

Geography Curriculum Coverage: Key Stage One

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2

<p>EYFS links</p> <p>Prime areas</p> <p>Physical Development: *Moving and Handling *Health and Self-Care</p> <p>Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions</p> <p>Communication and Language: * Listening and Attention * Understanding * Speaking</p>
<p>Specific Areas</p> <p>Literacy: *Reading *Writing</p> <p>Mathematics *Numbers *Shape, Space and Measure</p> <p>Understanding the World: *People and Communities * The World * Technology</p> <p>Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative</p>

Year One	Curriculum Objective	Knowledge/Activity	Vocab
Pirates Locational Knowledge Human and Physical Geography	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Looking at and locating Oceans and continents.	The children will then have the opportunity to build on knowledge of weather and get introduced to hot and cold areas of the world and the impact of weather types.	, maps, globes, Equator, North and South Pole, features
Autumn 2 - no geography			
Bright lights/ famous people topic Physical Geography	To identify seasonal and daily weather patterns in the context of the weather of the UK. Name, locate and identify characteristics of the 4 countries and capital cities of the UK its surrounding seas in the context of weather of the UK.	Children learn about different types of weather in their immediate environment along with the four seasons. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.	Weather, seasonal changes, weather symbols

		<p>Writing suggestion: script for weather report.</p> <p>Maths: record weather on pictogram over time.</p>	
<p>Our Local Area – Outstanding oakwood Human and Physical Geography Geographical skills and fieldwork</p>	<p>To recognise human & physical features in the context of children’s own locality.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.</p> <p>To understand basic geographical features: houses (human features).</p> <p>To develop knowledge about children’s locality – jobs (human features).</p> <p>To use basic geographical vocabulary to refer to key human/physical features.</p>	<p>Children learn about their locality beyond the school gate, building on children’s knowledge and understanding of their school environment. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. This will give children a greater insight into where they live.</p>	<p>Local, landmark, housing type, geographical issue, environment, City, town, village, farm, house, aerial, plan, human feature, physical feature, symbols key</p>
<p>Mexico</p> <p>Place Knowledge Geographical skills and Fieldwork</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country in the context of Mexico. To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Mexico.</p>	<p>Children learn about the geography of Mexico by focusing on the main human and physical features of the country, extending children’s knowledge of the world. Children will learn about the geographical similarities and differences between Mexico and the United Kingdom. Children build their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.</p> <p>Writing suggestion: travel piece for a magazine</p> <p>Maths: look at reading temperature on scales in simple modes</p>	<p>Capital city, main city, features, difference, similarity, culture, atlas, landmark, Continent, North America</p>
Summer 2 no Geography			
Year Two	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 no Geography			
Autumn 2 no Geography			
<p>Magical Mapping</p> <p>Locational Knowledge Geographical skills and Fieldwork</p>	<p>To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.</p>	<p>Previous link to Year 1 – Mexico topic (mapping)</p> <p>Children will develop key map skills through a range of engaging geographical skill-based activities. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will</p>	<p>Compass, North, South, East, West, near, far, left, right, feature, route, distance, sketch map, symbols, aerial, continent, ocean</p>

	<p>To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</p> <p>To name and locate the world's seven continents and five oceans in the context of the developing atlas skills. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To 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 in the context of aerial photographs. To name and locate the world's seven continents and five oceans in the context of developing map skills.</p>	<p>learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.</p> <p>Writing suggestion: diary entry of travelling across the sea Maths: coordinates of simple maps e.g. D4</p>	
Spring 2 SATS no Geography			
<p>What a wonderful world</p> <p>Locational Knowledge Human and Physical Geography</p>	<p>Name and locate the world's 7 continents and 5 oceans; To use world maps, atlas and globes to identify the UK and its 4 countries, as well as the countries, continents and oceans at this key stage in the context of the geography of the world, creating journey lines, a case study approach about Europe</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>	<p>Previous link to Year 1 – Pirates topic – (oceans)</p> <p>Children learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p> <p>Writing suggestion: instructions on how to travel to a location Maths: develop on coordinate reading in Y1</p>	<p>Forest, hill, coast, mountain, valley, human feature, physical feature, continent, country, journey line, oceans, climate, features, North, South, East, West</p>
<p>Sensational Safari</p> <p>Locational Knowledge Place Knowledge</p>	<p>To name and locate the world's seven continents and five oceans in the context of the North and South Pole</p>	<p>Children learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical</p>	<p>Africa, continent, tourism, species, compass, physical, human, national park, game reserve,</p>

