

Progression in Geography







Intent

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

(National Curriculum 2013)

Geography has particular relevance for our children at Christ Church Primary School as the majority of our families originate from other countries of the world. Many of our children travel long distances to visit relatives in faraway places. We aim to build upon the child's personal experiences by developing geographical skills and undertaking fieldwork; developing understanding and knowledge through studying locations and places, human and physical geography.

Aims:

-  Develop locational knowledge in order to grasp a greater awareness of the world around them;
-  Develop skills of enquiry, encouraging pupils to question and test out hypotheses;
-  Undertake fieldwork in order to personally experience the geography around them;
-  Deepen an understanding of human and physical geography;
-  Foster a desire to look after the Earth and its resources;
-  Nurture a child's sense of their place in the world and a respect and interest in people throughout the world, regardless of culture, race and religion.

Implementation

1. Curriculum drivers (the Arts and Possibilities) shape our curriculum breadth in science. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.

5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 're-visiting' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In Geography, these threshold concepts are; **investigate places, investigate patterns, and communicate geographically.**
6. **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In Geography these knowledge categories include: **location, physical features, human features, diversity, physical processes, human processes and techniques.**
7. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
8. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
9. **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

10. **Key vocabulary** - move the learning from basic to deep and show progression through the milestones.
11. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

12. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
13. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
14. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
15. Our content is subject specific. We make intra-curricular links to strengthen schema.
16. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Key:

Investigate Places- This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how t

Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Location		
<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world’s continents and oceans. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns and understand how some of these aspects have changed over time</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Understand some of the reasons for geographical similarities and differences between countries.

<ul style="list-style-type: none"> 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. 	<p>Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	
<h2>Physical Features</h2>		
<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. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns and understand how some of these aspects have changed over time</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.
<h2>Human Features</h2>		
<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns and</p>	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and

	<p>understand how some of these aspects have changed over time</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics.
Diversity		
<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe geographical diversity across the world.
Physical Processes		
<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 and of a contrasting non-European country. 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. Identify land use around the school. 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent.
Human Processes		
<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 and of a contrasting non-European country. 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. Identify land use around the school. 	<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent.

Techniques

- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognize landmarks and basic physical features.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

- Use fieldwork to observe and record 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.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
 - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
 - Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
 - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Key Vocabulary Progression

- **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

- **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements and land use.

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.



Progression in Science Vocabulary

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Tier 2 vocab- Key vocabulary.		
<ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
Tier 3 subject specific vocabulary		
Note		

Milestone 1

Vocabulary	Definition
place	A geographical point, such as a town, city, etc
investigate	To inquire into (a situation or problem, especially a crime or death) thoroughly; examine systematically, especially in order to discover the truth
pertinent	Relating to the matter at hand; relevant
city	A large town
town	A densely populated urban area, typically smaller than a city and larger than a village, having some local powers of government and a fixed boundary
village	A group of houses, together with other buildings such as a church and a school in the countryside
coastal	Relating to things that are in the sea or on the land near a coast
rural	Relating to, or characteristic of, the countryside or country life
continent	A very large area of land, such as Africa or Asia, that consists of several countries
surrounding	The conditions, scenery, etc, around a person, place or thing; environment
locate	To find out where something or someone is

Vocabulary	Definition
environment	External conditions or surroundings, especially those in which people live or work
characteristic	A distinguishing quality, attribute, or trait
map	A drawing of a particular area such as a city, country, or continent, showing its main features as they would appear if looked at from above
world	The planet that we live on
atlas	A book of maps
globe	A ball-shaped object with a map of the world on it, usually fixed on a stand
countries	Territories distinguished by its people, culture, language, geography, etc.
ocean	One of the five very large areas of sea on the Earth's surface
human features	Human geography looks at the impact and behaviour of people and how they relate to the physical world
physical features	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics
United Kingdom (UK)	England, Scotland, Wales and Northern Ireland; officially the United Kingdom of Great Britain and Northern Ireland

Vocabulary	Definition
vegetation	Plants, trees and flowers
factory	A large building where machines are used to make large quantities of goods
farm	An area of land, together with the buildings on it, that is used for growing crops or raising animals, usually in order to sell them
house	A building in which people live, usually the people belonging to one family
office	A room or a part of a building where people work sitting at desks
shop	A building or part of a building where things are sold
compass	An instrument that you use for finding directions. It has a dial and a magnetic needle that always points to the north
north	The direction that is on your left when you are looking towards the direction where the sun rises
south	The direction that is on your right when you are looking towards the direction where the sun rises
east	The direction that you look towards in the morning in order to see the sun rise
west	The direction that you look towards in the evening in order to see the sun set
construct	To build or make something, e.g. a building, road or machine
symbol	Something that represents or stands for something else, usually by convention or association, especially a material object used to represent something abstract

Vocabulary	Definition
grid reference	A method of locating a point on a map or plan by a number referring to the lines of a grid drawn upon the map or plan and to subdivisions of the space between the lines
surrounding	The conditions, scenery, etc, around a person, place or thing; environment
environment	External conditions or surroundings, especially those in which people live or work
characteristic	A distinguishing quality, attribute or trait
locate	To find out where something or someone is
seasonal	Occurring at a certain season or certain seasons of the year
daily	Happening every day
weather	The condition of the atmosphere in one area at a particular time, e.g. if it is raining, hot or windy
hot	Having a high temperature
cold	Having a low temperature
equator	An imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole

Vocabulary	Definition
North Pole	The place on the surface of the Earth that is furthest towards the north
South Pole	The place on the surface of the Earth that is furthest towards the south
beach	An area of sand or stones beside the sea
coast	An area of land that is next to the sea
hill	An area of land that is higher than the land that surrounds it
mountain	A very high area of land with steep sides
river	A large amount of fresh water flowing continuously in a long line across the land
soil	The substance on the surface of the Earth in which plants grow
valley	A low stretch of land between hills, especially one that has a river flowing through it.

