# Menston Primary School Geography Long-Term Overview

| EYFS |
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| In EYFS at MPS, geography learning occurs predominantly through child-led exploration of the world around them, particularly in relation to towns and the countryside. At MPS, our EYFS children also have a geography-driven unit called 'Off on a journey' in which they children will learn about different kinds of journeys, to school, on local transport and even into space.<br><br>The Early Learning Goal 'The Natural World' and 'People, Culture and Communities' particularly prepare children for geography learning:<br>• Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>• 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.<br>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Autumn Term** | **What is my journey to school like?**<br>• Where do you live and go to school?<br>• What is different about human and physical geography features and can I identify them?<br>• Can you give directions around the school grounds referencing human and physical features?<br>• Can you draw a sketch map of your journey to school?<br>• Can you record different ways people get to school? Which ways are the kindest to the environment? | **What is my community in Menston like?**<br>• Which physical/human geography features are there in Menston?<br>• How much rain falls in Menston in any given season?<br>• What is the warmest season in Menston and in what season might you expect snow?<br>• What jobs do people do in Menston what can you do in Menston?<br>• How are people in the village helping the environment? | **What settlements are in and near Yorkshire?**<br>• What county do you live in and what is it divided into?<br>• What are the key geographical characteristics of Cumbria, Lancashire and Derbyshire?<br>• What is the same/different about York, Hull and Leeds?<br>• What topographic features can you identify on a map?<br>• What is a national park?<br>• What are the main land-use patterns in Menston and how has this changed over time? | **What is the significance of mountains?**<br>• Can you name three significant mountain ranges and their country and continent?<br>• How can you tell where mountain ranges are on maps?<br>• How were the Himalayan mountains formed?<br>• What physical/human features would you find in a mountainous region?<br>• How do mountains affect weather?<br>• How do mountains shape the economy of Everest compared to Mont Blanc? | **Is South America all the same?**<br>• Can you identify the major lines of latitude and longitude on a map and explain their significance?<br>• What environmental regions are there in South America? Can you name and locate some countries, major cities and key human/physical characteristics in South America?<br>• Where in South America are different natural resources found?<br>• How does agriculture in Yorkshire compare with Salento in Colombia? What | **What is the impact of climate on biomes?**<br>• What is a biome and how many are there?<br>• How are climate zones formed?<br>• Are there any patterns/anomalies to the distribution of biomes within the world?<br>• How do humans adapt to live in different biomes?<br>• How has plant and animal life adapted to live in different biomes? |

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| | | | | | • does Salento export and where to?<br>• What key types of settlements and land use are there in Rio de Janeiro and Lake Titicaca? | |
| **NC mapping** | • 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<br>• 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<br>• devise a simple map | • identify seasonal and daily weather patterns in the United Kingdom<br>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br>• use world maps, atlases and globes to identify the United Kingdom and its countries | • 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 | • describe and understand key aspects of mountains<br>• describe and understand key aspects of types of settlement and land use and economic activity | • locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities<br>• describe and understand key aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle<br>• describe and understand key aspects of climate zones, biomes and vegetation belts |
| **Vocabulary** | Human features, physical features | Weather, season, city, town, village, factory, farm, house, office, shop | Compass points, county, national park, Ordnance Survey, topographical feature, land-use patterns | Mountain, mountain range, economic activity | Natural resources, agriculture, economic activity, trade links | Biome, climate zone, vegetation belt |
| **Commentary** | This unit builds on EYFS ELG understanding the world where children described their immediate environment through discussion, observation, texts and | This unit builds on Y1 learning where children explored their immediate *location* in Menston village. It builds by thinking about Menston as a *place* so children are | This unit builds on learning where children began to examine a sense of *place* in their own village in Y2. They will study physical and human features of Yorkshire and | This unit builds on children's understanding of the interaction between human and physical processes in Y2 and Y3, particularly when learning about national | This unit builds on children's learning about South America (Rio-de-Janeiro) in Y2, mapping skills in Y4 and understanding processes linked with human and | This unit builds on prior topics including Y5 work on land use in South America as children divide land masses into biomes on a global scale, mountainous |

