asked and answered, and changes explained through research</p> <p><i>All units:</i> Know that there are sources of information which are used to support geographical enquiry.</p>	<p><i>All units:</i> Know that geographical questions are initiated to further enquiry.</p> <p><i>Why do half the people in the world live in megacities?</i> <i>What is the most valuable thing in the world?</i> <i>Why do some earthquakes cause more damage?</i> <i>Why are jungles so wet and deserts so dry?</i></p> <p>Know that conclusions are drawn showing changes over time and impact.</p>	<p><i>All units:</i> Know that geographical questions are asked and responded to and include their own ideas for enquiry.</p> <p><i>All units:</i> Know that conclusions are drawn through researching and studying primary sources, and showing impact.</p>	<p><i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i></p> <p>Know that evidence is gathered, information recorded independently, assessed for quality and evaluated for its reliability.</p> <p><i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i></p> <p>Know that through comparing and contrasting self-selected sources of information, and analysing evidence conclusions are drawn and impact shown.</p>

	By the end of EYFS & KS1: Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.		By the end of LKS2: Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. Know how to express opinions and recognise that others may think differently		By the end of UKS2: Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Express and explain their opinions and recognise why others may have different points of views		
<b>Locational Knowledge</b>	Know that features define the immediate environment.	<i>How does the geography of Kampong Ayer compare with my locality?</i> <i>Why don't penguins need to fly?</i> <i>Why does it matter where my food comes from?</i> <i>Why do we love being by the seaside so much?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i> <i>How does the weather affect our lives?</i> <i>What is the geography of my locality like?</i> Know that environmental features can be represented on a simple map.  <i>What is the geography of my locality like?</i> <i>Why don't penguins need to fly?</i> <i>How does the weather affect our lives?</i> <i>Why does it matter where my food comes from?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i>  Know that places and countries can be shown on a simple map.	<b>All units:</b> Know that a continent is a distinct land mass and can be shown on a map.  <b>All units:</b> Know that there are many countries in each continent.  <i>Why do we love being by the seaside so much?</i> <i>How does the weather affect our lives?</i> Know that an ocean is the largest body of water.	<b>All units but particularly:</b> <i>Why do half the people in the world live in megacities?</i> Know that all countries have capital cities and that they have similarities and differences between them.	<b>All units but particularly:</b> <i>Why do half the people in the world live in megacities?</i> <i>What is the most valuable thing in the world?</i> <i>Why do some earthquakes cause more damage?</i> <i>Why are jungles so wet and deserts so dry?</i> Know that the location of a country is determined by its human physical geography.	<i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i> Know that topographical features and human constructs determine and describe the location of all places.	<i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i> Know that key environmental and topographical features can be shown on a map and that these features have changed over time.
	By the end of EYFS & KS1: Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world		By the end of LKS2: Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features		By the end of UKS2: Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.		
<b>Place Knowledge</b>	Know that familiar places have features.	<i>What is the geography of my locality like?</i> <i>Why do we love being by the seaside so much?</i> <i>Why don't penguins need to fly?</i> <i>Why does it matter where my food comes from?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i>  Know that the features of a place define the type of place it is.	<i>Why do we love being by the seaside so much?</i> <i>How does the weather affect our lives?</i> <i>Why don't penguins need to fly?</i> <i>Why does it matter where my food comes from?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i>  Know that different places can have similar or contrasting features.	<i>Why do half the people in the world live in megacities?</i> <i>What is the most valuable thing in the world?</i> <i>Why do some earthquakes cause more damage?</i> <i>How and why is my local area changing?</i> Know that different regions in all countries can have similar and contrasting features.	<i>Why do half the people in the world live in megacities?</i> <i>What is the most valuable thing in the world?</i> <i>Why do some earthquakes cause more damage?</i> <i>Why are jungles so wet and deserts so dry?</i> Know that different regions in all continents can have similar and contrasting features.	<i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i> Know that there are some reasons for similarities and differences between regions in other countries.	<i>How do volcanoes affect the lives of people on Hiemaey?</i> <i>What is a river?</i> <i>Why are mountains so important?</i> <i>How is climate change affecting the world?</i> <i>Why is Fair Trade fair?</i> <i>Who are National Parks for?</i> Know that there are reasons for significant similarities and differences between regions in other continents.
	Know that not all places are the same.						