<p>Human and Physical Geography Geographical skills and fieldwork</p>	<p>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya) To devise simple maps To 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 in the context of Africa (Kenya, Maasai) and comparing an area of Kenya and Derby To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.</p>	<p>features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.</p> <p>Writing suggestion: write a letter to a Kenyan penpal Maths: Reading simple charts on weather to compare temperatures</p>	<p>animal migration, landmark</p>
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Geography Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
No Geography Autumn 1			
No Geography Autumn 2			
No Geography Spring 1			
<p>Rainforest Locational Knowledge Geographical Skills and Fieldwork Place Knowledge</p>	<p>To 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 in the context of rainforests To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Previous link to Year 2 – what a wonderful world – maps and continents</p> <p>Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare Sherwood forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</p> <p>Writing suggestion: postcard from the amazon</p>	<p>Rainforest, equator, tropical climate, atlas, tropic of Cancer, tropic of Capricorn, forest floor, understory, canopy, emergent layer, species</p>

	<p>Meridian and time zones (including day and night) in the context of rainforests</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate, layers of a rainforest, rainforest inhabitants</p> <p>To 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 by comparing the Amazon rainforest and Sherwood Forest</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation</p>	<p>Maths: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests using coordinates to aide.</p>	
<p>Land Use</p> <p>Locational Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>Name and locate countries and cities of the UK and their land use patterns.</p> <p>To describe and understand key aspects of human geography including land use in the context of using and creating sketch maps, keys and legends, drawing a map, thinking about urban and rural areas</p> <p>To 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 in the context of drawing a sketch map.</p> <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas and agriculture</p>	<p>Previous link to Year 1 – Outstanding Oakwood – local area/mapping</p> <p>Children will take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK</p> <p>Go onto the field and sketch school.</p> <p>Do virtual walk down Springwood Drive using Google maps, drawing buildings on their maps.</p> <p>Use maps and atlas to discover land usage.</p> <p>Writing suggestion: persuasive text about use of land for farming</p> <p>Maths: instructional writing covering positional/directional language – sketching routes of local area</p>	<p>Sketch map, aerial view, feature, annotation, landmark, distance, key, symbol, cartographer, land use, urban, rural, population, forestry, protected land, coastal, freshwater</p>

<p>Extreme Earth</p> <p>Human and Physical Geography</p>	<p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and tornados.</p>	<p>Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p> <p>Writing suggestion: children to write a newspaper report in a natural disaster</p> <p>Maths: compare figures on natural disaster magnitudes including charts and tables</p>	<p>Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma</p> <p>Volcano, eruption, magma, main vent, crater, magma chamber</p> <p>Active, dormant, extinct</p> <p>Epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli.</p>
<p>Year Four</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Autumn One no geography</p>			
<p>The Water Cycle</p> <p>Human and Physical Geography</p>	<p>Describe and understand the key aspects of the water cycle in the context of learning about the changing states of matter, explaining the water cycle, learning about clouds and rain, the water treating process, flooding and water pollution</p> <p>Links to Science – changes states of matter. To explain the tree states of matter.</p>	<p>Previous link to Year 1 – Bright lights - weather</p> <p>Complete KWL grid.</p> <p>Practical demonstration - show the children the balloon of water after it has been in the freezer. Cut away the balloon to reveal the ice. Clarify the terms liquid and solid. Ask the children if we can get the water back. How can we do it? Show the children a kettle of cold water as it boils. Use a metal tray to demonstrate was is happening. They can see the steam. Explain the term condensation.</p> <p>Teach the water cycle song.</p> <p>Draw the water cycle and explicitly teach the vocabulary – evaporation and condensation. Links to Science and states of matter.</p> <p>Complete worksheet on the water cycle to reinforce what happens and place the cycle in numerical order.</p> <p>Writing suggestion: instructions for experiment and report afterwards</p> <p>Maths: measure volumes of water to show evaporation</p>	<p>Evaporation, condensation, water vapour, steam, rain, precipitation, gas, melt, solid, liquid, cooling, boiling, freezing, flooding, bacteria, closed cycle.</p>