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| | maps. It develops children's knowledge of their immediate *location* and introduces human and physical geography vocabulary in preparation for Y2 where they will develop an understanding of *place* when studying the interaction of human and physical processes in Menston. | introduced to the links between human and physical processes in a locality. There are links with Y1 science topic on seasons and Y2 history unit on Menston. This unit prepares children for looking more broadly at the UK in Y3 when they study surrounding counties. | its surrounding counties. In Y4, children will look at physical and human features on a wider scale as they study mountainous regions around the world. | parks. They will develop topographical mapping skills when identifying mountainous regions and examine economic benefits in such areas. In Y5 and Y6 children will evaluate the diverse array of geographical features in North and South America. In Y5 children will develop a greater understanding of tectonic plates in their unit on volcanoes and in Y6 children will learn about tourism in the Lake District. | physical interaction lower down school. Skills develop from Y3 as children compare farming in South America to farming in the Yorkshire Dales. It links with a PE topic on South American carnival inspired dance. In Y6 children will examine Biomes in North America. | regions in Y4 and woodland/rainforest areas in Y3. Children will deepen their understanding of how the globe is split up into different zones from Y2 and Y5 and deepen the connections between proximity to major lines of latitude and the climate. It has links with Year 6 Science in their Evolution and adaptation to environments topic. In KS3, children will focus on specific biomes in Africa that have not been studied throughout KS1 or KS2. |
| **Maps** | Aerial photo of Menston and photos of local landmarks<br>Hand-drawn maps of the school grounds | Various maps of Menston: OS map, satellite view.<br>Map of the UK labelled to place location of Menston<br>Local scale study of a village | Counties map of the UK.<br>Physical/topographical map of national parks studied.<br>Online map challenges to help locate and memorise counties of the UK.<br><br>Map features found and create StoryMaps (bird flying over Wharf to the Humber).<br><br>Local area fieldwork to investigate patterns of land use locally. | Topographical maps of mountain ranges studied.<br>Maps from digimaps with overlays showing where mountain ranges in the world are.<br>Maps from digimaps with overlays showing precipitation to compare with mountain ranges.<br>Map major mountain ranges and link to work on continents, identify mountains on each continent and link to latitude and longitude.<br>Investigate mountains using Google Earth and Bing imagery. | South America.<br><br>Map imports of foodstuffs from around the world using e.g. Scribble maps and their icons. Link to climate and introduce trade.<br><br>Revisit continents and investigate South America and its key features. Revisit mountain ranges, climates and identify major biomes. Link to work on rivers (Amazon).<br><br>Investigate and map natural resources around the S. America and | World map.<br>Maps with reference to biomes and climate zones studied. |

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| | | | | Investigate major physical features and mountain ranges of the UK, map and compare to global ranges. Link to patterns of settlement and major cities and towns and explain why mountains are more sparsely populated. | discuss impacts of human activity. Link to work on climate, biomes, fresh water and major rivers.<br><br>Map regions of Lake Titicaca and Rio de Janeiro. Focus on the Salento as a region, zoom in and map impacts of farming. | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Spring** | **What is the UK?**<br>• What 4 countries make up the UK and can you name some of their features?<br>• What, village country and continent do you live in?<br>• Can you name the seas around the UK?<br>• What are the 4 compass points?<br>• What are the capital cities of the 4 countries of the UK?<br>• What is it called where the land meets the sea? | **What lies beyond the UK?**<br>• What human and physical features would you find on each continent?<br>• What are the key features of the 5 oceans?<br>• What is the weather like in the polar regions?<br>• Where is the equator and what is the weather like there?<br>• Show what you know – question e.g. Why can't a polar bear live on the equator? (climate – human and physical features) | **What is the difference between woodland and rainforest?**<br>• Where can you find tropical rainforests?<br>• What are the two tropical lines of latitude and why do tropical rainforests occur here?<br>• What is a deciduous woodland? What kinds of vegetation would you find in a native deciduous woodland in the UK?<br>• What is deforestation and why might people cut down tropical rainforests?<br>• What is forest regeneration?<br>• Compare tropical rainforest with deciduous woodland in the UK. What average temperatures, rainfall and flora and fauna would you expect in each place? | **How important are river systems and what do they do?**<br>• Where does the river Wharfe go?<br>• Can you name three major river systems and the country that they are in?<br>• What key features do river systems have?<br>• Can you describe the process of a river system?<br>• Can you explain the water cycle?<br>• What do humans use rivers for? | **Why do people live near volcanoes? Is the magnitude of an earthquake the only factor in the destruction it causes?**<br>• Are all tectonic plates the same and how do they move?<br>• Where does most volcanic activity occur in the world and why? (Address misconception that not all are in hot areas).<br>• Why do people live near active volcanoes despite the danger?<br>• Where do earthquakes often occur and what secondary physical hazards do they cause?<br>• What secondary human geography hazards occur as a result of earthquakes? (Sub questions - How do they affect settlements and how can humans prepare? Why might poor countries struggle to prepare and recover from the effects of an earthquake?) | **What is special about North America?**<br>• Can I identify the countries of North America?<br>• What are the human geography characteristics of New York, New York?<br>• Why do tourists visit Florida?<br>• Compare and contrast two or more national parks within North America (e.g Banff National Park in Canada and Sipacate-Naranjo National Park in Guatemala<br>• Compare and contrast the human and physical geography of Mexico City and Nuuk, including the different time zones.<br>• Why is Costa Rica replanting its rainforest? |

