



Geography Progression and Coverage Map: Foundation



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
<p>At Walter Halls, we recognise for our children that the communication and language strand forms the foundation of all learning in our curriculum and therefore, there is much overlap between History, geography and the communication of the past, time passing and place. This forms the main strand of our learning alongside:</p> <p>Statutory Knowledge – Early Learning Goals linked to the observation and understanding of similarities and differences:</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class <p>Statutory Knowledge linked to the Early Learning Goals for ‘to develop a knowledge and understanding of maps:</p>	<p>F1 language and communication based on their current experiences of place: school, shop, nursery, relative’s homes and their own.</p> <p>There are different places. These places are different. I go to the With me People can move- you can see people you know in another place.</p>	<p>Use language to make sense of where they are:</p> <p>Explain their immediate environment.</p> <p>Talk about different modes of transport and understand they move from one place to another.</p> <p>Explain that seasons change</p>	<p>I am in nursery. I live at home with my Who would live here Look at maps and have them in provision.</p> <p>Use road blocks and traffic lights to display the movement of cars from place to place.</p> <p>Here is the sink. The toilets are</p> <p>Where is your car going? Where has it been? What transport have you been on? Where did you go? What can you see from your window/school etc?</p> <p>It is raining/windy/cold/wet today. We are in winter. Use books to discuss the seasons and how they change.</p>	<p>Place There Here Over there. In F1.... Next to, Went Go Move</p>
<p>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts, and (where appropriate) maps</p> <p>To understand that the world is a big place full of variety</p> <p>We want our children to have positive attitudes towards difference.</p>	<p>F2 language and communication based on their current experiences of F1 and to build on this with a new building in school and more world awareness.</p> <p>The world is a big place. There are roads and pavements. They have traffic lights and signs on them. The blue on a map is the sea. The green on a map is land. We live here. I live in Nottingham I went on Holiday to It is here on the map.. My house number is My house is near</p>	<p>Understand the places are different and look different.</p> <p>Explain the similarities and differences of a place.</p> <p>Explain how a place has changed.</p> <p>Follow a map around school.</p> <p>Identify land marks in their locality.</p>	<p>Draw maps of their setting: building, roof terrace. Use maps to move around the space.</p> <p>Comparing F2 with F1: In F1 there is F1 is over there and we are here...</p> <p>Use snail and the whale/the troll to look at settings- how are the places the whale visits different? What is different about them and why? Are they like Nottingham? Why?</p>	<p>Forwards Backwards Next to Behind Nottingham City Town Road Park School</p>



Geography Progression and Coverage Map: Year One



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
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Name and locate the world's seven continents and five oceans	There are 7 continents that make up the word. Asia Africa North America South America Antarctica Austria A continent is a large mass of land with lots of countries. There are 5 oceans in the world. These are: Pacific Atlantic Southern Arctic Indian	To use maps and globes to identify continents and oceans. To talk about the places that they can travel to in relation to the continents.	Use of continuous to provision to use globes and maps to locate continents and oceans. Discuss where the children have been on holiday and look at pictures of that place. Show them where these places are on which continent. Children use maps to point to the UK and name the capital cities of these places. Sing songs about the continents and the oceans of the world.	Map Continent Globe Travel Movement Atlas Ocean Sea Country Change Place
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	There are 4 countries that make up the United Kingdom: England Northern Ireland Scotland Wales	To use atlases to identify the United Kingdom and its countries. To talk about places that children have visited in the UK. Discuss the differences in some of these places- beach compared to Nottingham etc.		
School's choice: Enhance locational awareness.	A compass can show us the direction of north. We can use this to find our way and follow directions. A beach is different to Nottingham because it has a sea and sand whereas Nottingham does not. Nottingham is built up and has towns and villages. The beach sometimes has some of this.	Use compasses to navigate around a local space.	Explore the school grounds using a compass using N/S/E/W Observe what children see at different points and record these. Compare Nottingham to Skegness (beach)	Compass North South East West Similar Different City Beach Sea Sand Town direction