Spring One no geography			
<p>All Around the World: North or South?</p> <p>Locational Knowledge</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian in the context of researching countries in different hemispheres, using co-ordinates to read maps, comparing polar regions to the UK, comparing the climate of the tropics with that of the UK, exploring countries on the Meridian Line, comparing times in different countries.</p>	<p>Previous link to Year 2 topics – locating places on the globe/mapping.</p> <p>Previous link to Year 3 – land use - mapping</p> <p>Complete KWL grid. Review 4 main compass points and prior learning.</p> <p>Show children the globe and locate the UK. How would you describe the position? Explicit teach the term ‘hemisphere’ – half sphere. Now ask children again where is the UK? Northern or Southern Hemisphere? Show class world map – flat. Show the line separating the Northern and Southern Hemisphere. Explain it is called the Equator.</p> <p>Show faint white lines on maps. Explicitly teach latitude and longitude.</p> <p>Explicitly teach about the Poles, Arctic and Antarctic Circle. What animals might you see if you visit? What would the weather be like? Research hours of daylight and compare to other areas/countries.</p> <p>Locate the position of the Tropic of Cancer and Capricorn. Research the weather, habitats, forests and rainforests. Share facts about Prime Meridian. Share these on the globe.</p> <p>Writing suggestion: debate over where is the best climate to live</p> <p>Maths: compass links</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, coordinates, polar region, North and South Pole, Arctic Circle, Antarctic Circle, Antarctica, Tropic of Cancer and Capricorn, climate, the tropics, Prime and Greenwich Meridian, Greenwich Meantime</p>
Summer One no Geography			
<p>Somewhere to Settle: Types of Settlement and Land Use</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers, comparing land use in different settlements and designing a settlement.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.</p>	<p>Previous links to Year 2 – magical mapping</p> <p>Previous links to Year 3 – Land use</p> <p>Explain that many of the places people live today have existed for hundreds of years. They were created by Vikings for example – link back to Term A – The Vikings. Other places have been built recently – think of Oakwood due to the growing population.</p>	<p>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, village, town, city, land use, retail, leisure, housing, business,</p>

	To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.	<p>What things might settlers have looked for when choosing a settlement? Look at Viking place names.</p> <p>How would you identify land use on a map? Can you see industrial areas? Residential areas? Research small, medium and large settlements.</p> <p>Writing suggestion: advert for settlement and why you should live there</p> <p>Maths: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge</p>	<p>industrial, link, journey, route, plan, retail, leisure, housing, business, industrial, key, symbol.</p>
Year Five	Curriculum Objective	Knowledge/Activity	Vocab
<p>Marvellous Maps</p> <p>Locational Knowledge</p> <p>Geographical Skills and Fieldwork</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas</p> <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p>	<p>Previous link with Year 2 – magical mapping</p> <p>Previous link with Year 3 – Land use</p> <p>Children will further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</p> <p>English: information fact file on area of study</p> <p>Maths: use the eight points of a compass</p>	<p>Index, symbols, co-ordinates, compass, Northeast, Northwest, Southeast, Southwest,</p>
Autumn Two no Geography			
Spring One no Geography			
Spring Two no Geography			
France	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features	<p>Previous link with Year 1 – Mexico (enquiry)</p> <p>Previous link with Year 2 – sensational safari – Africa (contrasting country)</p>	<p>Continent, Europe, atlas, tourist</p>

