

Geography – Examples of Work

This document should be viewed alongside our Facebook page, which documents the fieldwork opportunities that much of the content of this document refers to.

Year 1 Floorbook work – understanding the concept of what a map is:

Looking at an aerial view of Moorside
an aerial map

I can use maps and images to know where things are and to describe journeys.

25.9.23

Nelly - Ask what is that?
Pointing to the picnic benches

an aerial map view shows a view from above

Alex spotted another playground

Ara - spotted The Y12 corridor

Our classroom - near the trees Ray

Nathan - saw houses

Nelly - noticed Dingley Dell and pre-school

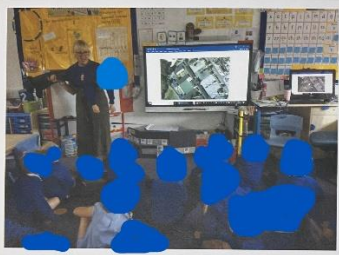


Tina - notice a road We then talked about this being Bowerham Road.

Frank - saw a symbol with the graduation hat on

Arya said this shows us where a school is


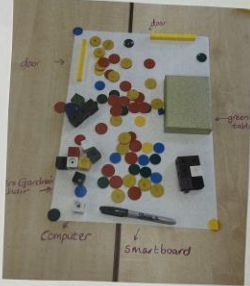
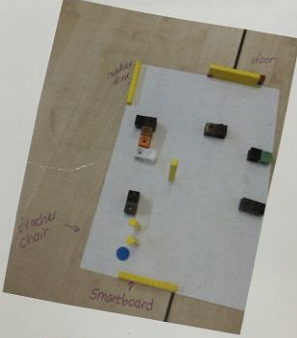
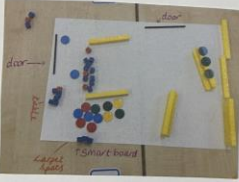
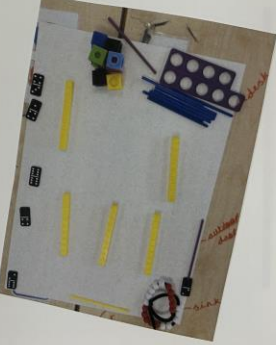
Bella - The No Mow

Ella its Moorside School there are the tyres

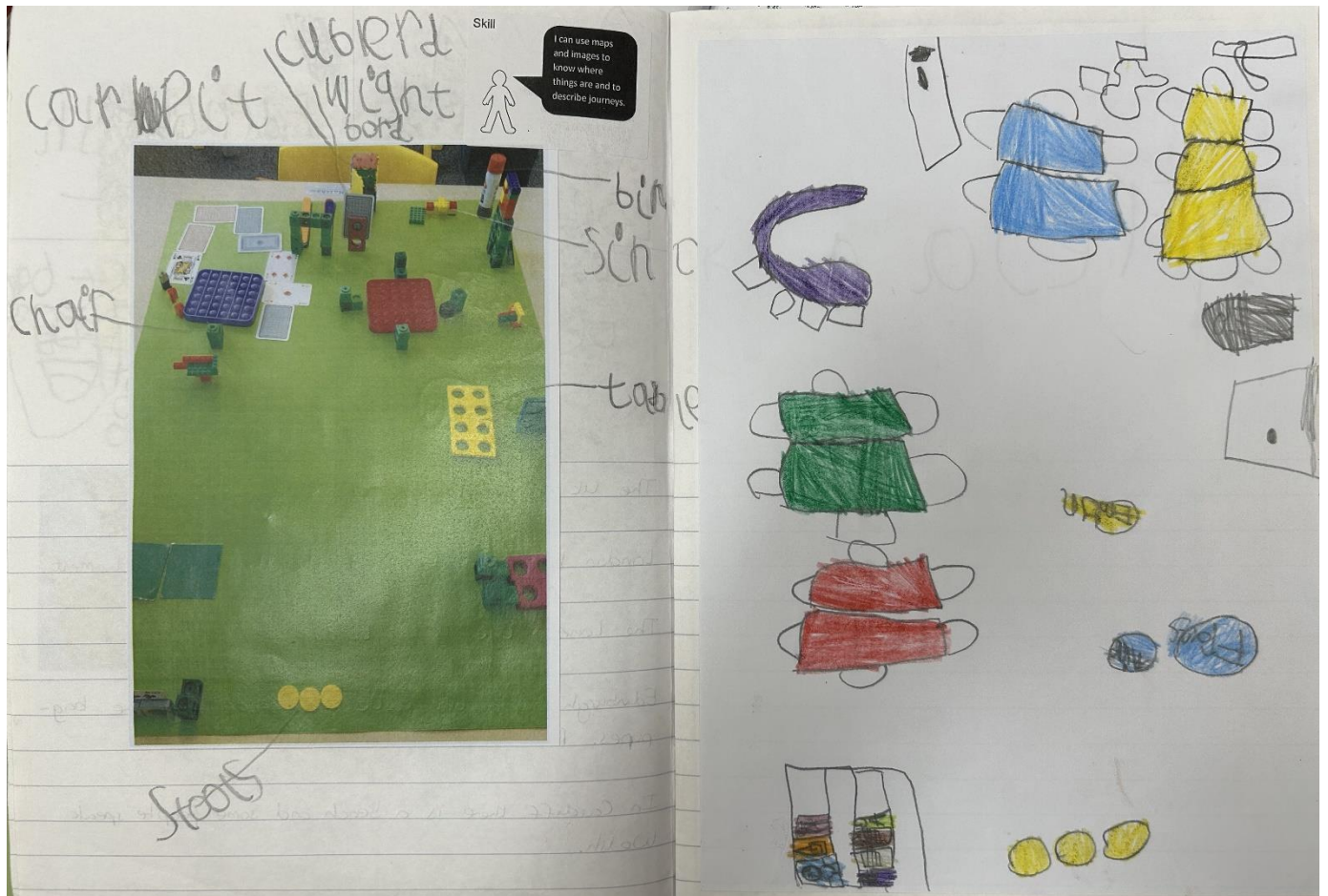




Year 1 Floorbook work – understanding the concept of what a map is:

and made an aerial map of our classroom using objects.

Year 1 = Same objective – child working at higher level:



The Lonely Beast's Adventure Map

I can use maps
and images to
know where
things are and to
describe journeys.



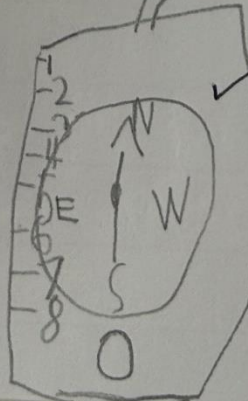
Key:

- building
- Path
- H bridge
- car Park
- Water
- Spring
- road
- Stream

Gordale
Scar ✓


Janet's
FOSS ✓

Malham
Tarn ✓




Year 1 – Response to fieldwork – identifying human and physical features of contrasting locations:

about people and places.



Knowledge


I can compare the human and physical features of different places.



Sign post ✓ Phonebox ✓

Jeep ✓ Trees ✓ Chimney ✓

Malham



cars ✓ bushes ✓


Malham is surrounded by hills and fields. ✓ Malham is a little village. Malham has lots of mountains. Malham has old houses. ✓ Malham has lots of waterfalls. Malham has lots of fields. ✓ Malham has small fields. Malham has lots of fields. Malham has some houses. Malham has lots of fields.

How big is the village?

How big is the mountain?