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| | | | | | • Is the magnitude of an earthquake the only factor in the level of destruction it causes? | |
| **NC mapping** | • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>• use world maps, atlases and globes to identify the United Kingdom and its countries | • name and locate the world's seven continents and five oceans<br>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>• use world maps, atlases and globes to identify the continents and oceans | • identify the position and significance of the Tropics of Cancer and Capricorn | • describe and understand key aspects of rivers and the water cycle | • describe and understand key aspects of volcanoes<br>• identify the position and significance of latitude and longitude | • locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities<br>• identify the position and significance of, the Prime/Greenwich Meridian and time zones (including day and night)<br>• understand geographical similarities and differences through the study of human and physical geography in a region within North America |
| **Vocabulary** | Country, United Kingdom | Continent, ocean, North pole, South pole, equator | Tropics, Tropic of Cancer, Tropic of Capricorn, tropical rainforest, rainfall, deciduous woodland, deforestation | | Tectonic plate, plate boundary, volcano, collision, dormant, erupt, after shock, earthquake epicentre, Richter scale, secondary hazard, seismic waves, shockwaves, tremors, tsunami | Biome, national park, time zone |

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| **Commentary** | In this unit, children further develop a sense of *location* in their home country by learning about countries and capital cities that make up the UK and their surrounding seas. It builds on the ELG 'Natural World,' where children explore the natural world around them and identify differences. It prepares them for developing a knowledge of how the earth is broken into continents and oceans in Y2 by first distinguishing their place within the globe. Future links include learning about Menston in Y2, Yorkshire and home counties in Y3, rivers in Y4 and the Lake District in Y6. | Prior to this unit, children have already learnt about the UK in Y1 so move further afield to study the seven continents and five oceans to develop a sense of place and location of their home within the world. There is a link with history in Y2 as they study the voyage of the Titanic. Children learn about key lines of latitude such as the polar and equator regions and the way the globe is split up. This information underpins future links in: Y3 studying Europe and rainforests; Y4 studying mountains; Y5 studying South America, earthquakes and volcanoes and Y6 studying North America and biomes. | In this unit, children build on prior knowledge from KS1 about continents and the way that the globe is divided up. Building on a key case study from Y2 where children developed a sense of place in their home locality and contrasted this with Rio de Janeiro, children will compare native woodlands and tropical forests, including the Amazon. This has future links with work in Y5 on South America and in Y6 on biomes. | In this unit, children will develop knowledge of their locality from Y1, Y2 and Y3 on Menston and Yorkshire as they study the River Wharfe in a unit on river systems. There are links with the Y4 science curriculum on the water cycle and knowledge will build on prior work about the Amazon in Y2. Children will learn about the physical systems associated with rivers and the impacts on human geography. Understanding human processes around rivers prepares children for units in Y5 and Y6 where they will consider why people live in areas of volcanic activity or how specific biomes impact human settlement. | In this unit, children will build up their knowledge of how the globe is split up in a more comprehensive way to their Y2 wok on continents and oceans by looking at major lines of latitude and longitude as well as subterranean tectonic plates. It builds on how human and physical processes interact from Y2 work on the Amazon and Y4 studies of the River Wharfe and the formation of fold mountains. This work prepares children for the next topic on earthquakes in Y5 and will touch upon prior work in Y3 on rocks. Future knowledge further deepens children's understanding of how the globe is split up in Y6 when they study biomes | In this unit, children will develop their understanding of global biomes from the previous unit by focusing specifically on the USA. They will build on knowledge of national parks in the UK from Y3 by looking at national parks in the USA. There are links with Y5 science topic on time zones in their Earth and Space unit. Comparisons between localities in Y3 (Yorkshire and the Mediterranean units) and in Y5 (South America) will be further developed as children compare and contrasts regions within the USA. Future knowledge in KS3 includes building knowledge of globes and maps and comparing and contrasting locations using geographical data. |
| **Maps** | Map of the UK split into four countries<br>Vocabulary – actively building spatial vocabulary: using compasses and naming features and their orientation e.g. North, South, East, West through outdoor learning. | World map broken into continents.<br>Political world map (broken into countries)<br>Globes and atlases: continents and oceans, familiarising through games and quick activities. North and South Poles, continents and oceans. | Use of digimaps with overlays of world forests.<br>Use of digimaps biomes map for UK only to identify vegetation in specific locations.<br><br>Develop map and compass skills. Create routes to visit using OS | Use of digimaps for River Wharfe.<br>Various versions of maps for studies of sections of the River Wharfe (OS, satellite view).<br><br>Locate and map major rivers in the world and UK. Zoom in to places and | Plate tectonics map.<br>Use of digimaps for overlays of plate tectonics.<br>Significant volcanoes such as Mount Vesuvius and why people live so close, pros and cons of farming close to a volcano. | Map of North America.<br>Map of the USA.<br>Maps of any individual locations studied. |

