

Entitlements for Geography 2023

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. Schools may go beyond these requirements and teach other content in addition to this. Key Stage 2 content may be taught in Key Stage 1.

This document is mandatory for mainstream schools from September 2023, although schools can use part or all of this document before if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings.

Schools should carefully choose examples and contexts to exemplify a range of places. When exploring different locations, schools should ensure they are not telling a 'single story' about a place in order to give a fuller picture and avoid stereotypes. Schools should carry out an audit of the locations they study across the curriculum to ensure that over time, a diverse range of examples are studied from around the world.

Where there is a tension between covering all the material in this document and ensuring that what is being taught is understood and remembered, schools should prioritise learning over coverage. It is better for children to know 75% of a curriculum well than to have covered 100% but only understand and remember 50% of it.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
<p>Local Geography - The local landscape should be used where appropriate as contexts for study - see environmental education section at the end of the document. A world map and/or a globe should be in every classroom. Children should be exposed to a range of different projections.</p> <p style="text-align: center;">Geography in the News (To be incorporated as appropriate)</p>		
<p>Fieldwork (F): Fieldwork should involve both</p> <ul style="list-style-type: none"> ● collection and communication of information through undertaking fieldwork activities ● reflecting on information collected by others 	<p>Fieldwork (F): Fieldwork should involve</p> <ul style="list-style-type: none"> ● collection, communication and analysis of information through undertaking fieldwork activities ● analysing information collected by others 	<p>Fieldwork (F): Fieldwork should involve both</p> <ul style="list-style-type: none"> ● collection, communication and analysis of information through undertaking fieldwork activities ● analysis of information collected by others

<p>a. Know that information about places can be collected and communicated in a variety of ways (<i>labelled maps, daily weather chart, photographs, pictograms, charts, surveys and measurements</i>) using analogue and digital tools.</p>	<ul style="list-style-type: none"> ● drawing conclusions <p>a. Know that information about places and environments can be collected, communicated and analysed in a variety of ways (<i>labelled maps, cartograms, photographs, pictograms, charts, surveys and measurements</i>) in progressively more challenging contexts.</p> <p>b. Know that geographers have a range of analogue and digital tools they can use for collecting, communicating and analysing information and that it is important to use the most appropriate method(s).</p>	<ul style="list-style-type: none"> ● drawing conclusions <p>a. Know that information about places and environments can be collected, communicated and analysed in a variety of ways (<i>labelled maps, cartograms, photographs, pictograms, charts, surveys and measurements</i>) in progressively more challenging contexts.</p> <p>b. Know that geographers have a range of analogue and digital tools they can use for collecting, communicating and analysing information and that it is important to use the most appropriate method(s).</p> <p>c. Know how to write a hypothesis, investigate it and form a conclusion.</p>
<p>Map Skills (MS):</p> <p>a. Know that the same place can be represented using different types of mapping (<i>aerial photos, satellite images, atlases, analogue and digital maps, globes</i>).</p> <p>b. Know positional language - left, right, in front of, behind, under, over.</p> <p>c. Know the 4 compass points (<i>North, East, South, West</i>).</p> <p>d. Know that a map represents a space.</p> <p>e. Know that a map is drawn from above (bird's eye view).</p> <p>f. Know that water on maps is always blue.</p>	<p>Map Skills (MS):</p> <p>a. Know that the same place can be represented using different types of mapping (<i>aerial photos, satellite images, atlases, analogue and digital maps, globes and projections</i>) in progressively more challenging contexts.</p> <p>b. Know what a northing is (where N is) and know that maps are usually orientated with North at the top.</p> <p>c. Know the 8 compass points (<i>North, North-East, East, South-East, South, South-West, West, North-West</i>).</p> <p>d. Know what a scale is and how to use it to measure distance.</p> <p>e. Recognise some map symbols.</p> <p>f. Know how to use a key.</p> <p>g. Know that 4-figure grid references and digital systems, such as <i>what3words</i>, are used to describe a location.</p>	<p>Map Skills (MS):</p> <p>a. Continue to use the map skills acquired in Key Stage 2 in progressively more challenging contexts.</p> <p>b. Know that the same place can be represented using different types of mapping (<i>aerial photos, satellite images, atlases, analogue and digital maps, globes and projections</i>) in progressively more challenging contexts.</p> <p>c. Know that 4 and 6-figure grid references and digital systems, such as <i>what3words</i>, are used to find and describe a location.</p> <p>d. Know that height can be represented on a map.</p>