Salt Air School Burger King McDonalds Cinner railway

Lancaster



Cage Shops Sea

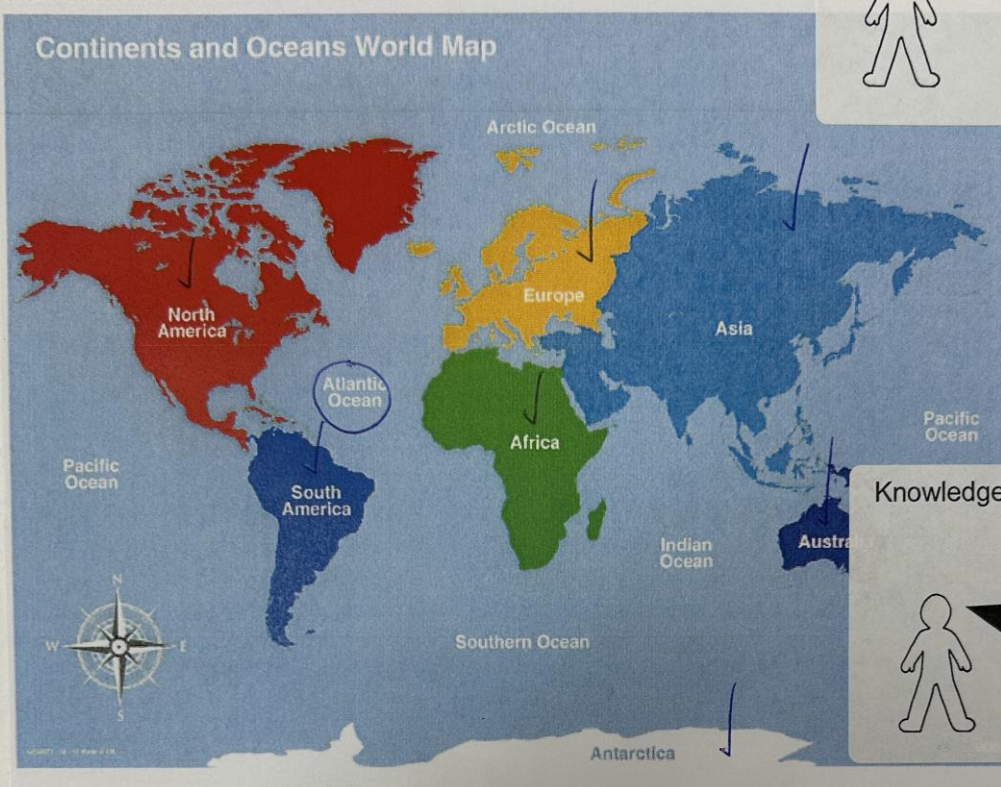
Trees houses flats Sien

lots of people Giggleswick Pound Shop

Lancaster has a Salt Air but Malham does not. Lancaster has lots of flats but Malham does not. Lancaster has a train station but Malham does not. Lancaster has a motorway but Malham does not. Lancaster has lots of schools but Malham does not. Lancaster has lots of supermarkets but Malham does not.

Skill

I ask questions about people and places.



Knowledge

I can name and locate the 7 continents and 5 oceans of the world.

All 7, well done ✓


How big is the world which is the biggest country? ✓

There are 5 oceans.
7 continents.
We live in Europe.
Antarctica is very cold.

Year 1 – using the vocabulary associated with human and physical Geography:

Knowledge

I can name human and physical features.



physical

vegetation

forest

sun

beach

hill

mountain

sea

cliff

valley

weather

ocean

river

season

coast

human

town

port

farm

village

shop

office

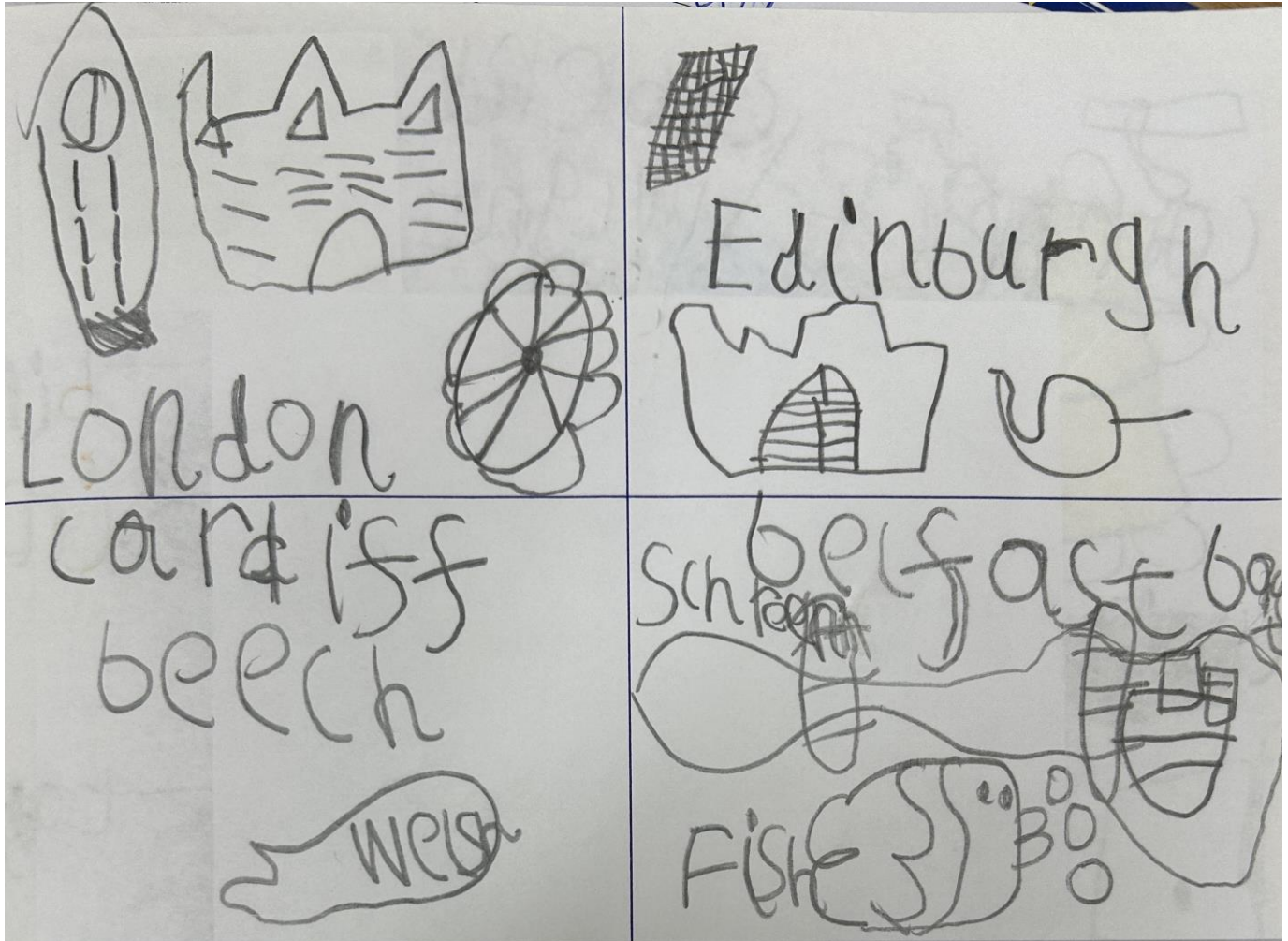
harbour

factory

city

house

HUMAN features are things that people make. Physical features are things that are there anyway.



The UK is made up of 4 countries.

London has Big Ben and the Houses of Parliament.

The London Eye is in London.

Edinburgh has a big Castle and people play the bagpipes. Men wear kilts in Scotland.

In Cardiff there is a beach and some people speak Welsh.

Year 2 – Understanding similarities and differences / using human and physical geographical vocabulary:

Ask and answer questions about places and people, and describe some similarities and differences.

Geographical question: Are all beaches the same?

How do I know?

20.09.23

Describe places and features using the correct vocabulary and explain how these give places their character.

Geographical question: What might I find on a beach?

Why do I think that?

25.09.23

We have discovered that all beaches are not the same. This beach ~~have~~ ^{has} a pebble and the other has sand. But the same is that they both have water. One ^{has} trees and the other ^{has} grass. One of them has roads of people with buildings but the other has no buildings. One of them has umbrellas but the other has none.

I am likely to find some old rock/pools because there is cliffs and the cliffs can have some rocks on top of the cliffs and the water of the rock pools is there because the rain. I am likely to find some shells because the waves wash the shells to the shore. I am likely to find some crabs because the crabs are on the cliffs. I am likely to find seaweed because all the seaweed gets wet and then it grows.

Ask and answer questions about places.



ocean
observer, map, praise, cointern
computer, explorer, wealth,
amimur

. Lanna ^Aberdeen, Orsoo, ^Waik District, ^Wilkes
Island, Kondaimur, Shighner,
Scotland, ⁺Dorist, ^North America,
Ireland, ⁺Grease Nun, ^Nightbird,
Uesay, ^Nightbird, ^Nightbird, London.