<p>Locational Knowledge Place Knowledge Geographical Skills and Fieldwork</p>	<p>studied in the context of identifying France, identifying cities and regions of France Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region of North or South America in the context of France</p>	<p>Children will locate France and different regions, explore the human and physical geography of specific regions. Children will bring together their learning and create 3D landscape models, tourism information booklets, 3D landmark models and postcards to share what they have found out. Maths: reading charts to show comparisons</p>	<p>destination, culture, climate, weather</p>
<p>Enough for Everyone Human and Physical Geography Locational Knowledge Geographical Skills and Fieldwork</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of what settlers need, electricity generation and distribution, renewable and non-renewable energy sources, food miles, conserving food, water and energy supplies and comparing resource supplies in the UK and abroad. To 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 in the context of UK power stations. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.</p>	<p>Previous link – Year 3 - Land Use Previous Link – Year 4 – somewhere to settle In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone. Writing suggestion: advert to reduce carbon footprint Maths: reading maps using coordinates</p>	<p>Settlers, electricity distribution, renewable energy, non-renewable energy, food miles, conservation, atlas, produce, food wastage, food shortage, CO2 levels, carbon footprint.</p>
<p>Year 6</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Autumn One no Geography</p>			
<p>Our Changing World Locational Knowledge Human and Physical Geography</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering, coastal features, looking at how landscapes change over time.</p>	<p>Previous link - Year 5 – enough for everyone – (human impact) Previous link - Year 3 - extreme Earth – (changes in the landscape) Previous Link – Year 3 – rainforests – (changes – human impact)</p>	<p>Hills, mountains, coasts and rivers, weathering, erosion, deposition, coastline, landscape</p>

<p>Geographical skills and Fieldwork</p>	<p>To 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 in the context of coastal features, the changing make-up of the UK</p> <p>To 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 in the context of the changing international borders of Europe.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of coastal features.</p>	<p>Children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. Children will have the chance to predict the future and look at which might change again in their lifetimes.</p> <p>Writing opportunity: letter to future self to explain what life is like now in current conditions and advice to improve environment</p> <p>Maths: look at information on coastal erosion – use data to draw conclusions</p>	
<p>Spring One no Geography</p>			
<p>Spring Two SATS no Geography</p>			
<p>Amazing Americas</p> <p>Locational Knowledge Human and Physical Goegrphy Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of North and South America.</p> <p>To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of places in North and South America.</p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.</p>	<p>Previous links – Year 5 – marvellous maps</p> <p>Previous links – Year 4 – All around the world</p> <p>Previous links – Year 3 – Rainforests – locational/weather.</p> <p>Children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and</p>	<p>Landmass, equator, tropics, poles, coordinates, latitude, longitude</p>

	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area</p>	<p>new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.</p> <p>Writing opportunity: descriptive passage about natural wonder</p> <p>Maths: read temperature data from different sources to compare similarities and differences</p>	
<p>Trade and Economics</p> <p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical skills and Fieldwork</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports and changing trade links</p> <p>To 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 in the context of UK imports and exports</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links</p> <p>To 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 in the context of exports from El Salvador</p>	<p>Previous links – Year 3 – Land Use</p> <p>Previous links – Year 6 – Amazing Americas</p> <p>Previous links – Year 4 – All around the world</p> <p>Children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market</p> <p>Writing opportunity: letter to prime minister about trading with EU</p> <p>Maths: compare physical characteristics by reading data from different sources</p>	<p>Import, export, trade. Economy, globalisation, global supply chain, multinational company, fair trade, goods,</p>