<p>Locational Knowledge (LK):</p> <ol style="list-style-type: none"> Know where I live, described in a variety of scales (<i>my home, my road, my parish, my island, Channel Islands, British Isles, Europe</i>). Know the location of my school and some other places significant to me. Know that Guernsey is divided into ten parishes. Know the names and locations of the other Channel Islands and know which are in the Bailiwick. Know the names and locations of the countries of the British Isles (<i>Republic of Ireland, Northern Ireland, Scotland, Wales, England</i>). Know that journeys can be mapped. 	<p>Locational Knowledge (LK):</p> <ol style="list-style-type: none"> Know the location of some of the major cities in the United Kingdom. Know the location of some of the major mountain ranges and rivers in the United Kingdom. Know the location of some significant countries in Europe and the wider world (particularly those that link to study in other subjects such as history). <p>Continents and Oceans of the World:</p> <ol style="list-style-type: none"> Know the names and locations of the continents and oceans. Continents: Europe, Africa, Asia, North America, South America, Antarctica, Oceania Oceans: Arctic, Southern, Pacific, Atlantic, Indian Know the location of the poles, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn and the Prime Meridian. Know that lines of longitude go from pole to pole and lines of latitude are parallel to the equator. 	<p>Locational Knowledge (LK):</p> <ol style="list-style-type: none"> Know the difference between the terms British Isles, the United Kingdom and Great Britain (England, Scotland and Wales). Continue to develop knowledge of the location of the wider world (linking to areas of study in and beyond geography and in the news).
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PHYSICAL AND HUMAN GEOGRAPHY

<p>Weather and Climate (WC):</p> <ol style="list-style-type: none"> Know that weather can be described in different ways. Know that weather is different at different times of the year. Know that some countries are hotter or colder than Guernsey. Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ cloud ○ frost ○ ice ○ lightning 	<p>Weather and Climate (WC):</p> <ol style="list-style-type: none"> Know that weather is the day to day atmospheric conditions (<i>e.g. rainfall, temperature, wind</i>) of a place whereas climate is the average weather conditions measured over a thirty year period. Know that the world's climate is changing (due to human use of resources, e.g. fossil fuels, that put carbon dioxide into the atmosphere). Know that there are various ways to 	<p>Weather and Climate (WC):</p> <ol style="list-style-type: none"> Revise the water cycle. Know the factors influencing the climate of the UK. Know why it rains and the different types of rain (frontal, relief, convectional). Know what air pressure is and that it affects the weather. Know about extreme weather events in the UK and elsewhere (causes, impacts and responses). Know about the different climate
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<ul style="list-style-type: none"> ○ mist ○ rain ○ snow ○ storm ○ sun ○ thunder ○ temperature ○ wind 	<p>address climate change.</p> <p>The Water Cycle: (WtC)</p> <ol style="list-style-type: none"> a. Know, describe and understand the different stages of the water cycle. b. Know how water is stored in the atmosphere, oceans, rivers, lakes and groundwater (water that is underground). <ul style="list-style-type: none"> ● Know the following geographical vocabulary (and revise KS1 vocabulary): <ul style="list-style-type: none"> ○ cloud formations ○ condensation ○ evaporation ○ precipitation ○ reservoir 	<p>types around the world and their relationship to location.</p> <ol style="list-style-type: none"> g. Know how to draw and read a climate graph. h. Know the different analogue and digital tools that meteorologists use to measure weather conditions. i. Know how and why the climate is changing. j. Know the potential impacts of climate change.
<p>Landscapes (L):</p> <ol style="list-style-type: none"> a. Know how to describe physical and human features of landscapes. <ul style="list-style-type: none"> ● Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ beach ○ city ○ cliff ○ coast ○ douit ○ farm ○ field ○ forest ○ harbour ○ hill ○ house ○ lake ○ mountain ○ ocean ○ office ○ pond ○ port ○ sea ○ shop ○ soil ○ stream 	<p>Landscapes (L):</p> <p>Coasts:</p> <ol style="list-style-type: none"> a. Know how to describe the physical features of a beach. b. Know that waves shape the coast. c. Know that there are different types of coastal defences (sea wall, rock armour, dunes). d. Know that tides are caused by gravitational forces. <ul style="list-style-type: none"> ● Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ arch ○ beach ○ cave ○ cliff ○ coastline ○ erosion ○ granite ○ stack ○ stump ○ tide ○ vegetation ○ waves 	<p>Landscapes (L):</p> <p>Coasts:</p> <ol style="list-style-type: none"> a. Know the processes of erosion, transportation and deposition that shape the coasts. b. Know how coastal defences are used to protect communities. c. Know the arguments for and against using coastal defences. d. Know the challenges associated with sea level rise. e. Know the causes and challenges associated with pollution. f. Know that climate change will bring challenges to coastal environments and people. <p>Rivers:</p> <ol style="list-style-type: none"> g. Know the processes that shape rivers from its source to its mouth. h. Know how rivers can be managed i. Know the arguments for and against river management. j. Know the causes of flooding. k. Know the impact that flooding events can have on people.