Where is there a π at?
 5 intermediate cosine

Year 2 – asking Geographical questions that can be tested using fieldwork:

Date: 17.09.23

Year 2 KLP:
(Ask and) answer questions about places and people.

Silverdale Human Features

What evidence is there that humans live here?

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Digimap for Schools

Scale 1:7500

0 50 100 150 200 250 300 350 400 450 500 m

25 September 2023 16:03

Ordnance Survey

Ask and answer questions about places and people, and describe some similarities and differences.

Geographical questions I have about the Silverdale coastline.

27.09.23

1. What is Silverdale beach made of?
2. How is the weather there?
3. What ^{type} light of rocks is there?
4. How big ^{are} the Silverdale?
5. Are there shells in Silverdale?
6. What ^{type} of plants is there?
7. Are there crabs?
8. What ^{type} of animals is there?
9. How many rocks are there?
10. How many rocks are there?
11. What color is the grass?

Year 2 – making own maps and using positional language (response to fieldwork):

Create own maps and symbols for a real context.

As a Geographer I am working as a cartographer to create my own map of our Silverdale walk route.

04.10.23

Key

- path
- rock
- beach
- Leekfield
- Lenses
- road
- house
- all
- beach

Create own maps and symbols for a real context.

As a Geographer I am working as a cartographer to create my own map of our Silverdale walk route.

05.10.23

Draft 2

Key

- path
- rock
- beach
- Leekfield
- Lenses
- road
- house
- all
- beach

Year 2 – Summary of fieldwork learning:

10.10.23

Describe places and features using the correct vocabulary and explain how these give places their character.



Develop fieldwork and observational skills when studying the environment.



Geographical question:

What did I learn at Silverdale coastline?

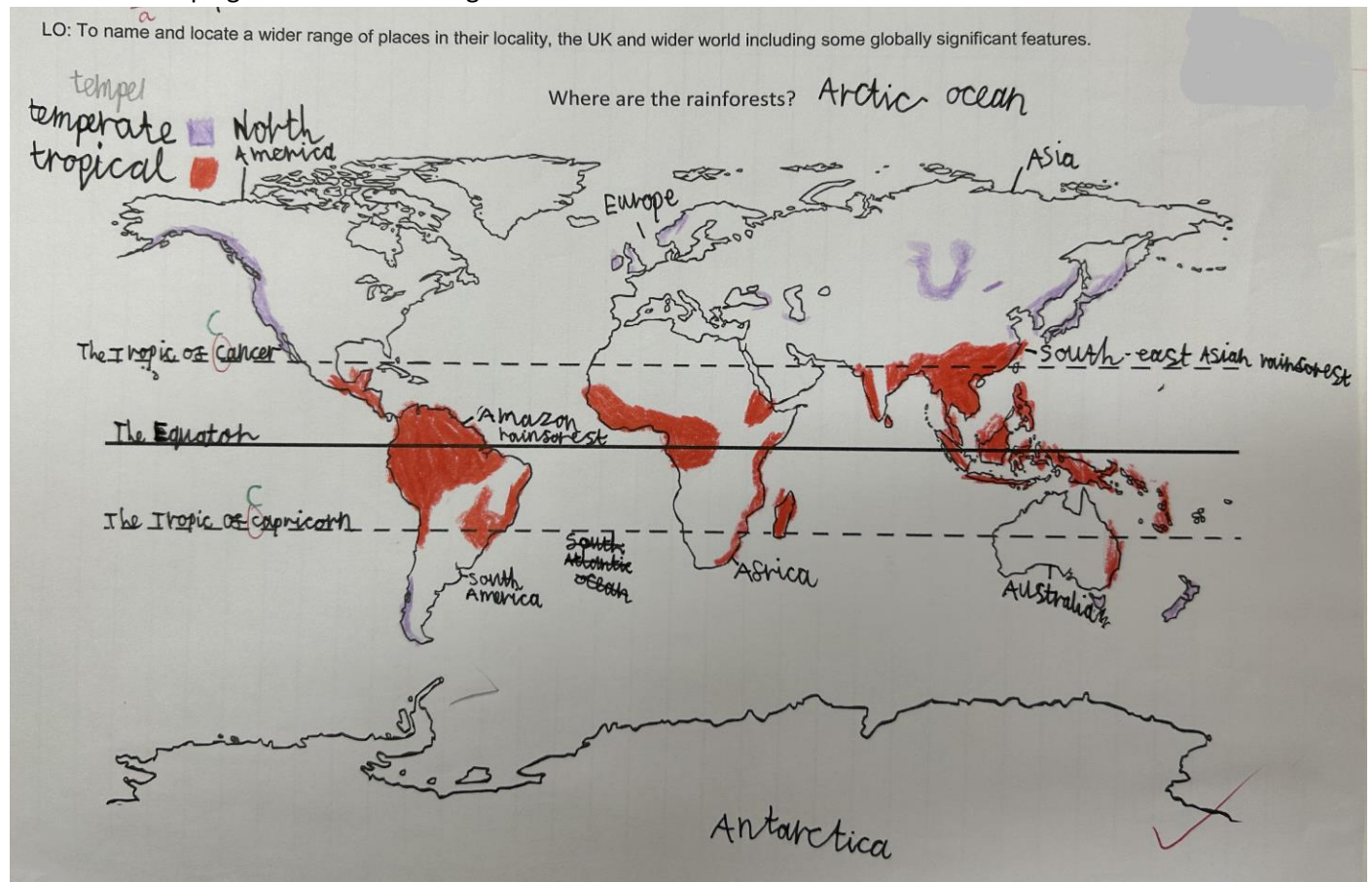
The Silverdale coastline ^{is} has many physical features. It has quick sand that is very dangerous and there is ^{very} ~~rock~~ ^{rock} pools and there have crabs in the ^{rock} pools. ~~And~~ there is seaweed because the tide comes and it brings seaweed. There is algae and it is there ^{because} the tide comes to the shore.

I know that Silverdale ^{is} has fossils because ^{leave} fish ^{dead} fossils. The ~~Silverdale~~ Silverdale coastline has many human features. It has a kiln because in the past they used the kiln to ^{open} ~~open~~ ^{open} and melted limestone to make powder for the soil to grow better.

and there is fur ~~poes~~ ^{poes} because the people can get lost and there is mounds because the animal can ^{know} ~~know~~ ^{know} that there is houses in Silverdale because the people live there.

Year 3 – Developing locational knowledge:

LO: To name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.



Ask and answer more enquiry-driven questions when investigating places and environments.

Skill



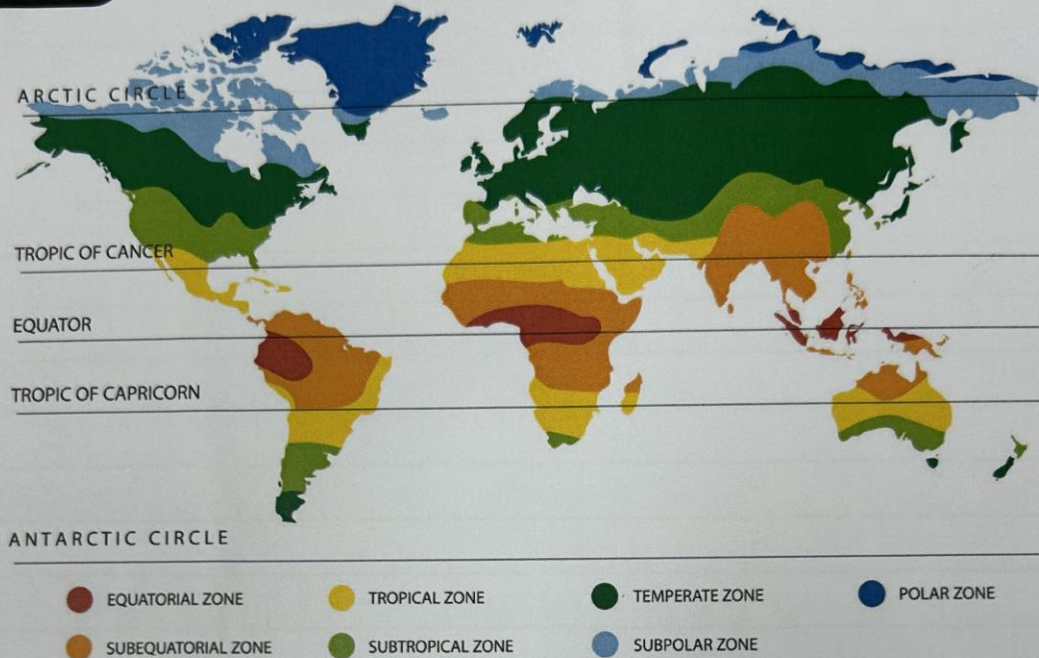
Describe and understand aspects of physical Geography, including climate zones.

