Geography

At Bassingbourn Community Primary School, our Geography curriculum supports children through an enquiry-based approach to develop a curiosity and fascination about the world and the people within it.

Our children will know and understand their geographical place in the world, using a vast range of vocabulary accurately to describe their own and other locations.

Our children will be able to name key human and physical features and explain the processes that create them.
Our children will use skills to confidently interpret a range of maps, atlases, globes and scales and confidently when undertaking fieldwork.
Our children will recognise the impact of climate change on our locality and the wider world and understand the importance of caring for the environment.

Bassingbourn
Community Primary School

Geography: Progression of Knowledge & Skills

Reception						
Topic	All about us	Let's celebrate	To infinity and beyond	Let's grow	We are storytellers	Over land and under water
	Talk about where they live and places that are familiar to them	Know about different traditions and festivals and where they come from	Look at and explore maps and atlases Begin to know different countries and make comments on them.	Be able to discuss their local environment Discuss difference between different locations	Viewing and discussing maps Draw information from a simple map	Recognise some similarities and differences between life in this country and life in other countries. Discuss ways to travel to different places using maps and atlases
Key vocabulary	Beach village Field Church House Home Road River School Map park	Country England Cambridgeshire	Country Atlas globe	Home School Bassingbourn Road Church River Map Field Village Royston Town	Map	Names of countries the class are from eg. Portugal, India, UK
A Reception year geographer should...						
➢ Look at and talk about where they live. ➢ Learn that they live in Bassingbourn, which is in England. ➢ Talk about different places that they visit eg the park, the beach, the farm, and can talk about some of the similarities and differences. ➢ Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt'). ➢ Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different. ➢ Explore different places through some of our topics (eg animals - explore the different places they might live; festivals/celebrations – learn about celebrations in other countries and this country eg Chinese New Year, Diwali.						

Bassingbourn
Community Primary School

Year 1			
Termly Topic	Our place	Weather	The World Jigsaw
Location knowledge Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Name and locate where I live Key questions: Where do I live? What can we find in our school grounds? What can we see in our local area? Key questions: What can we find in our school grounds? What can we see in our local area?	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 What's the weather like today in Bassingbourn? What is the weather like in other parts of the UK? What the weather like in different parts of the world?	Name and locate where I live
Place knowledge	use world maps, atlases and globes to identify the United Kingdom	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	use world maps, atlases and globes to identify the United Kingdom Identify hot & cold areas of the world in relation to Equator & North & South Poles
Human and physical geography	use basic geographical vocabulary to refer to: key human features. E.g home, school, village	Identify seasonal & daily weather patterns (UK & local scales)	use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Enquiry, Skills and Fieldwork	Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary. 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.	Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary. Identify the similarities and differences between two places. Places can be compared by size, weather and climate	Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary. Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
Local links	School grounds, home, School grounds, Bassingbourn, Ford Woods	Bassingbourn	Bassingbourn. School grounds

Key vocabulary	Address Live Home House Family Bassingbourn Cambridge England United Kingdom Woodland Local	England – London Scotland – Edinburgh Ireland – Dublin Northern Ireland - Belfast Wales – Cardiff English Channel Atlantic Ocean North Sea	United Kingdom Union Countries Government Capital City London Edinburgh Cardiff Belfast Cities Towns Villages Continent Africa, Antarctica, Asia Australia Europe North America South America. oceans Arctic Ocean Atlantic Ocean Indian Ocean, Pacific Ocean Southern Ocean. Northern Hemisphere Southern Hemisphere Atlas globe

A Year 1 geographer should...

A Year 1 Geographer should be able to:

- Know and name the four countries in the UK and locate them on a map
- Know and name the three main seas that surround the UK
- Keep a weather chart and answer questions about the weather (including main weather symbols)
- Know about some of the main things that are In hot and cold places (know what clothes to wear In a hot and cold place)
- Know how the weather changes throughout the year and name the seasons (hottest and coldest season In the UK)
- Point to the equator, North and South Pole on an atlas and globe
- Know some of the features of an island
- Know where I live and can tell someone their address (including postcode)
- Know the four main directions on a compass are North, East, South and West
- Know what I like and do not like about the place where I live
- Know the main differences between a city, town and village

Year 2			
Termly Topic	Polar regions – Antarctica and deserts.	Zambia	Coasts
Location knowledge	Identify hot & cold areas of the world in relation to Equator & North & South Poles	Identify hot & cold areas of the world in relation to Equator & North & South Poles	Identify and locate the seas and oceans surrounding the UK
Place knowledge	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	use 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	To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/seaside locations.
Human and physical geography	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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations.
Geographical Enquiry, Skills and Fieldwork	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.	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.	

	use aerial photographs and plan perspectives to recognise landmarks and basic features	use aerial photographs and plan perspectives to recognise landmarks and basic features human and physical features; devise a simple map; and use and construct basic symbols in a key	
Local links		Bassingbourn, Cambridge, United kingdom	Norfolk coast
Key vocabulary	Equator North / South poles Endangered Humidity Asia Africa North & South America, Antarctica Europe Australia	Zambia Village Town Capital city Africa Two figure grid reference Near, far, left, right	Sea Ocean Beach Cliff Harbour Port Coast Attractions Waves Shoreline English Channel Irish Sea North Sea

A Year 2 geographer should...