<ul style="list-style-type: none"> ○ town ○ village ○ woodland 		<p>i. Know that climate change will bring challenges to environments and people.</p>
	<p>Natural Hazards and Disasters (NHD):</p> <ul style="list-style-type: none"> a. Know the structure of the earth (core, mantle and crust). b. Know that the land in Guernsey is made from very hard rock which does not erode easily (granite and gneiss). c. Know that granite is an igneous rock which has originated from magma. d. Know that magma is rock that has erupted from volcanoes and solidified either on the surface or in large chambers deep underground. e. Know the earth's crust is made of plates and that tectonic activity (earthquakes and volcanoes) is more likely to happen where the plates meet. f. Know the location of the Ring of Fire. g. Know how movements of the crust can cause natural hazards such as volcanic eruption and earthquakes. h. Know some of the physical consequences of volcanic eruptions and earthquakes (<i>e.g. tsunami, landslides, ash clouds</i>). i. Know some of the human consequences of volcanic eruptions or earthquakes (<i>e.g. death, loss of industry, loss of property</i>). j. Know why people live near tectonically active areas (<i>e.g. ignorance of hazards, poverty limiting possibility of relocating, family connections, financial benefits</i>). k. Know some of the benefits of living near a volcano (<i>e.g. fertile, mineral-rich soil, natural resources</i> 	<p>Natural Hazards and Disasters (NHD):</p> <ul style="list-style-type: none"> a. Know the structure of the earth (inner and outer core, a mantle and crust). b. Know about different types of plate movement (destructive, constructive, conservative and collision). c. Know that the theories describing how plates move have changed over time. d. Know the structure of a composite volcano. e. Know the different types of volcanic eruption (ash, lava, pyroclastic flow, lahar) and their impacts. f. Know an earthquake event in terms of cause and effects. g. Know how people and communities in tectonically active areas protect themselves from tectonic hazards.

	<p><i>such as coal, gold and diamonds brought near to the surface, sites of natural beauty, tourism).</i></p> <ul style="list-style-type: none"> ● Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ core ○ crust ○ eruption ○ granite (igneous) ○ lava ○ magma ○ mantle 	
<p>Biomes (B):</p> <p>a. Know the local features of the Bailiwick: gardens, commons, woodlands, beaches, cliffs, sea.</p>	<p>Biomes (B):</p> <p>a. Know the location and features of the following biomes: grassland, forest, desert, tundra, aquatic</p> <p><i>Schools may choose to explore, in more detail, subdivisions of these categories; for example, the difference between temperate and tropical forest.</i></p> <p>Contrasting ecosystems:</p> <p>b. Know how the location and climate of two contrasting biomes (<i>e.g. tropical rainforests and hot deserts</i>) influence the environment in terms of:</p> <ul style="list-style-type: none"> ● indigenous vegetation and animals ● settlements and land use of the people who live there ● Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ desert ○ ecosystem ○ habitat ○ rainforest ○ tropical ○ vegetation 	<p>Biomes (B):</p> <p>a. Know the factors that influence the locations of different biomes such as latitude, elevation, distance from the sea, global atmospheric circulation.</p> <p>b. Know the location, climate, landforms and biodiversity of Antarctica.</p> <p>c. Know the aims of the Antarctic Treaty.</p> <p>d. Know some of the challenges facing Antarctica due to climate change and the impact of humans (<i>e.g. tourism, overfishing</i>).</p>
<p>Comparing Contrasting Locations (CCL):</p> <p>a. Know the similarities and</p>	<p>Comparing Contrasting Locations (CCL):</p> <p>Local contrast:</p>	<p>Comparing Contrasting Locations (CCL):</p> <p>This aspect is embedded throughout the</p>