Knowledge

Date:

5/12/22

What questions do you want to ask about this world map?



Why is the Equator so hot?

Why is the Tropic of Capricorn still hot when it's so near to the Antarctic circle?

Why is the Arctic circle so cold? the Arctic circle

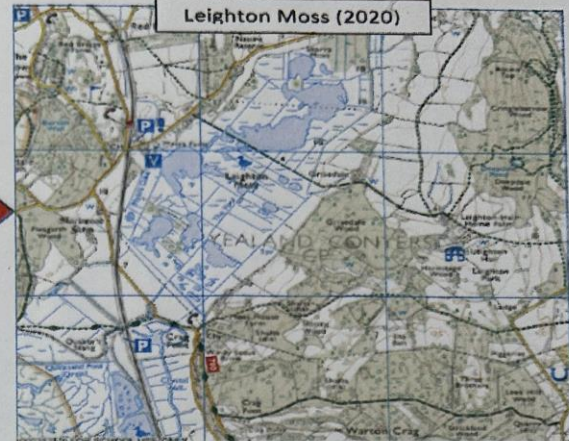
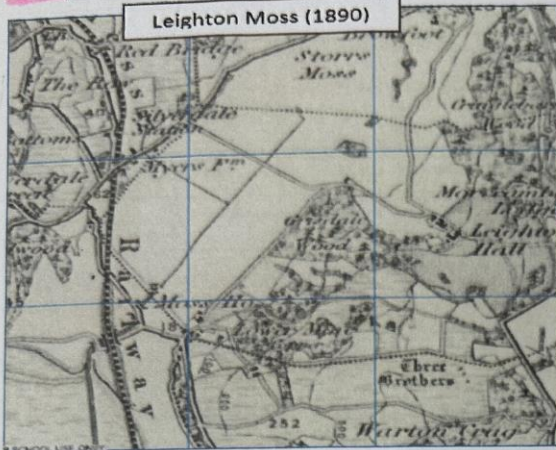
It has a tropical climate

because the temperature changes over the season.

because it's furthest from the Equator.

Date 6.6.23

LO: To express my opinion on environmental issues and recognise how people can affect the environment both positively and negatively.



How have humans reduced biodiversity at Leighton Moss?

Humans have reduced biodiversity because in 1822 Leighton Moss was all wetland but then a rich Lancashire man named Richard Gillow drained out the water so the fish & amphibians all died which then distorted the ecosystem and many food chains.

An excellent explanation.

How have humans increased biodiversity at Leighton Moss?

Humans have increased the ecosystem by the RSPB buying the wetland and draining the sedgewater and turned it into a nature reserve and with the salt water gone birds can hide, feed & nest in the reeds!

What do you think is the best thing for humans to do at Leighton Moss and why?

In future I think the RSPB should get more land & water so that more fish and birds would come and live in the water.



Observe, record and explain physical features of the environment.

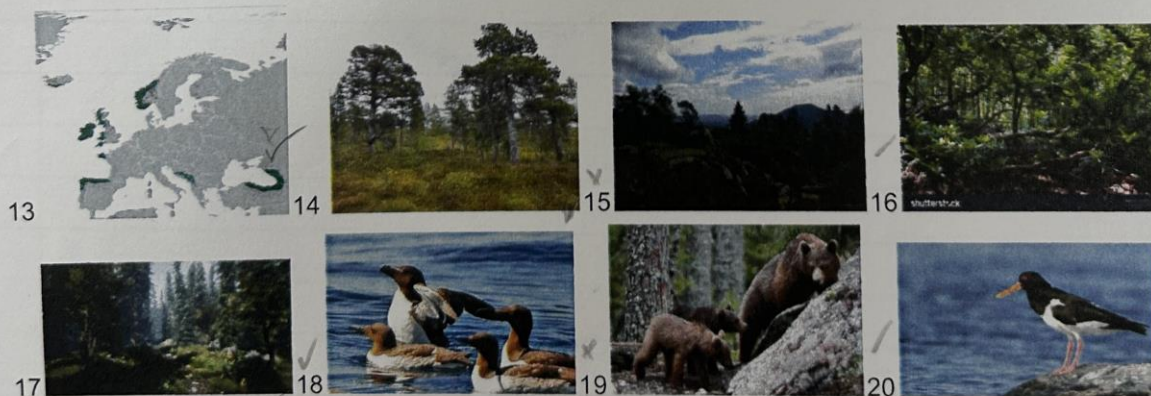
LO: Understand geographical similarities and differences through the study of physical features of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Tropical Rainforest - Amazon



We got more because I thought the Amazon was the biggest so it would have lots of pictures. We got them wrong because we thought it would be really dense.

Temperate Rainforest - Scandinavia



We thought we didn't recognise it and it so it wouldn't be in the UK but it was. We thought an animal was a duck and we put it in UK. We thought Scandinavia had tall trees so we didn't put short trees in it.

Year 4 – Developing knowledge of place and changes over time (Lancaster city study):

Ask and answer enquiry-led questions including 'How?' and 'Why?'.

LO: To use geographical language to identify and explain some aspects of human and physical features and patterns.

25.11.22

	Features that are the same on both
	Features that have disappeared
	New features

Lancaster circa 1807

Why did they close off the river? What was the free school? What did the castle do?

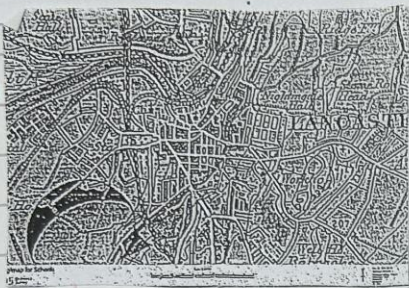


As a geographer, I can use a range of sources including digital and ordnance survey maps, atlases and satellite images to research geographical information.

Date: 22.11.22

1840

①



I ~~have~~ noticed that there is a workhouse and ~~there are~~ churches. ~~I can't see any~~ schools and I can see Nightingale Hall.

1360

②



I notice that ~~things~~ places are spelt wrong. I think this is because they were spelt differently when this map was made. I notice that this map is hand drawn. I notice this map is bigger than the last map. I notice that there is a place called ~~the~~ ^{Durham}.

③

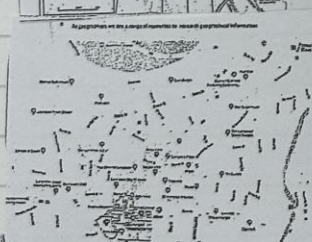
1684



I notice most of the land is farmland. I notice I ~~can~~ the castle and I notice the tower hall I can see Market Street.

2018

④



I notice Bella Italia, McDonalds and Dominos pizza. I notice Sainsbury's and more modern signs and The Dukes.



Ask and answer enquiry-led questions including 'how?' and 'why?'.

LO: 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.