Milestone 2

Vocabulary	Definition
hemisphere	One half of the Earth
Tropic of Cancer	An imaginary line around the Earth 23.5° north of the equator
Tropic of Capricorn	An imaginary line around the Earth 23.5° south of the equator
Arctic	The area of the world around the North Pole. It is extremely cold and there is very little light in winter and very little darkness in summer
Antarctic	The area around the South Pole
time zone	One of the areas into which the world is divided, where the time is calculated as being a particular number of hours behind or ahead of Greenwich Mean Time (the local clock time at Greenwich, UK)
topographical	Relating to the physical features of an area of land, e.g. its hills, valleys and rivers
land use	The management and modification of the natural environment or wilderness into a built environment, such as settlements, and semi-natural habitats, such as arable fields, pastures and managed woods
volcano	A mountain from which hot melted rock, gas, steam and ash from inside the Earth sometimes burst
water cycle	The circulation of the Earth's water: water evaporates from the sea into the atmosphere, where it condenses and falls as rain or snow, returning to the sea by rivers or returning to the atmosphere by evaporation
earthquake	A shaking of the ground caused by movement of the Earth's crust.

Milestone 3

Vocabulary	Definition
sampling	The act or process of taking a small part or quantity of something as a sample for testing or analysis
systematic	Characterised by the use of order and planning; methodical
analyse	To consider something carefully or use statistical methods in order to fully understand it
effectiveness	The quality of working well and producing the results that were intended
aerial	Existing, occurring, moving or operating in the air
London Tube map	A schematic transport map of the lines, stations and services of the London Underground, known colloquially as 'the Tube', hence the map's name
climate	The general weather conditions that are typical of a place
biome	A major ecological community, extending over a large area and usually characterised by a dominant vegetation
settlement	A place newly settled; colony

Vocabulary	Definition
economic	Concerned with the organisation of the money, industry and trade of a country, region or society
trade	The exchange of goods and services between one country and another. Goods bought into a country are called imports, and those sold to another country are called exports
distribution	The way in which something is shared out among a group or spread over an area
energy	The power derived from the utilisation of physical or chemical resources, especially to provide light and heat or to work machines
food	Anything that nourishes or stimulates; whatever helps something to keep active, grow, etc.
minerals	Substances that are formed naturally in the Earth. Minerals are usually solid, inorganic, have a crystal structure and form naturally by geological processes
water supply	The provision of water by public utilities, commercial organisations, community endeavours or by individuals, usually via a system of pumps and pipes
Ordnance Survey (OS)	The national mapping agency of the United Kingdom which covers the island of Great Britain
population	All the inhabitants of a particular place
depict	Represent in words; describe.

How do we prepare children for KS3?

In Key stage 3 pupils should **consolidate and extend their knowledge of the world's major countries and their physical and human features**. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.

In order to support continuity between KS2 and KS3 the school aim to give children a broad geographical knowledge on which they can build. We aim to address misconceptions early before they reach secondary- these can be done through re-visits

New EYFS ELG



How do we provide a foundation of Historical and Geographical skills and knowledge in our Early Years?

Begin to make sense of their own life story and their family history through talking about memories, their family and growing up.

Discover and discuss homes, toys and transport from the past.

Begin to develop an understanding of chronology when discussing past events.

Compare and contrast characters from stories, including famous people from the past.

Develop an understanding of past and present through stories and images

Comment on images of familiar situations in the past through non-fiction and stories.

Continue to develop positive attitudes about differences between people.

Explore the natural world around them.

Understand the effect of the changing seasons on the natural world around them.

Recognise that some environments and habitats are different to the one in which they live.

Explore contrasting environments in relation to habitats, weather, animals and the people who live there.

Sing songs and rhymes about the natural world and stories set in different places around the world.

Visit a local area with significant Geographical importance e.g. The Farm and a woodland.

Draw information from simple maps and create own maps of familiar places and from places in stories

Draw information from simple maps and create own maps of familiar places and from places in stories

Celebrate and value cultural, religious and community events and experiences.

Familiarise children with the name of the town that our school is in.

Familiarise children with the name of the town that our school is in and compare it to contrasting places.



What does this look like in our provision?

People who help us—explore differences between now and in the past. Visit Fire station to see the historical fire engine and artefacts.

Talk about our favourite toys and find out about toys from the past.

Look at maps, globes and atlases to locate hot and cold places in the world.

Ordering daily routines and visual

Talk about our homes and what type of home we live in. Explore some other homes around the world.

Discussions of how some things are old and some are new

Look at changes over time through exploring life cycles and the cycle of the seasons

Find out about contrasting habitats around the world and their features such as woodland, ocean, rainforest, desert, polar. Explore these further through, books, images, small world and adult led activities.

Familiar situations from the past shared with the children through books, stories and photos.

Create simple maps that include pictures relating to real places and those from story books.

Family photos shared with the class and discussion about members of our families.

Regular discussions about the weather and the seasons. Exploring the changing seasons in the outdoors.

Observational skills when exploring their environment and making drawings.

Making predictions about what might happen next during story time and what happened before.

Tasting and trying foods from around the world.

Festivals around the world e.g. Chinese new year, Diwali, Eid, Harvest Festival.

Ordering pictures from familiar stories and steps in simple instructions.

Exploring different habitats and environments through small world - ponds, beaches, woodlands, oceans

Creating different structures in the constructions area based on buildings from a around the world e.g. Bedouin

Regular use of time language e.g. yesterday, last week, tomorrow, next