<p>differences between an urban and rural area of the Bailiwick (<i>e.g. types of shops, types of houses, volume of traffic, size of gardens, land used for farming, availability of parking</i>).</p>	<p>a. Know the similarities and differences between two contrasting beaches (<i>e.g. Petit Bôt and Cobo</i>).</p> <p>Global contrast:</p> <p>b. Know how safe and affordable access to water varies in Guernsey and a contrasting location (<i>e.g. Mexico City or Dubai</i>).</p>	<p>majority of other units.</p>
<p>Globalisation (G): (the connectivity and interconnectedness of our world)</p> <p>Trade:</p> <ol style="list-style-type: none"> Know the origins of staple foodstuffs (<i>e.g. milk comes from cows and bread is made from wheat which is a plant that grows in a field</i>). Know that farms are places where some of our food is grown or reared. Know that food comes from many different parts of the world. Know that food has to be transported from where it is grown or reared to where it is eaten (<i>e.g. bananas or green beans - for KS1 use examples that do not require further processing</i>). <p>Population and Migration: (PM)</p> <ol style="list-style-type: none"> Know that many people in our school have friends and families 	<p>Globalisation (G): (the connectivity and interconnectedness of our world)</p> <p>Trade:</p> <ol style="list-style-type: none"> Know that goods are made from raw materials. Know the origins of some raw materials (<i>e.g. wood and paper from trees, coal, oil and metal from mining, plastic from oil</i>). Know that raw materials may be transported to another country to be assembled into goods. Know that some goods are made in factories (<i>e.g. clothes, toys, electronics</i>). Know that goods come from many different parts of the world and are transported from where they are made to where they are sold. Know that places have different natural resources that can be traded (<i>so a place with a temperate climate might grow lots of wheat and therefore export much but need to import bananas whereas a place with a tropical climate might export bananas but import wheat</i>) <ul style="list-style-type: none"> Know the following geographical vocabulary: <ul style="list-style-type: none"> ○ assembly ○ export 	<p>Globalisation (G): (the connectivity and interconnectedness of our world)</p> <p>Trade:</p> <ol style="list-style-type: none"> Know about the four types of industry (primary, secondary, tertiary and quaternary). Know about different types of farming and the links to landscapes and climate in the UK. Know that farmers in the UK are facing various challenges due to globalisation. Know that some products have lower production costs in other parts of the world. Know that there are economic, ethical and environmental challenges associated with lower production costs. <p>Population and Migration: (PM)</p> <ol style="list-style-type: none"> Know how and why the world's population has changed over time.

- who live in different countries.
- b. Know that sometimes people move from one place to another for various reasons.

Settlement: (S)

- a. Know the names of different types of settlement (village, town, city).

Development: (D)

- a. Know that children have rights and a group of countries called the United Nations are aiming to make sure that all children in every country have these rights.

Resources: (R)

- b. Know that there are things humans

- factory
- goods
- import
- raw material
- resources
- transportation

Population and Migration: (PM)

- a. Know that population density is higher in urban areas and lower in rural areas.
- b. Know that Britain is a multicultural society that includes people from many different races.
- c. Know some of the factors that cause people to migrate from one place to another (employment, social, conflict, climate change)
- Know the following geographical vocabulary:
 - dense
 - multicultural
 - rural
 - sparse
 - urban

Settlement: (S)

- a. Know some of the reasons why settlements develop (*e.g. close to rivers or the sea, close to resources, shelter*).