Date: 12.06.23

KWL

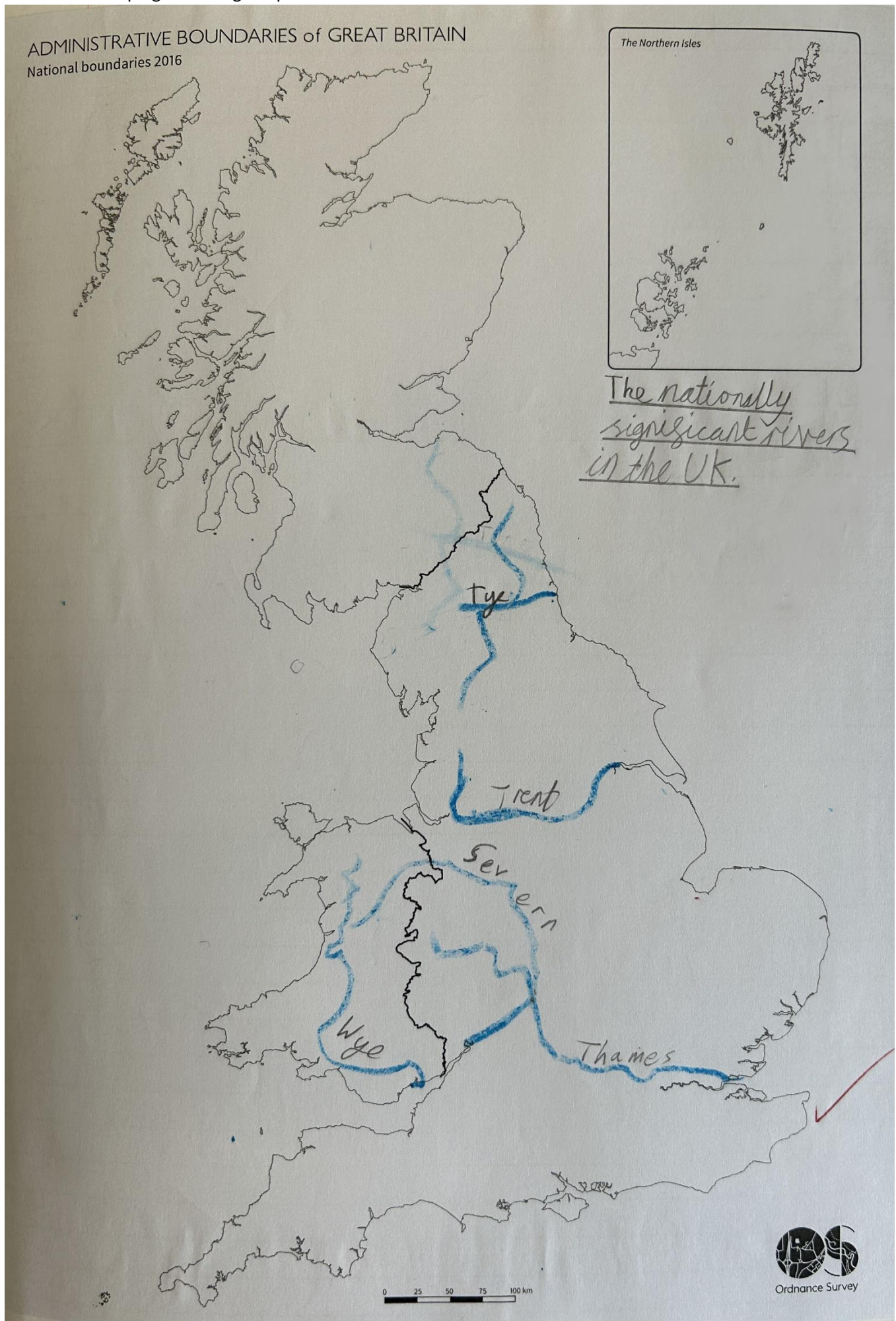


- *¹ 1) Have all rainforests been explored by ^{humans?} ~~humans?~~
- *² 2) Does it ever snow in the rainforest?
- *³ 3) How much rainforest gets burned daily?

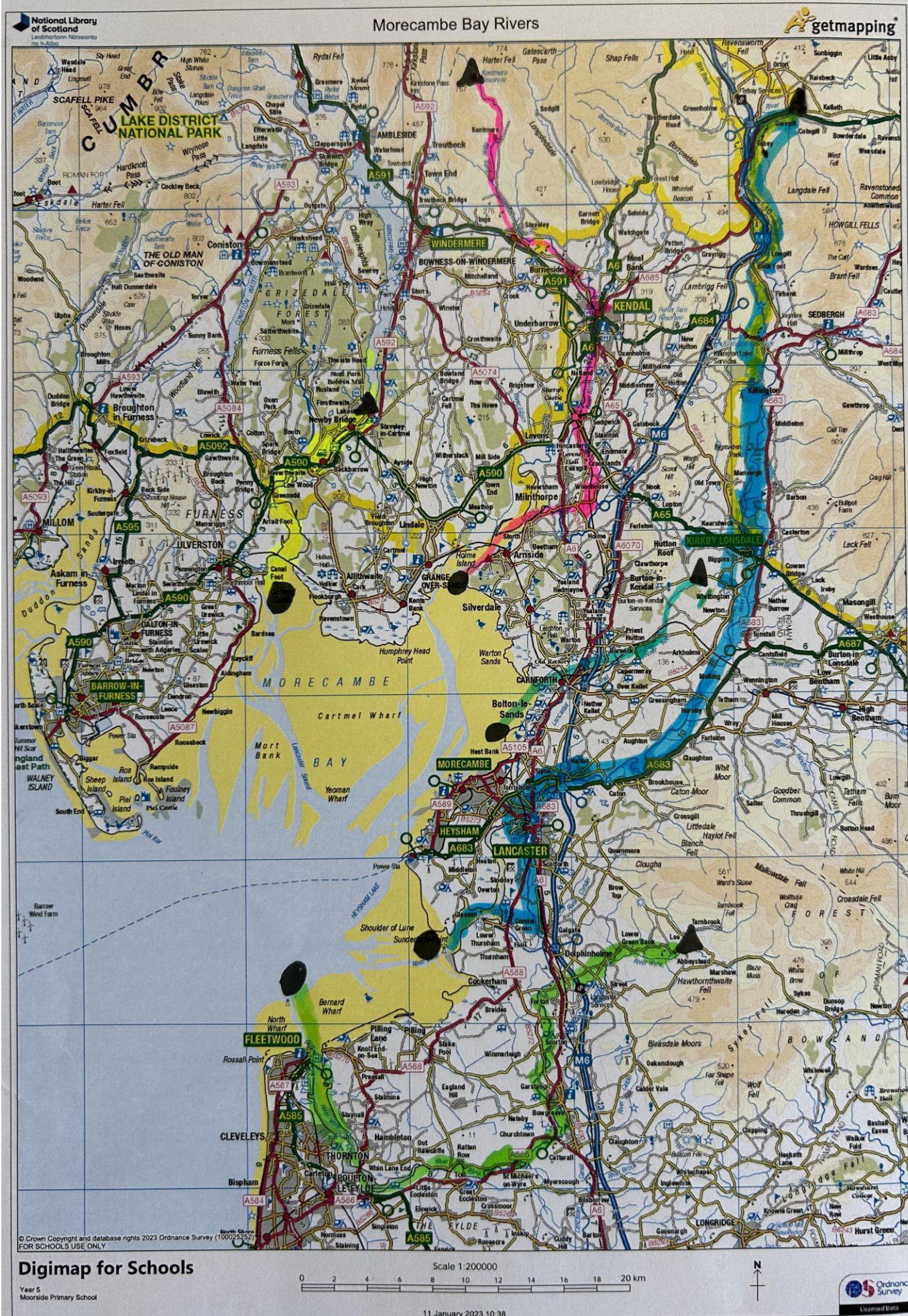
*¹ possibly all of the rainforests have been explored since humans have lived in them for ~~for~~ hundreds of years.

*² It can snow in the temperate rainforests but it cannot in the tropical rainforests because ~~use~~ it is too hot to snow in tropical rainforests.

*³ 10,000 acres of rainforest gets burned daily this happens because of humans and ~~the~~ global warming.





Year 5: Developing knowledge of place in preparation for fieldwork:



Year 5 – Response to fieldwork:

As a Year 5 Moorside Geographer, I can...

Observe, measure and record features using a range of different methods.

River velocity

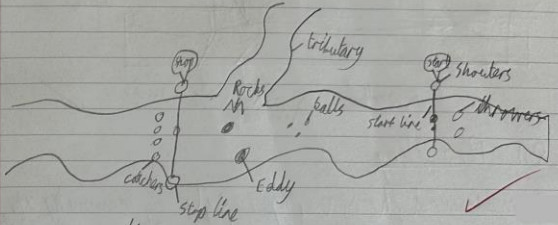
The velocity of the river was measured by people upstream dropping plastic balls into the river. When they reached a certain point, we shouted "Start". After travelling roughly 13m, they would pass another point. Then we shouted "Stop". After this, we would catch the balls with sieves. We repeated this two more times.

Velocity results

Test	Time	+17	14.6
1	17 seconds	14	
2	14 seconds	13	
3	13 seconds	44	
Total	44 seconds		
Average	14.66 seconds		

These results show that the average velocity was 14.66 seconds. The fastest velocity was 13 seconds and the slowest velocity was 17 seconds. The velocities were varied in time because the balls might have been trapped behind rocks or slowed down by the wind.