Geography Progression and Coverage Map: Year Two



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
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 Nottingham, our local area, as the British area and a coastal, non-European area. Explore similarities and differences and lean heavily on the key human/physical feature vocab. Pre teach what human/physical geography are before comparison.	Human Geography: Study of how humans effect the earth. Physical Geography: A study into Earth's natural elements. Human feature: Built by humans. Physical feature: Natural The key vocabulary listed under human and physical features.	I know what an aerial photograph is and how to use one to locate places. Children should be able to look at an aerial photo of our local area and identify Walter Halls. They should be able to discuss and label which buildings/fields are which. Can they build from these skills towards identifying local amenities? Can they do Nottingham itself? Market square for example. I know how to devise simple maps. Starting simple with the classroom/school, identify what things should look like from above. Children should be able to draw a simple map showing landmarks, for example the Great Fire of London origin/spread including the bakery, river thames, tower of London, St Pauls. I know what a key is and how to create one.	-Establish human and physical geography. -Walk the grounds, what can be seen/heard/felt? Start to add in key human, physical features. -Map the classroom. -Explore aerial photos/views of the local area. -Map the route home from school	Similarities, differences, human geography, physical geography, United Kingdom, Non-European Country, Rainforest, Nottingham, physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather human features, including: city, town, village, factory, farm, house,
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold	The Equator: An invisible line running around the centre of the Earth where the	Children should be able to explain that a key is a guide to what symbols mean on maps. When drawing maps, children should be able to create their own symbols and use them on the map/in the key as well as using colours to show what larger		

<p>areas of the world in relation to the Equator and the North and South Poles Introduce the Equator and Poles, identify which continents are closest to them. Demonstrate why Equator is hottest using a sphere and torch. Establish the pattern of how it becomes milder from this point going towards the poles. Countries at the equator have little seasonal changes, north and southern hemisphere do.</p>	<p>sun hits first making it the hottest place on Earth. North/South Pole: furthest point north/south, coldest places on Earth. Northern/Southern Hemisphere: North & South of the Equator. Seasonal changes: Spring, Summer, Autumn, Winter</p>	<p>areas are (eg spread of the fire on day 2) and know some real OS map symbols like church. I know how to use simple fieldwork and observational skills. Does not have to be a trip, doesn't even have to be outside! Templates for fieldwork observations on server. Children should be encouraged to talk about their environment, the positives and negatives. What can they see/hear/feel? Start to transfer knowledge of human/physical geography, what are the features of their immediate environment? Nottingham City? Somewhere outside the city? (Woodthorpe Park/Wollaton Hall) Developing a sense of place is key. I know what a compass is and I know how to use one. Children should be able to confidently label an 4 pointed compass and use it to say which direction things are in, what direction you'd have to walk to get somewhere. Children should be able to describe their walk home using a map and 'compass language' (walk North etc).</p>	<p>-Explore a non-European country (Jamaica for example, a contrast to Nottingham and we have a large Caribbean community within Nottingham). -Map the school -Map the Great Fire of London and it's spread. -Map the routes taken by traders to Goose Fair.</p>	<p>office, port, harbour and shop, hot, cold, south pole, equator.</p>
<p>Spring Geography Theme</p>	<p>Our City – A focus on Nottingham Fieldwork is hugely important in this term as we aim to develop a sense of place. We will boost the children's locational knowledge of Walter Halls and its surrounding areas, building towards an understanding of Nottingham's spread, it's diversity and the different experiences on offer.</p>			