Development: (D)

- a. Know and understand some of the UN Rights of the Child.
- b. Know that adults and governments must work together to make sure all children can enjoy their rights.

- b. Know the factors that cause increase and decrease in birth rate and death rate.
- c. Know how to interpret population data.
- d. Know different strategies employed to manage the population.
- e. Know some of the push and pull factors that cause people to migrate from one place to another.
- f. Know the impact of migration on the host and home countries.

Settlement: (S)

- a. Know the physical and human factors that affect settlement.
- b. Know the challenges facing settlements.
- c. Know how settlements can be more sustainable.

Development:(D)

- a. Know how the differences between different countries can be measured.
- b. Know how levels of development can be described.
- c. Know why countries have different levels of development.
- d. Know strategies used to close the development gap (economic development, aid, trade, education).
- e. Know what the Sustainable Development Goals are and how they are being achieved.
- f. Know how differences in development impact on the UN Rights of the Child.

Resources:(R)

- a. Know what a carbon footprint is and

<p>all need to stay alive (food, water, air, shelter).</p> <p>c. Know that humans need to protect these things and avoid damaging or wasting them.</p>	<p>Resources:(R)</p> <p>a. Know that some natural resources are finite.</p> <p>b. Know that some resources are renewable if planned carefully.</p> <p>c. Know that sustainability is doing things in a way that ensures the resources humans need are not damaged or wasted and are used wisely.</p>	<p>how it can be measured.</p> <p>b. Know how resources can be classified (finite, renewable, non-renewable).</p> <p>c. Know how population growth and economic development impact on resource demands and the environment.</p>
Compulsory Omissions		
The Polar Regions		
Rivers (the aspects of physical geography)		
Ozone layer		

Common Geographical Misconceptions	
Not True	True
Fieldwork means going on a trip.	Fieldwork can take place on your school site including inside e.g. surveys, mapping, temperature measurement.
Grid references and coordinates are the same and use the same notation.	Grid references do not use commas or brackets. You say each number individually.
World maps always have to show Europe in the centre.	There are a variety of projections.
England, Great Britain, UK and the British Isles are interchangeable terms.	England is part of Great Britain, alongside Wales and Scotland. Great Britain is part of the United Kingdom, alongside Northern Ireland. The United Kingdom is part of the British Isles, alongside the Republic of Ireland and the Channel Islands.

Africa is a country.	Africa is a continent of 54 countries.
Africa is poor.	Africa is vast and diverse and includes places of great wealth and poverty and everything in between.
Africa is covered with 'jungle' and desert.	Africa is vast and diverse and includes many different biomes as well as large cities.
Jungle is an interchangeable term with rainforest.	Jungle is a colloquial term that should not be used in geography.
Weather and climate are the same.	Climate refers to weather over a 30 year period. Weather is the day to day atmospheric conditions.
The equator is the hottest part of the earth.	The hottest places on earth are 23 degrees north and south of the equator (around the Tropic of Cancer and Tropic of Capricorn)
The equator is an actual line that exists on planet earth	The equator is a term used by geographers to describe the widest part of the earth, half way between the north and south pole. This line may be drawn on maps or globes but it does not actually exist. This imaginary line divides the earth into two halves or hemispheres. The northern hemisphere is north of the equator and the southern hemisphere is south of the equator. (The term equator can also be used to describe the widest part of any planet, moon or star)
Hot places are hot because they are closer to the sun.	The curvature of the earth means that, near to the equator, the light rays are directly overhead and concentrated in a specific area whereas, as you move away from the equator, the light rays reach the surface from a slightly slanted angle and spread over a larger area. Where light is more concentrated, temperature is higher. The high rainfall and cloud cover near the equator also affect temperature.
Global warming and the ozone layer are linked.	Ozone depletion and global warming are different environmental issues.
Rivers flow faster at the source and slower near the mouth.	River flow varies for a number of different reasons.
Migration into the UK is high.	Migration into the UK is comparatively low compared to the rest of Europe.
Migration into the UK is a recent phenomenon.	Migration to and from the UK has been happening throughout history.
All people in low income countries have large families.	This is not true.