I learnt that two things affect the speed of a ball, the wind and the strength of the current. An eddy is a circle of current where things can either speed up, get trapped or change in another direction.



River sampling

We kicked the riverbed downstream to disturb animals out of their homes and into a net that we had. We put them into a bucket of water and identified them using a chart. It was difficult because there was moss, gravel and dirt.

Results

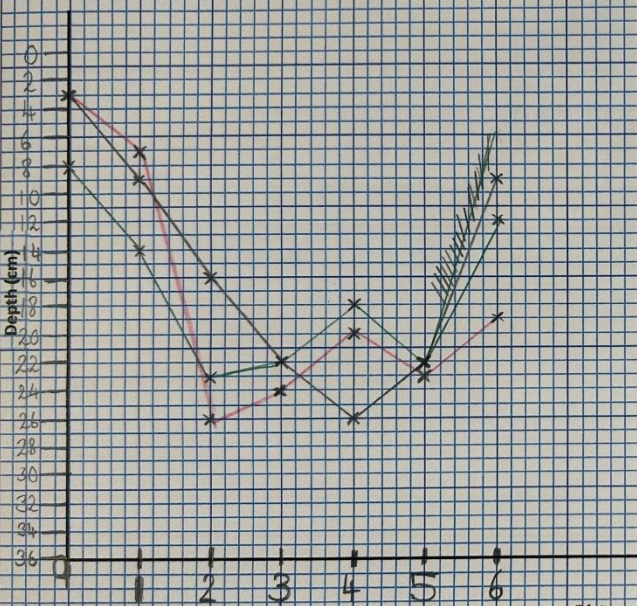
- Mayfly larvae
- Water glass
- Tadpoles
- Threadworms
- Fly larvae
- Water scorpion
- Dragonfly Larva
- Swimming mayfly nymph

These results showed that it is a healthy river with a large variety of species and a flourishing ecosystem.

I learnt how to catch animals with pick and sample. Some animals prefer darker patches of the river. I learnt the names of different creatures.

Geographical question: How does the depth of a river vary along a cross-section?

Name(s): _____ Date: 10.3.23



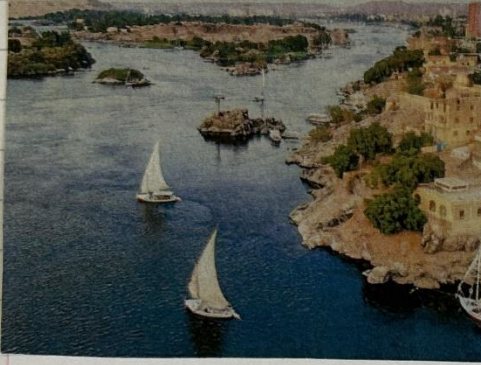
Explain why the river depth varies:

The river depth varies because at different points in the river there are different amounts of rocks and also because near the middle of the water, the current flows faster, making it easier to erode the rocks.

22.3.23 LO: Recognise geographical issues affecting people in different places and environments.

River Nile

1. What types of settlements use the Nile?



The settlements that use the Nile are cities, towns, villages, houses and hotels. A few more settlements that use the Nile include airports, offices, docks, monuments and schools. Restaurants and cafes are also settlements that use the Nile.

2. What is the land used for?



The land is used for planting and growing crops. It is also used for building projects, tourism and also agriculture.

3. What economic activity is there?



The economic activity ~~is~~ includes trade, travel, cruises and ferries, construction and communication. More examples of economic ~~activity~~ activity are ~~mining~~ mining, manufacturing and energy production.

24th March 2023

Dear Cat Smith,

I am writing to inform you about the horrible situation in Lake Windermere. At the moment, the lake is filled with raw, untreated sewage which is frequently being released and it is causing critical damage to the environment. Ask yourself, do you actually want the residents and tourists of Windermere to be advised not to make use of the lake because of the risk to human health or do you want Lake Windermere and the watercourses around it to be kept clean and safe for visitors?

An overwhelming reason why we should stop this disaster from happening is because of the impact that human activities are having on the quality of the water in Lake Windermere and also because of the risk that it is creating to the animals that are living in and around the lake, which include fish, birds, amphibians and even sheep. Salmon, trout, newts, kingfishers and lambs are also some of the other types of animals that are dying because of the pollution in the lake. Lambs are being born dead from a disease named campylobacteriosis when the sheep are kept in the fields near/next to the rivers leading into Lake Windermere. Chris - a local farmer who has farmed land close to the source of the river Rothay for generations - states that sheep and lambs which have been kept in the fields close to the river, which is downstream from Ambleside water treatment works, had campylobacteriosis which he is certain is caused by the discharges from

the treatment plant. The illness causes unborn lambs to die whilst in the womb. He claims that between 70 and 80% of lambs died before being born. This is clearly a horrendous situation if the animals, especially sheep, are dying because of the pumping of untreated sewage!

Moreover, I would like to draw your attention to the fact that the water companies (including United Utilities) are spilling the sewage into our rivers and lakes far more frequently than allowed. In fact, data shows that Ambleside water treatment works pumped sewage into Lake Windermere for 1,719 hours in 2020. 1,719 hours is equivalent to 71 days! Also, in 2021, water companies (in total) pumped 2,667,452 hours of 'spills'. One of the reasons why water companies are spilling sewage for hours is because the populations are increasing and instead of using the money they earn to expand the sewage plants, they use it to pay their employees. In 2022, United Utilities posted a profit of over 600 million pounds and Ambleside water treatment works was built for 5,000 people but in 2019 Windermere had 20 million visitors. This means that Lake Windermere has hours of pumped sewage in its waters and the amount is still increasing rapidly! The releasing of sewage into Lake Windermere and the rivers around it is atrocious. Atrocious because of the major impact that it is having on the stunning scenery around Lake Windermere. How would you like to swim in a contaminated lake?

Unbelievably, United Utilities did actually invest in a project to improve Lake Windermere's water in 2017, but the project was not enough. A United Utilities spokesperson claims that in 2020, United Utilities invested 40 million pounds to try to improve the water quality in Windermere. They inserted a 6½ km pipe near the lake and made major improvements at Windermere and Ambleside wastewater plants. However, any educated person would know that the improvements that they did make were definatley not significant and they do not balance the amount of sewage that is being pumped into the lakes and rivers. United Utilities need to do more and they need to invest a lot more money to improve Lake Windermere's waters.

Lastly, watersports and wild swimming have become even more popular in the last few years but unfortunately, the people that enjoy these activities are becoming at risk. The sewage in the lakes is a danger to the health of people that like to wild swim and play watersports. As a result of the pollution, tourists are catching stomach bugs, becoming ill

and even dying. Sue, a keen wild swimmer, states that before she goes swimming, she has to look online and check what the sewage levels are of the lake. If the sewage levels are too high, it is frustrating and upsetting as some people love wild swimming.

To conclude, I remain extremely concerned about this issue. I ask you this - is it acceptable that Lake Windermere, which is one of the most iconic, admirable lakes in England, is getting polluted by United Utilities pumping masses of untreated sewage into its waters or should they be stopped from their dreadful practice? I would be thankful for your thoughts on this matter and a guarantee that you will take this issue up with the government.

Cat Smith MP



HOUSE OF COMMONS

LONDON SW1A 0AA

cat.smith.mp@parliament.uk

10 May 2023

Dear Daniel,

Thank you so much for taking the time to contact me regarding the impact which pollution and sewage are having on Lake Windemere.

It is vital that we protect our natural world from harm, and you are therefore absolutely right to highlight that the levels of sewage being pumped into Lake Windemere and streams and rivers in the surrounding area are completely unacceptable.

Last week in Parliament I had the opportunity to highlight these concerns in the House of Commons in a debate on Water Quality. You can read my speech attached to this letter.

Unfortunately, there was a strict time limit on speeches so please accept my apologies if I was not able to name you personally during the debate and please do get in touch again if there is anything else you feel strongly about which you feel it is important for me to raise.

Thank you once again for taking the time to contact me on this hugely important issue.

Yours sincerely,

A handwritten signature in black ink that reads "Cat Smith".

Cat Smith
Member of Parliament
Lancaster and Fleetwood



Recognise and use Ordnance Survey symbols and locate features using six-figure grid references.