Geography Progression and Coverage Map: Year Three



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
<p>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 Focus on cities first, expanding to counties then geographical regions. Start with locating Nottingham, then Nottinghamshire, East Midlands. Use this foundation to look at Manchester, Lancashire, The North-West (for example). Lake District then offers opportunities to discuss different topographical features as does somewhere coastal like Cornwall. Eventually broaden to UK capitals, Belfast, Cardiff and Edinburgh.</p>	<p>-The UK is divided into areas called counties. -A county is an area made up of towns and cities. -We live in the county of Nottinghamshire. -Rural areas are in the countryside and have lots of farms, fields and small villages. -Urban areas are towns and cities with higher populations and more buildings. Nottingham is our city, Arnold is an example of a town. -Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range. -Some well-known mountain ranges in the four countries that make up the UK include: <ul style="list-style-type: none"> • the Cairngorms in Scotland • the Pennines in England • the Mourne Mountains in Northern Ireland • Snowdonia in Wales -The highest mountains in the UK are: <ul style="list-style-type: none"> • Ben Nevis in Scotland (also the highest in the UK) • Scafell Pike in England • Slieve Donard in Northern Ireland • Snowdon in Wales -Mountains are commonly formed when two tectonic plates push together and rise up. Ben Nevis was formed by a volcano erupting and caving in on itself. - A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water. This could be a lake, the sea, an ocean or even another river.</p>	<p>I know how to use maps, atlases and globes to locate places. Beginning with simple maps to bridge from Year 2, then look at grid maps with 4 figure grid references. Explain the uses of an atlas, explore using the index. Locate Nottingham, places within Nottinghamshire and the East Midlands. Discuss the scale of the UK on a globe, compare a globe with a world map in an atlas, make 3D globe using a 2D world map. I know what the 4 points of a compass are and I use them. Children should be regularly using directional language to describe locality. Mansfield is North of Nottingham etc. I know what a 4 figure grid reference is and how to use them. Introduce 4 figure grid references. Discuss the axis, x and y, stress that it is the x axis first and that the grid references refer to the bottom left corner of each square. Ensure numbers on each axis are different to support the development of good habits. Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ideas available for Fieldwork on server, visit local rivers/streams, measure the flow.</p>	<p>-Explore, Nottingham, Nottinghamshire, East Midlands. -British Mountain ranges, how do they look different on maps? -What are Britain's largest mountains? -Where does the Trent begin? End? What are it's human and physical characteristics? -4 figure grid reference code breaker.</p>	<p>counties and cities of the United Kingdom, geographical regions human characteristics, physical characteristics, topography, hills, mountains, coasts, rivers, land-use patterns, maps, atlases, globes, four-figure grid reference. Rural, urban, countryside, towns, villages, Nottingham, Nottinghamshire, East Midlands, River Trent, population, mountain range, tectonic plates, source, channel, banks, mouth, bed, floodplains, meander, erode</p>

	<p>-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 sometimes rise over the top of their banks and begin to flow onto the floodplains at either side.</p> <p>-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 and bend (meander) as they cross the land or go around objects such as hills or large rocks. They flow until they reach another body of water.</p> <p>-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.</p> <p>-The River Trent is the third longest river in the UK and flows through Nottingham. It's source is in Staffordshire and it flows into the North Sea.</p>			
Spring Geography Theme	<p>British Rivers and Mountains</p> <p>Explore and explain what mountains/ivers are, discover where we can find them. How are they formed?</p>			



Geography Progression and Coverage Map: Year Four



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
<p>World's countries, using maps to identify the location of Russia and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Focus on Mexico for North America, Greece for Europe and Brazil for South America.</p>	<p>Human Geography: Study of how humans effect the earth. Physical Geography: A study of the natural features of the earth. Human feature: Built by humans. Physical feature: Natural The key vocabulary listed under human and physical features.</p> <p>The continents: Europe, North America, South America, Africa, Asia and Australia. Children should be able to identify where they are discuss countries from Europe and North/South America.</p> <p>A coast is a strip of land that meets the sea or the ocean. The UK is surrounded by the North Atlantic Ocean , the North Sea , the Irish Sea and the English Channel.</p> <p>Greece is flanked by the Ionian Sea and The Aegean Sea.</p> <p>Both the UK and Greece attract tourism because of the tourist towns.</p> <p>Coasts are changed by nature and humans.</p> <p>Changes can be caused as the sea erodes the land. Because of these changes, coasts have many different features, such as beaches, cliffs, islands and caves.</p> <p>Some cities and towns have been built on coasts. Other coastal areas are protected because of their natural beauty, the animals and plants found there and their importance for scientists.</p>	<p>Use maps, atlases, globes and computer mapping to locate countries and describe human and physical features of areas studied. Children should be familiar with maps, atlases and globes. Continue to stretch their skills and also introduce computer mapping. What are the benefits? What can be learnt?</p> <p>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. Children began 4 figure grid referencing in Year 3, establish what they know then build towards six-figure references. Children will have limited knowledge of OS map symbols, investigate then extend.</p> <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. Fieldwork ideas are available on the server, does not have to be a trip. Using and interpreting data is fieldwork.</p>	<p>Investigate Mexico, Greece and Brazil individually.</p> <p>Compare Mexico, Greece and Brazil.</p> <p>Explore atlases, computer maps and use keys to make comparisons between the continents.</p> <p>Make your grid reference lessons themed to match whatever book your reading.</p> <p>Fieldwork? You could do a Radial Diagram of two coastal towns. Example on the server.</p>	<p>Europe, North America, Africa, Asia, Australasia/physical characteristics, human characteristics, environmental regions, empathise, farming, soil, crops, produce, compass, four and six-figure grid reference, maps, fieldwork, observe, measure, record, present, graphs, computer mapping, comparison</p>
<p>Spring Geography Theme</p>	<p>Coasts Explore the coasts of the UK, what can we find there, how do they change? Can you compare them to anywhere you have come across in your learning?</p>			

Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
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<p>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)</p> <p>Describe and understand key aspects of the physical geography of volcanoes and earthquakes.</p>	<p>Lines of latitude run around the Earth like imaginary hoops and have numbers to show how many degrees north or south they are from the Equator. Lines of longitude run from the top of the Earth to the bottom, and divide up the Earth a bit like the segments of an orange. Why? To help locate places.</p> <p>The Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn and the Equator are major lines of latitude.</p> <p>Time zones run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. The Prime Meridian splits the world into eastern and western hemispheres. Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.</p> <ul style="list-style-type: none"> • Composite volcanoes are the most common type of volcano. They can have violent eruptions and can grow bigger as layers of thick lava and ash harden on top of each other. • Shield volcanoes do not have such violent eruptions. These volcanoes tend to have gentle slopes and their runnier lava spreads and hardens over a wider area. <ul style="list-style-type: none"> • <i>magma chamber</i> - this is where the molten rock is stored beneath the ground • <i>main vent</i> - this is the channel through which <i>magma</i> travels to reach the Earth's surface • <i>secondary vent</i> - some magma may escape through the side of the volcano, particularly if the main vent becomes blocked • <i>crater</i> - this is found at the top of the volcano, where the magma erupts from <p>Most volcanic eruptions are caused by pieces of the Earth's crust, called tectonic plates, moving towards each other.</p> <p>Some volcanoes, like Mauna Loa in Hawaii are caused by hot spots in the Earth's crust. These do not erupt violently and lava usually flows slowly out of them.</p> <p>Eruptions from volcanoes can be very dangerous. They can produce:</p> <ul style="list-style-type: none"> • pyroclastic flows - fast moving clouds of hot ash, gas and rock • ash clouds - small pieces of rock and glass that can be carried in the air for many kilometres • volcanic bombs - large bits of very hot rock blown out of a volcano <p>Earthquakes</p> <p>The Earth is made up of different layers:</p> <ul style="list-style-type: none"> • the core at the centre, which is mainly metal • the mantle, which is mainly rock • the crust, which is the part we can see <p>Earthquakes are caused when tectonic plates meet. Some slide past each other, causing friction to build up, while some move towards each other, causing a build-up of pressure. When the pressure releases, the earth is jolted and shook.</p> <p>Places with a high volume of Earthquakes take precautions. They don't build tall buildings, use plastic in windows, rubber foundations to absorb the tremors and schools practise earthquake drills, staying under desks or in doorways to protect themselves from falling objects.</p>	<p>Use maps, atlases, globes and computer mapping to locate countries and describe features studied. Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features. These things should now be a familiar part of geography lessons for our children. Continue to make maps a key part of your lesson and give opportunities for learnt language and skills to be used.</p> <p>-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 Children should come to you with a secure knowledge of 4 figure grid referencing and a growing confidence using 6 figure grid references. Consolidate and extend. Use their knowledge of symbols to explore the world around earthquakes and volcanoes, what do they notice?</p> <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. Fieldwork ideas are available on the server, does not have to be a trip. Using and interpreting data is fieldwork.</p>	<p>Look into the volcano that destroyed Pompeii. What kind of volcano? What happened?</p> <p>Construct a volcano to embed learning on the parts.</p> <p>Use longitude and latitude to locate volcano and earthquake hotspots.</p> <p>Tectonic plate puzzle using an atlas to support.</p>	<p>Position, significance, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>Volcanoes, earthquakes, magma, lava, crater, Earth's Crust, Mantle, Core, Eruption, Earthquake, Tectonic plates, Epicentre, Tremors, Seismic waves, Tsunami</p>
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Geography Progression and Coverage Map: Year Six