Year 2 Geographer should be able to

- Name the continents of the world and locate them on a map
- Name the world's oceans and locate them on a map
- Name the capital cities of England, Wales, Scotland and Northern Ireland
- Know what I like and do not like about a place that Is different to the one they live in
- Describe a place outside Europe using geographical words
- Know how jobs may be different in other locations
- Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
- Know about the facilities that a village, town and city may need and give reasons
- Use the directional vocabulary: near, far, left, right to explain where a location is; use two figure grid reference to describe location

Year 3			
Termly Topic	The World Jigsaw	Volcanoes and Earthquakes	Settlements
Location knowledge	Counties of the United Kingdom include Buckinghamshire, Northamptonshire and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	
Place knowledge	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.		Local villages, nearest town (Royston)
Human and physical geography	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Pupils will know different areas import and locally produce different products. They will know 'globalisation' in that the economies of different countries are connected. They will know consumer choice can impact the economic activities of other countries. They will understand export and import. Focus: Sulawesi island? London and Felixstowe (largest container ship port in UK) and their development over time. Geographical features created by humans are called human features. Human features include houses, factories and train stations. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. The eight points of a compass are north, south, east, west, north-east, north-west,

		plates. These pieces move very slowly across the mantle.	southeast and south-west. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.
Geographical Enquiry, Skills and Fieldwork	Maps, globes and digital mapping tools can help to locate.	Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	Primary data includes information gathered by observation and investigation. Gather evidence to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data.
Local links		Bassingbourn, Cambridge, United kingdom	
Key vocabulary	Counties Buckinghamshire, Northamptonshire, Warwickshire. Birmingham, Cardiff, Manchester , Newcastle France, Spain, German, Italy , Belgium, Russia, Latitude, Longitude, Prime Meridian., climate zones, Desert, Equatorial, Polar, temperate , Tropical, north-east, north-west, south-east south-west	Tectonic plate, fault line, mountain, fold mountain, San Andreas fault line, Ring of fire volcanic mountain, block mountain, base, slope, ridge, face, peak volcanoes , Mount Vesuvius Laki, Iceland Krakatoa Indonesia. earthquake-prone areas plate boundaries Earth's crust converge. tectonic plates Epicentre, Gas, magma , Ash, Lava, Eruption Inner core, Iron, Nickel, Outer core, Mantle, Crust, observation investigation	four-figure grid reference, Settlement, Rural, Urban, Hamlet, Suburban areas, Suburb Residential area, Product ,Globalisation Economies, Consumer, Export, Import Sulawesi island, Felixstowe, Development, Trade, Distribution, energy

A Year 3 geographer should...

Year 3 Geographer should be able to

- Begin to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Begin to know the location and characteristics of a range of the world's most significant human and physical features.
- Begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Ask geographical questions about the world around them.
- Use 2 figure grid references to describe position.
- Begin to use compass directions using 8 points

Year 4			
Termly Topic	The World Jigsaw	Rivers	Local study – How is our local area changing?
Location knowledge	Topography is the arrangement of the natural and artificial physical features of an area. The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator.	Locate Significant rivers of the UK include the Thames, Severn, Trent, Tyne, Ouse	Locate, describe, explain using maps (including OS maps)
Place knowledge	Significant rivers of the UK include the Thames, Severn, Trent, Tyne, Ouse. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Scafell Pike, the Scottish Highlands and the Pennines.		
Human and physical geography	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north east (NE), south-east (SE), southwest (SW) and north-west (NW).	A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river. A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side. Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. They then flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