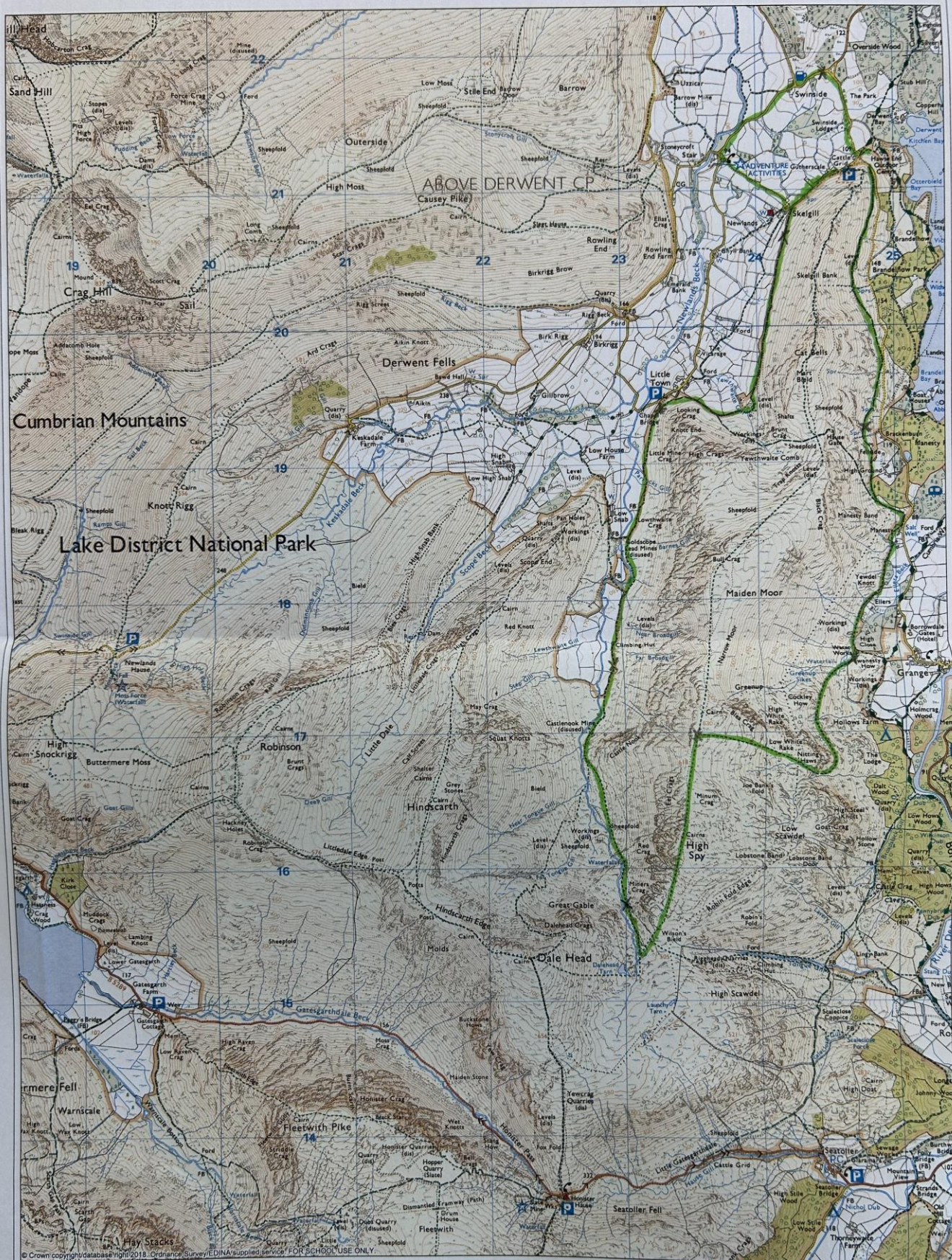
Find these landmarks / features on the map, then give a six-figure grid reference for them:

Lodore Falls	<u>264187✓</u>
Rampsholme Island	<u>264213✓</u>
Latrigg summit viewpoint	<u>279246✓</u>
Campsite near Newlands Beck Bridge	<u>242238✓</u>
Summit trig point of High Seat	<u>287181</u>
Hospital in Keswick	<u>268241✓</u>
Borrowdale Gates Hotel	<u>252178✓</u>
Rotting Lizzicar Farm	<u>235217✓</u>
Little Town car park	<u>233195✓</u>
Braithwaite School	<u>234236✓</u>

Use these six-figure grid references to identify a landmark:

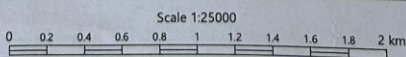
238212	<u>c Telephone box ✓</u>
254231	<u>⚓ Boat hire ✓</u>
254248	<u>Sewage Works ✓</u>
242218	<u>☕ Cafe Pub</u>
269189	<u>[P] Parking</u>
269236	<u>[M] Museum ✓</u>
249212	<u>Sewage Works Hawks End Outdoor Centre ✓</u>
252188	<u>🚐 Caravan site ✓</u>
231184	<u>Goldscope Lead mines ✓</u>
263244	<u>Keswick roundabout ✓</u>

Hawse End Route Planning



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Digimap for Schools

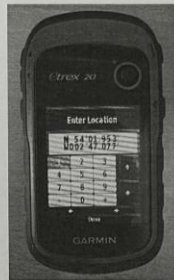


Mar 09, 2018 09:32
Jonathan Whitwell
Moonside Primary School
Bowerham Road
Newlands
Lancaster
LA14HT

Year 6 – Using GPS and maps at a range of scales to orienteer and geocache:

Use the GPS to find the geocaches. The clues won't make sense until you reach the destination.

1. Press and hold standby (labelled **light**) to turn on the GPS.
2. Go to **Where To?** using the joystick. Click the joystick to select.
3. Go to **Coordinates** using the joystick. Click the joystick to select.
4. Enter the location by moving selecting the numbers using the joystick.
5. Use the arrow buttons to move past the **N** and **W** letters.
6. Select **Done** using the joystick. Click the joystick to select.
7. Press **Back** then **Compass**.
8. Follow the directions, noting the distance and time to destination.
9. When the GPS says **Arriving at Coordinates**, you are in the right place.
10. Find the geocache, copy the code and replace it secretly.
11. Press **Back** to start again with different coordinates.



Year 6 PE KLIPs:

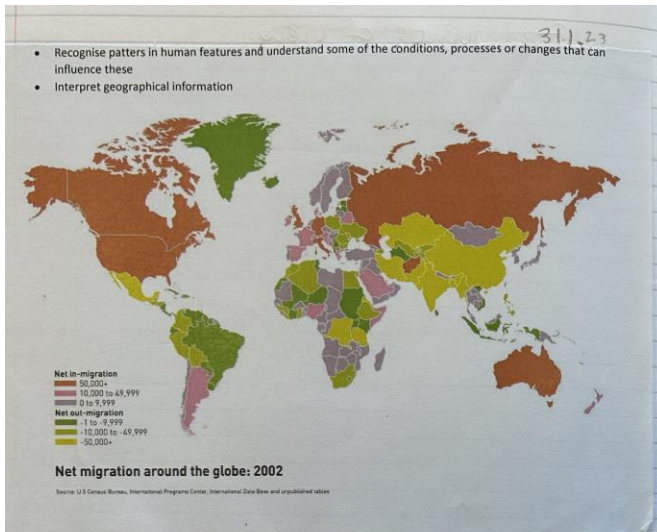
- Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).
- Accept responsibility when working in a team.

Year 6 Geography KLIP:

- Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.