Statutory Knowledge	Substantive Knowledge	Disciplinary Knowledge	Lesson Ideas	Key Vocab
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Children have previous knowledge of East Midlands from Year 3. This knowledge can be drawn on again, while London/Greater London would match with Victorians and the impact of the industrial revolution on climate change. The Bialowieza Forest, located on the border of Poland and Belarus gives an example of a European Biome and region to be investigated, while Manaus in Brazil is a growing port within the Amazon basin.</p>	<p>Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:</p> <ul style="list-style-type: none"> • how warm or cold it is • how dry or wet it is • how fertile the soil is <p>The six types of biomes are: Rainforests, Deserts, Savannah, Woodlands, Grasslands and Tundra.</p> <p>Rainforests are: hot all year around, found between the tropics, have heavy rainfall and are home to incredibly large ecosystems.</p> <p>Deserts are: predominantly dry all year round, few plants grow because of shallow and rocky soil, animals tend to come out at dusk when it's cooler.</p> <p>Savannah: Hot all year round with a long dry season. Plant life consists of grasses and shrubs, though there is lots of wildlife.</p> <p>Woodlands: Main plants are trees but mosses, ferns and lichen can also be found. Climate is warm and mild with more rain falling in the winter than the summer.</p> <p>Grasslands: Vast and open, grasses are the main plants. Largest grasslands are found in East Africa.</p> <p>Tundra: Coldest biome, little rain or snow, temperatures remain freezing. Long winters, short summers. Soil remains frozen most of the year, some plants and mosses can grow in summer. Animals vary and climate change is upsetting the balance of these biomes.</p> <p>Climate change: This term refers to the change in Earth's 'usual' weather conditions over many years.</p> <p>Global warming: Our Earth is heating up because of a layer of greenhouse gases forming around the Earth. This layer traps heat within and stops it escaping back out to space. Greenhouse gases include carbon dioxide, water vapour and methane. Without the layer, we'd freeze but the increase in CO2 has caused the layer to get thicker. Our planet's temperature has raised by 1 degrees in the last 150 years alone.</p> <p>Causes of global warming: Fossil fuels such as coal, oil and gas. Farming has cleared carbon dioxide sucking trees and more livestock has added extra</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-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> <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. Fieldwork ideas are available on the server, does not have to be a trip. Using and interpreting data is fieldwork.</p>	<p>'Split' a rainforest into parts and build it back up again.</p> <p>Demonstrate the 'blanket' effect caused by the layer of greenhouse gases getting thicker.</p> <p>Mapping/locating rainforests</p> <p>Fieldwork data demonstrating the change in the Earth's temperature or the loss of Rainforest.</p> <p>Research different regions, use lots of different maps to explore their human and physical geography.</p>	<p>Europe, North America, South America, World, Ordnance survey maps,</p> <p>Climate Change, Global Warming, Greenhouse Gases, Carbon Dioxide, Methane, Fossil Fuels, Coal, Gas, Oil, Deforestation, Livestock, Flooding, drought, Emissions, ice caps, Pollution, Environmental Disasters, Recycling, Renewable Energy</p> <p>Rainforest, Biodiversity, climate, drip tips, habitat, monsoon, botanist, cloud forest, emergent layer, hibernate, temperate, camouflage, canopy, crown, evergreen, indigenous, understorey, carbon dioxide, deforestation, extinct, liana, vegetation</p>

	methane. Deforestation, cutting down woodlands/rainforests has destroyed natural carbon dioxide absorption.			
Spring Geography Theme	Rainforests and Climate Change Rainforests and Climate Change are intrinsically linked, how? Going back further, what happened 150 years ago that really drove massive, global change that has heavily added to climate change? What can we do?			