<p><b>Human and Physical Geography Knowledge</b></p>	<p>Know that weather is seen and felt.</p> <p>Know that people live differently in different places.</p>	<p><i>Why do we love being by the seaside so much?</i>  <i>How does the weather affect our lives?</i>  <i>Why don't penguins need to fly?</i>  <i>Why does it matter where my food comes from?</i>  <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Know that weather can be described.</p> <p><i>What is the geography of my locality like?</i>  <i>Why do we love being by the seaside so much?</i>  <i>Why don't penguins need to fly?</i>  <i>Why does it matter where my food comes from?</i>  <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Know that the locality has human features for particular purposes.</p>	<p><i>How does the weather affect our lives?</i>  <i>Why don't penguins need to fly?</i>  <i>Why does it matter where my food comes from?</i>  <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Know that the weather has patterns over time and in different places.</p> <p><i>What is the geography of my locality like?</i>  <i>Why do we love being by the seaside so much?</i>  <i>How does the weather affect our lives?</i>  <i>Why don't penguins need to fly?</i>  <i>Why does it matter where my food comes from?</i>  <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Know the difference between 'human' and 'physical' Geography.</p>	<p><i>Why do half the people in the world live in megacities?</i>  <i>Beyond the Magic Kingdom: What is the Sunshine state really like?</i>  <i>What is the most valuable thing in the world?</i>  <i>Why do some earthquakes cause more damage?</i>  <i>Why are jungles so wet and deserts so dry?</i></p> <p>Know that climate is the average weather in an area over a longer period of time.</p> <p><i>Why do half the people in the world live in megacities?</i>  <i>What is the most valuable thing in the world?</i>  <i>Why do some earthquakes cause more damage?</i>  <i>Why are jungles so wet and deserts so dry?</i>  <i>How and why is my local area changing?</i></p> <p>Know that there are human and physical features in a locality and that a locality can change over time.</p>	<p><i>Why do half the people in the world live in megacities?</i>  <i>Beyond the Magic Kingdom: What is the Sunshine state really like?</i>  <i>What is the most valuable thing in the world?</i>  <i>Why do some earthquakes cause more damage?</i>  <i>Why are jungles so wet and deserts so dry?</i>  <i>How and why is my local area changing?</i></p> <p>Know that the weather is different in different countries and that this affects the lives of people living there.</p> <p><i>Why do half the people in the world live in megacities?</i>  <i>Beyond the Magic Kingdom: What is the Sunshine state really like?</i>  <i>What is the most valuable thing in the world?</i>  <i>Why do some earthquakes cause more damage?</i>  <i>Why are jungles so wet and deserts so dry?</i>  <i>How and why is my local area changing?</i></p> <p>Know that the landscape can change over time and that impacts on a community.</p>	<p><i>How do volcanoes affect the lives of people on Hiemaey?</i>  <i>What is a river?</i>  <i>Why are mountains so important?</i>  <i>How is climate change affecting the world?</i>  <i>Why is Fair Trade fair?</i>  <i>Who are National Parks for?</i></p> <p>Know that there are geographical similarities and differences between the features of human and physical geography in different countries.</p>	<p><i>How do volcanoes affect the lives of people on Hiemaey?</i>  <i>What is a river?</i>  <i>Why are mountains so important?</i>  <i>How is climate change affecting the world?</i>  <i>Why is Fair Trade fair?</i>  <i>Who are National Parks for?</i></p> <p>Know that there are similar and contrasting features of human and physical geography in different continents.</p>
	<p>By the end of EYFS &amp; KS1:  Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</p>		<p>By the end of LKS2:  Demonstrate their knowledge and understanding of the wider worlds by investigation places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.</p>		<p>By the end of UKS2:  Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.  Know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change.  Show some understandings of the links between places, people and environments.</p>		
<p><b>Map Knowledge</b></p>	<p>Know that directions are instructions.</p> <p>Know that maps are pictures of places.</p> <p>Know that there are some human features on a map.</p> <p>Know that there are some physical features on a map.</p>	<p><b>Using and interpreting</b></p>	<p><i>All unit cover a range of these, but particularly:</i>  <i>What is the geography of my locality like?</i>  <i>Why does it matter where my food comes from?</i>  <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Find information on aerial photographs.  Know that maps give information about the world (where and what?).  Follow a route on a prepared map.  Recognise simple features on maps such as buildings, roads and fields.  Recognise that maps need a title.  Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.  Begin explaining why places are where they are.</p>	<p><i>All unit cover a range of these:</i>  Use atlases, maps and globes.  Use large scale maps outside.  Use maps at more than one scale.  Make and use simple route maps. I can locate photos of features on maps.  Use oblique and aerial views.  Recognise some patterns on maps and begin to explain what they show.  Give maps a title to show their purpose.  Use thematic maps.  Explain what places are like using maps at a local scale.  Recognise that contours show height and</p>	<p><i>All unit cover a range of these:</i>  Relate maps to each other and to vertical aerial photographs.  Follow routes on maps saying what is seen.  Use index and contents page of atlas.  Use thematic maps for specific purposes.  Know that purpose, scale, symbols and style are related.  Appreciate different map projections.  Interpret distribution maps and use thematic maps for information  Follow a route on 1:50 000 Ordnance Survey map  Describe and interpret relief features.</p>		