Coordinates	Clue	Location	Colour of Dice and Highest Number
1. N5401981 W00247082	Ramp It Up	_____	_____
2. N5401956 W00247122	Down the Drain	_____	_____
3. N5401954 W00247059	Chained Up	<u>Bike rack.</u>	<u>White. 1.</u>
4. N5401938 W00247108	A Shedload of Clues	<u>Asboturf.</u>	<u>Black. 9.</u>
5. N5401962 W00247088	Can You Dig It?	<u>Reception outdoor classroom.</u>	<u>Green. 6.</u>
6. N5401924 W00247046	Off His Trolley	<u>Roundhouse area.</u>	<u>Red. 20.</u>
7. N5401959 W00247085	Stop Spouting Off	<u>Year 1/2 benches area.</u>	<u>Purple. 20.</u>
8. N5401924 W00247074	A Seedy Location	<u>Orchard area.</u>	<u>Orange. 20.</u>
9. N5401983 W00247056	A Prickly Problem	_____	_____
10. N5401939 W00247125	Through the Window	<u>Mr Cheal's windowsill.</u>	<u>Blue. 20.</u>
Name: _____	Time: <u>one hour.</u>	Date: <u>27th January.</u>	

Year 6 – Migration – understanding push and pull factors:

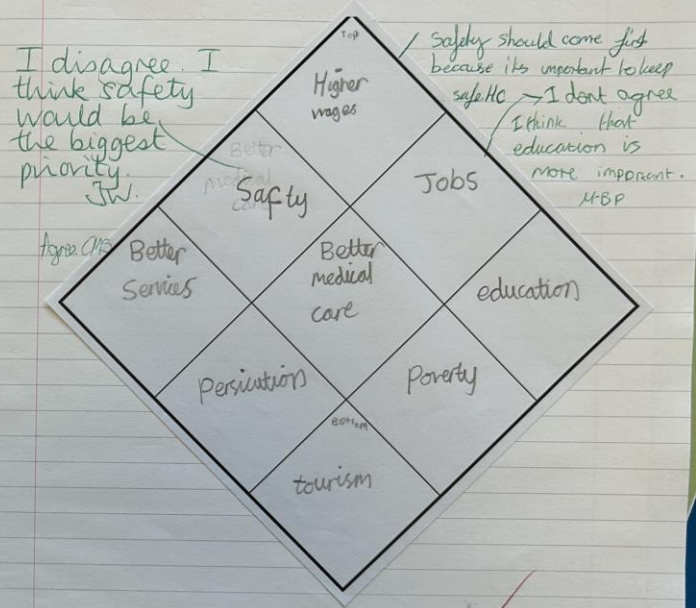


Push factors:

Lower wages could mean they couldn't afford bills so they move to get better pay; the safety isn't good because there could be a war nearby so you need to move; jobs might not be as good so they want to move; you might be persecuted so you move so you don't get arrested; you might be in poverty because your job might not give enough pay.

Pull factors:

Higher wages so you have more money for days out; safety might be better there so you don't feel uncomfortable; persecution might be lower so you can feel more safe; there might be a lower chance of poverty as the jobs have better pay.



Year 6: Giving opinions and challenging viewpoints:

Date: 24.1.23

Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.

Immigrants coming into the UK are taking jobs from British people and are putting a strain on the NHS and other services.

But people work in the UK so we can have more NHS workers so they wouldn't be strained and a lot of immigrants are younger so they won't need the hospital so much. ✓

Good points of view.

What are the benefits of immigration to the UK? We get a different mix of cultures and we can learn from that so we can't be racist and it's said that people from different countries do better and help people across the world.

What do you think?

But more older people call the hospital and most immigrants are younger so they wouldn't call the NHS as much.

But it would also put pressure on the NHS so they might not function properly.

I think that some immigrants can come in because they can work and get a house but if we have to pay the government

We need immigrants to come and work in the UK as they are often skilled workers, who contribute to the economy.

26% of the NHS are immigrant workers so if we didn't have immigrants it wouldn't function.

Illegal immigration is costing the UK taxpayers as the government supports these people with benefits and this cost is passed on to us.

But if there are more people the taxes wouldn't be as high because everyone is equal in the UK.

What do you mean? We treat everyone the same and we treat people like

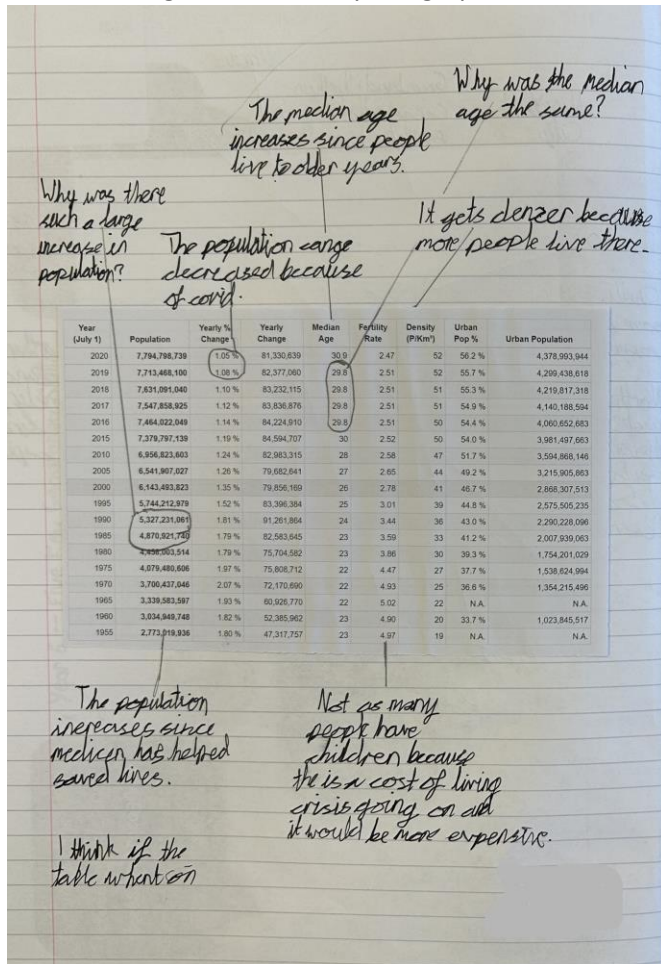
But is it different to 'benefit tourists' because they get money for nothing by the government that get money from us?

People should have the freedom to live wherever they want, shouldn't they?

But the country could become over-populated and the jobs would be over-crowded.

But then the taxes would be less so we could have more days out and our money could go to more food or charity.

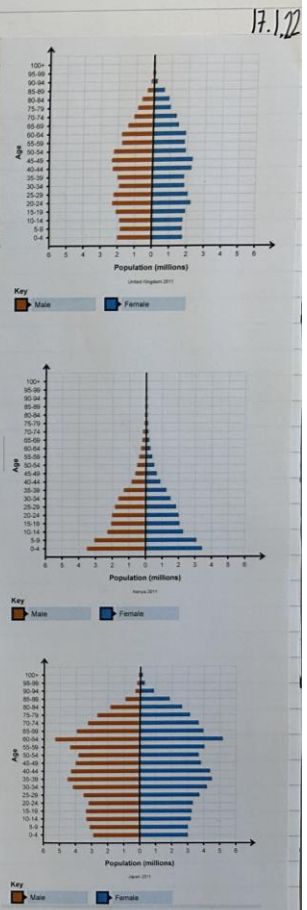
Year 6 – Using data to identify Geographical trends:



In the first picture it shows that a lot of people live to around 80-90 years old. You can see that there is a similar amount of male to female. The amount of people stays around the same until about 60 years old. This country is a first world country since people don't die early in their times.

In this country's diagram, it shows that not very many people live to over 60. There are a lot of children but they do not live to very long. There are a similar amounts of women to men in this country. This suggests that it is a first world country and it doesn't have much money. The amount of people who live to drops after ten.

The last diagram shows that there are a lot of people live in this country. This suggests Finish this one is that it is a first world country and they have good medicine. There are a lot of old people, this suggests that not many people are having kids.



1. I noticed that the population declines as the age increases. I think it may be a developing/poor country since there are not very many old people. It was Kenya ✓
2. I think this country is developed and rich because ~~there are~~ the population maintains throughout the years until about 85. There are not as many children as adults in this country. It was Japan ✓
3. This country has a lot of children, adults around the age of 30-40 and 60-70-year-old people. I think this is because each generation had a lot of children at the same time. It was Armenia ✓
4. This country's population stays the same until about 80 years old. I think this is because ~~there is not~~ ^{it} is not ~~good~~ a wealthy country since the ~~the~~ population only slightly decreases at an old age. It was the UK ✓
5. This country has a similar population throughout except for the ages of 0-4 and 24-30. I think this is because 2 generations ~~ago~~ ^{ago} not many people reproduced so there are not as many people 1 generation ago so there are even less people this generation. It was Ukraine ✓
6. I noticed this country has a lot more male than female. The ~~the~~ huge increase starts at about 25-30. I also noticed that between the ages of 20-24 the population decreases and then increases straight after. It was Bahrain Lots of male migrants ✓