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| | Using an atlas to find other places in the UK and looking at boundaries between the countries of the UK.<br>Mapping the countries of the UK and major features and cities. Using a blank map to research and map places and features using an atlas.<br>Adding information to digital maps, e.g. text and pictures (done by teacher). | Locate Poles, Polar Regions, Equator. Use a globe to locate hot and cold places.<br>Map and describe place examples and link vocabulary and spatial knowledge to places studied.<br>Adding information to digital maps, e.g. text and pictures (done by teacher). | Apps and do a 'flyover' before going out in the field (link with a walk into the woodland).<br><br>Investigate and map rainforests around the world and explain why they are where they are. | features studied e.g. a local river, the Amazon. | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Summer** | **When should I visit the seaside?**<br>• Can you name physical/human features near the seaside?<br>• What can you do at a rural beach location in Yorkshire?<br>• What can you do in a built up urban beach location in Yorkshire?<br>• When would you visit the seaside and why?<br>• How do we measure temperature and how hot or cold do our beaches get? | **How does Menston compare with the Rio de Janeiro?**<br>• What continent is Rio de Janeiro in and what physical/human features can you identify there?<br>• How much rain falls in Menston compared to Rio de Janeiro?<br>• What important lines of latitude run through Brazil and how does this affect the weather?<br>• What are the seasons like in Rio De Janeiro?<br>• What can you do in Rio De Janeiro? (leisure/jobs)<br>• What is similar/different between Rio de Janeiro and Menston? | **What attracts visitors to Europe?**<br>• Can you name 5 European countries and their capital cities? What continent is Russia in?<br>• Where in Europe would you find: large mountains, a long river, a coastline, freezing temperatures?<br>• What challenges do time zones create for people travelling in Europe?<br>• What human and physical geographical benefits are there for tourism in the Mediterranean, for example Rome?<br>• What environmental impact do cruises have on marine biomes? | **Where does our energy come from?**<br>• Why is energy important?<br>• What is renewable energy?<br>• How does the United Kingdom generate energy?<br>• What is the best way to generate energy?<br>• Where is the best place for a solar panel on the school grounds? | **Why do oceans matter?**<br>• How do we use our oceans?<br>• What is the Great Barrier Reef?<br>• Why are our oceans suffering?<br>• What can we do to help our oceans?<br>• How littered is our marine environment? | **Why does population change?**<br>• How is the global population changing?<br>• What are birth and death rates?<br>• Why do people migrate?<br>• How is climate change impacting the population?<br>• How is population impacting our environment? |
| **NC mapping** | • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean; and key human features, including: port, harbour | • 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 | • locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities | • 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 | • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use |