	<b>Position and orientation</b>	<p><i>What is the geography of my locality like?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Begin to use directional vocabulary. Can say which direction N,S,E,W is for example, using a compass in the playground. Know which direction N is on an Ordnance Survey map.</p>	<p><i>What is the most valuable thing in the world?</i> <i>How and why is my local area changing?</i></p> <p>Use simple grids. Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.</p>	<p>All units cover a range of these but they are particularly used in the following units: <i>What is a river?</i> <i>Why are mountains so important?</i> <i>Why is Fair Trade fair?</i></p> <p>Use 4 and 6 figure coordinates to locate features. Give directions and instructions to 8 cardinal points. Align a map with a route. Use latitude and longitude in an atlas or globe</p>
	<b>Drawing</b>	<p><i>What is the geography of my locality like?</i> <i>Why don't penguins need to fly?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories</p>	<p><i>How and why is my local area changing?</i></p> <p>Make a map of a short route with features in correct order. Make a map of small area with features in correct places.</p>	<p>All units cover a range of these but they are particularly used in the following units: <i>What is a river?</i> <i>How is climate change affecting the world?</i> <i>Who are National Parks for?</i></p> <p>Make sketch maps of an area using symbols and key. Make a plan for example, garden, play park; with scale. Design maps from descriptions. Draw thematic maps for example, local open spaces. Draw scale plans.</p>
	<b>Symbols</b>	<p><i>What is the geography of my locality like?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Use symbols on maps (own and class agreed symbols). Know that symbols mean something on maps. Find a given Ordnance Survey symbol on a map with support. Beginning to realise why maps need a key</p>	<p>All units cover a range of these but they are particularly used in the following unit: <i>How and why is my local area changing?</i></p> <p>Use plan views regularly. Give maps a key with standard symbols. Use some Ordnance Survey style symbols.</p>	<p>All units cover a range of these: Use agreed and Ordnance Survey symbols. Appreciate maps cannot show everything. Use standard symbols Know 1:50.000 symbols and atlas symbols</p>
	<b>Perspective &amp; Scale</b>	<p><i>What is the geography of my locality like?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Look down on objects and make a plan for example, on desk, high window to playground. Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). Use large scale, vertical aerial photographs. Know that when you 'zoom in' you see a smaller area in more detail.</p>	<p><i>Beyond the Magic Kingdom: What is the Sunshine state really like?</i> <i>What is the most valuable thing in the world?</i> <i>How and why is my local area changing?</i></p> <p>Use maps and aerial views to help me talk about for example, views from high places Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm<sup>2</sup> = 1m<sup>2</sup>. <i>How and why is my local area changing?</i> <i>What is the most valuable thing in the world?</i> Use the scale bar to estimate distance. Use the scale bar to calculate some distances. Relate measurement on maps to outdoors (using paces or tape).</p>	<p>All units cover a range of these:</p> <p>Use a range of viewpoints up to satellite. Use models and maps to talk about contours and slope. Use a scale bar on all maps. Use a linear scale to measure rivers. Describe height and slope using maps, fieldwork and photographs. Read and compare map scales. Draw measured plans for example, from field data.</p>
	<b>Digital map making</b>	<p><i>What is the geography of my locality like?</i> <i>How does the geography of Kampong Ayer compare with my locality?</i></p> <p>Find places using a postcode or simple name search. Add simple information to maps for example, labels and markers. Draw around simple shapes and explain what they are on the map for example, houses. Use the measuring tool with support to show distance for example, my house to school, to the shops. Zoom in and out of a map.</p>	<p><i>How and why is my local area changing?</i></p> <p>Use the zoom function to locate places. Use the zoom function to explore places at different scales. Add a range of annotation labels and text to help me explain features and places. Highlight an area on a map and measure it using the Area Measurement Tool. Use grid references in the search function Use the grid reference tool to record a location. Highlight areas within a given radius. Add photographs to specific locations.</p>	<p>All units cover a range of these:</p> <p>Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. Use maps at different scales to illustrate a story or issue Use maps to research factual information about locations and features. Use linear and area measuring tools accurately.</p>

		<p>Draw a simple route. Highlight areas. Add an image to a map.</p>		
		<p><i>All units cover a range of these:</i> Work confidently with: Large scale street maps and large scale, Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes. Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases. Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps. Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</p>	<p><i>All units cover a range of these:</i> :Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools. Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p><i>All units cover a range of these:</i> Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates Introduce: what 6 figure Grid References mean and how to calculate them. Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality</p>