Deserts are always hot.	Deserts are dry places, not necessarily hot places. Antarctica is the world's biggest desert.
Wealth and development are the same.	Development encompasses a range of economic and social measures. A place may be rich but have large inequalities (Qatar, Newham)
A water store is somewhere like a reservoir where humans store water	A water store is a geographical term for anywhere water is stored. most of these will be naturally occurring e.g. the atmosphere, oceans, rivers, lakes and groundwater and some will also be made by humans (such as reservoirs)

Enquiry question guidance:

[Geography enquiry question guidance for primary schools.](#)

Recommended Online Resources

Fieldwork and Mapping:

<https://itcentre.maps.arcgis.com> - ESRI free digital mapping service for Guernsey schools

<https://www.ordnancesurvey.co.uk/mapzone/> - Map skills

<https://mapchart.net/world.html> - Editable map of the world

<https://worldmapper.org/> - Proportional mapping of global issues

Weather and Climate:

<https://tempestwx.com/map/49.6245/-1.3771/8> - Live weather data from home weather stations

<https://www.windy.com/> - Live weather data

<https://www.metlink.org/> - Royal Meteorological Society teaching resources

<https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools> - Met office teaching resources

<https://river-runner-global.samlearner.com/> - Follow a raindrop, rivers drainage basins

Landscapes:

<https://river-runner-global.samlearner.com/> - Follow a raindrop, rivers drainage basins

Natural Hazards and Disasters:

<https://earthquake.usgs.gov/earthquakes/map/?extent=-70.61261,16.17188&extent=70.49557,383.90625> - Earthquakes this week

<https://app.discoveryeducation.co.uk/suite> - Geography in the news and other geography curriculum resources

<https://www.oxfam.org.uk/education/classroom-resources/> - Oxfam education resources

Population:

[World Population Clock: 7.9 Billion People \(2022\) - Worldometer \(worldometers.info\)](https://www.worldometers.info/)

Development:

<https://www.gapminder.org/> - Levels of development / misconceptions

<https://www.oxfam.org.uk/education/classroom-resources/> - Oxfam education resources

[jogs the world we want.cdr \(un.org\)](https://www.un.org/sustainabledevelopment/) - A resource explaining the sustainable development goals

General Subject Resources:

<https://www.geography.org.uk/> - Geographical Association, resources for primary and secondary schools

<https://www.rgs.org/schools/teaching-resources/> - Royal Geographic Society teaching resources

<https://www.internetgeography.net/topics/> - Subject content (more KS3 and KS4)

<https://www.geographyinthenews.org.uk/> - Geography in the news activities

• [Infographics | Statista](https://www.infographics.com/) - A daily graphic reflecting current affairs

[Our World in Data](https://www.ourworldindata.org/)

<https://societe.org.gg/wp/> - local nature, geography, history and science

(See environmental education vocabulary chart below)

Environmental education

The following are examples of common flora and fauna found in the Bailiwick that learners should become familiar with over time through geography, science and art and as part of outdoor learning.

Trees & shrubs	Plants	Birds	Animals	Marine
Oak Ash Sycamore	Red campion (Common) Daisy Dandelion	Puffin Gannet Cormorant	Bat Slow worm Bee/wasp/hoverfly	Goby/Blenny/Pipefish Common prawn Limpet

<p>Silver birch Hawthorn Pine Holly Horse chestnut</p> <p>Gorse</p>	<p>Stinging nettle (Broad-leaved) Dock Lesser Celandine Primrose (Slender) Thistle (English) Bluebell Wild carrot Sea radish Tree mallow</p>	<p>Blackbird Robin Song Thrush Goldfinch (Herring) Gull Oystercatcher Dunnock Blue tit Magpie Little egret Kestrel House sparrow</p>	<p>Earwig/Centipede/ Woodlouse Earthworm Butterfly/moth (Red admiral/Common Blue/ Speckled wood/Silver Y/ Hummingbird hawk-moth)</p> <p>Guernsey vole White-toothed shrew Scaly cricket</p>	<p>Thick topshell Chancre (and other crabs) Sea Star Anemone Ormer Lugworm Red, green & brown seaweed</p> <p>Sandhopper</p> <p>Jellyfish</p> <p>Kelp Seagrass Maerl</p>
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