		As rivers flow, they erode - or wear away - the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them. Small rivers are usually known as streams, brooks or creeks. If they flow from underground, they are called springs. Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.	
Geographical Enquiry, Skills and Fieldwork	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis – Link to Well head Springs and local chalk stream.	Develop questioning., atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential. Map Skills Revisiting knowledge and skills, fieldwork and the internet
Local links		Bassingbourn - Wellhead springs and Wellhead Chalk Stream	Bassingbourn, Royston, Ashwell Museum
Key vocabulary	Topography, Natural, Artificial, Tropic of Cancer, Tropic of Capricorn Ben Nevis, Snowdon, Helvellyn, Scafell Pike, Scottish Highlands, Pennines. six-figure grid reference, Precise, compass rose, Intercardinal, Ordinal, Boundaries, Statistics, Easting, northing	Thames, Severn, Trent, Tyne, Ouse Valleys,, gorges, Canyons, Sediment, Streams, , Springs, water cycle , Evaporation Condensation, precipitation collection, Meandering, Gravity, Downhill, Upland areas, Flood plains, Rainfall, Bed, Bank, Channel, Body, High ground, Source, Flows, Moving body	Investigate, interview, method, risk, enquiry data, analyse, present, quantitative/qualitative data, summarise interpret, quote, source, sample size, reliability, limitations, open-ended/closed question, Likert scale, represent, grid square
A Year 4 geographer should...			
Year 4 Geographer should be able to ➢ Develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe ➢ Develop their knowledge about the location and characteristics of a range of the world's most significant human and physical features ➢ Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge			

- Ask geographical questions about the world around them.
- Use 4 figure grid references
- Use the eight points of the compass

Year 5			
Termly Topic	The World Jigsaw	Biomes	North America
Location knowledge	The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.
Place knowledge	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.	Name the World's Biomes	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. Climatic variation describes the changes in weather patterns or the average weather conditions. Pupils will know the similarities and differences between The Rocky mountains, Canadian Arctic, Baudó Range, Salzburg, Patagonian Desert and Cambridgeshire Fens.
Human and physical geography	The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. Focus: Europe and Africa Relative location is where something is found in comparison with other features.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.	Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.
Geographical Enquiry, Skills and Fieldwork		Geographical data can be used as evidence to support conclusions.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.
Local links	Prime meridian - Greenwich		Cambridgeshire fens
Key vocabulary	New York , USA, Shanghai , China, Istanbul , Turkey , Moscow, Russia, Manila , Philippines, Lagos , Nigeria,,	Biomes, Climate zones. vegetation belts, Common, Desert, Equatorial, Polar	North American continent

	Nairobi , Kenya, Baghdad , Iraq, Damascus , Syria , Mecca , Saudi Arabia. The Prime (or Greenwich) Meridian eastern and western hemispheres called Greenwich Mean Time (GMT) Time zone	temperate , Tropical, ecological area, Grassland, tundra , Aquatic, Relief, Geology, soils , Vegetation.	USA, Canada. Mexico Central America, Guatemala, Honduras, Nicaragua, Costa Rica. Panama. South America, Brazil, Argentina, Chile, Colombia, Peru, Venezuela, climate, weather pattern

A Year 5 geographer should...

Year 5 Geographer should be able to

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North America in more detail
- Extend their knowledge about the location and characteristics of a range of the world's most significant human and physical features
- Extend their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Ask geographical questions about the world around them.
- Use eight points of the compass with more confidence.
- Use four figure grid references with more confidence.

Year 6			
Termly Topic	The World Jigsaw	Oceans and climate change	Independent fieldwork study
Location knowledge  	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measure Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.		**Year 6 pupils will draw upon the skills and knowledge that they have learnt in Geography to carry out their own independent fieldwork study.** **Ask and answer questions** Ask and investigate geographical questions, suggesting enquiries to test them. **Collecting and Interpreting** Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. **Analysing and Communicating** Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. **Evaluating and Debating** Express their own views about the people, places and environments studied, giving reasons.
Place knowledge			
Human and physical geography	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features	Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Antarctica, El Alto, Bolivia, and Mawsynram, Northeastern India. Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.	
Geographical Enquiry, Skills and Fieldwork		Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Use satellite imaging and maps of different scales to find out geographical information about a place.	

		Satellite images are photographs of Earth taken by imaging satellites. Geographical interconnections are the ways in which people and things are connected. They will be able to discuss physical and human features and the impact they are having on the climate and the impact the climate is having on them. Pupils will know the similarities and differences with focus on the Philippines and Germany.	Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.
Local links	Prime meridian - Greenwich		Bassingbourn
Key vocabulary	Longitude, Latitude, Northerly, Southerly], position , westerly easterly , Antarctic Circles, Imaginary, Horizontally, contour lines, Arctic circle	Shelters, Nomadic, Transportation, natural resources,, Northeastern India, polar ice caps, fossil fuels, Deforestation, Habitat, Destruction, Overpopulation, Rearing, Livestock, Contribute, global warming Interconnections, Philippines , Germany, impact	digital technologies, conclusion, cartogram Geographic Information System (GIS, pie chart, line graph, live data, consideration annotate, justify, issue, viewpoint, data collection methods, subjective, audience recommendation

A Year 6 geographer should...

Year 6 Geographer should be able to

- have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research
- be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations
- be skilled at carrying out independent research using a variety of sources
- understand how to assess the quality and reliability of difference sources
- be able to confidently explain and quantify their findings using geographical research

Bassingbourn
Community Primary School

Geography: Progression of Knowledge & Skills