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| | | • use world maps, atlases and globes to identify countries studied | • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere<br>• understand geographical similarities and differences through the study of human and physical geography of a region in a European country | digital technologies.<br>• use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom | • describe and understand key aspects of physical geography, including: biomes and the water cycle<br>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• 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. | of geographical knowledge, understanding and skills to enhance their locational and place knowledge.<br><br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br><br>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<br><br>Describe and understand key aspects of:<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>human geography, including: types of settlement and land use, |

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| | | | | | | economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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. |
| **Vocabulary** | beach, cliff, coast, sea, ocean, port, harbour | forest, hill, mountain, river, soil, valley, vegetation | | Glacier, erosion, landscape, erratic | biodegradable, coral bleaching,<br>coral reef, decompose, ecology, ecosystem, erosion, geology, marine, microplastics, ocean current, renewable energy, water cycle | Birth rate, cartogram, climate, climate change, death rate, densely populated, fossil fuels, greenhouse gases, Likert scale, migrants, migration, natural increase, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee |
| **Commentary** | In this unit, children build on their knowledge of the ELG, the natural world, understanding processes and changes in the natural world including the seasons. It creates context for how the | This unit builds on Y1 work studying Menston and the seasons and the previous unit in Y2 studying the wider world where children gained context of Menston's place within the globe. It focuses on | This unit develops children's knowledge of the continents in Y2. It continues to create a wider context for children's prior knowledge about their home town and country | In this unit, children build on knowledge of mountains in their previous Y4 topic and develop fieldwork skills that have been used in prior units in KS1 and in Y3. Prior knowledge of | In this unit, children will develop their understanding of the world's oceans, building on key locational knowledge from Y2. They will deepen their understanding of human | In this unit, children will explore the concept of global population and the reasons behind distribution, birth and death rates and migration. It follows on from other global topics |

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| | seasons change human processes and interactions with the natural world in a relatable holiday environment. There are links with Y1 science when studying the seasons in the spring term. This unit prepares children for future learning about weather patterns and climate in Y2 when comparing Menston to Rio de Janeiro and for wider study within Y3 on counties. | making a specific comparison between the children's home village and a contrasting non-European country, Brazil. It prepares them for future work in Y3 on the rainforest in the Amazon and in Y5 when studying the continent of South America. | by placing them within Europe in an in depth study. It builds on KS1 knowledge of seasons by considering the changing climate within Europe and it links with future fieldwork skills observing, measuring and comparing the impacts of tourism in the Y6 unit on the Lake District. There are also links to prepare them for the study of biomes in Y6, mountains in Y4 and the Romans in Y3 history. | mountainous regions in Europe learnt in Y4 will give context to glacial localities and the associated tourism industry. Children will learn key physical processes associated with glaciation and make connections to a previous unit on rivers. The unit links directly with a residential to Ingleborough where children can gather observations and data in the field. This is a progression from more locally collated data in previous units around Menston. There are future links in Y6 with biomes and further residential fieldwork in the Lake District as well as more on glaciation and climate change since the last ice age in KS3. | interaction with the physical world by looking specifically at how humans both use and have impacted oceans. Children will apply key data collection techniques to develop their fieldwork skills and broaden knowledge of how to report information when working geographically. This unit will prepare children for future work on biomes in Y6 by looking closely at a specific geographical environments. | such as energy in Y4 and oceans in Y5. Children will collect data using online sources and select appropriate ways of presenting their findings. |
| **Maps** | Aerial view maps of specific locations studied<br>Mapping weather data on a map of the UK and adding simple symbols.<br>Adding information to digital maps, e.g. text and pictures (done by teacher). | Map of the world to show where Rio de Janeiro and Menston are in relation to one another. Specific maps of locations studied in Brazil.<br>Atlas – locate continent, country and key features.<br>Recording weather in one or more places in the school grounds. | Map of Europe, specifying the Mediterranean.<br>Map of cruise ship journeys.<br>Map countries in Europe and their key characteristics.<br>Investigate in more depth e.g. The Mediterranean - link to climate, latitude and mountain ranges<br><br>Introduce time zones and link to Digimap for School | Digimaps for maps of Ingleborough.<br>Maps of locations of glaciers (use of world map and map of Europe to aid). | World maps with oceans labelled.<br>Specific maps of the Barrier Reef and its location in the world. | Use of digimpas with overlays of world population, temperature and precipitation. |

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| | | | maps. Investigate time sones across Europe. Map major cities and give their time relative to noon in Greenwich, UK. | | | |