



Park Road CP School.

Long term progression overview.

Subject: Geography

Year Group	Area of Learning	Knowledge	Skills	Understanding	Vocabulary
Early Years	<p>'The Naughty Bus'- Literacy focus text</p> <p>Rosie's Walk- incidental text used in maths</p> <p>Non-Fiction Text- Polar Bears</p> <p>Hattie Pecks Journey Home- literacy text</p> <p>Handa's Surprise (Yr1 transition text)</p>	<ul style="list-style-type: none"> To know some famous Landmarks of London for example Big Ben, Buckingham Palace, The London Eye, Tower Bridge To know London is the capital city of UK To name and locate Arctic/Antarctica To know that the Arctic isn't a continent. 	<ul style="list-style-type: none"> To look at aerial views of the school setting, commenting on what they notice To be able to draw a simple map drawing on their experiences, either from their immediate environment or a from a story. To use world maps to locate Arctic/Antarctica To use a world map and songs to name the 7 continents 	<ul style="list-style-type: none"> To understand some similarities and differences between life in this country and life in other countries To understand that some environments are different to the one they live 	Map, Location, Route, Atlas, Globe, Continents, North Pole, South Pole, Arctic, Antarctic
Year 1	<p>Autumn Term 1</p> <p>Homes in Living Memory. 'How are homes different?'</p> <p>Geographical Concept</p>	<ul style="list-style-type: none"> To know the difference between physical and human features. 	<ul style="list-style-type: none"> To discuss a locality in simple terms Ask questions to identify key features To use aerial images to recognise different buildings around the local area. To use fieldwork and observations to study geographical features. 	<ul style="list-style-type: none"> To understand the key human and physical features of a location to say whether it is a town or the countryside. 	<p><u>Strand 1:</u> Map</p> <p><u>Strand 2</u> Location</p> <p><u>Strand 3</u> City, Town, Village, Coastal, Rural, Local</p>

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	Fieldwork Human and physical features.		<ul style="list-style-type: none"> To go on a local walk to look at the differences in the local area. To use basic geographical vocabulary. 		
Year 1	<p>Spring 1 London- Capital City of England and countries in the UK.</p> <p><i>'What is the difference between London and Warrington?'</i></p> <p>Geographical Concept Location.</p>	<ul style="list-style-type: none"> To know the name, location and characteristics of England and the capital cities. 	<ul style="list-style-type: none"> To be able to ask and answer geographical questions. To use compass direction and mathematical language (North, South, East, West) To use locational language (near, far) To use an atlas to locate England and the capital cities. 	<ul style="list-style-type: none"> To understand what the key human features are: factory, farm, house, office, shop. 	<p><u>Strand 1:</u> Map</p> <p><u>Strand 2</u> London, Capital, Parliament</p> <p><u>Strand 3</u> England, London, Human features: farm, house, office, shop, United Kingdom, England, Wales, Scotland, Northern Ireland, Capital Cities (and names of UK)</p>
Year 1	<p>Summer 1 Oceans and Continents.</p> <p><i>'What are the 7 Oceans and 7 Continents?'</i></p> <p>Geographical Concept</p>	<ul style="list-style-type: none"> To name and locate world continents and oceans. To know and identify seasonal and daily weather patterns in the UK To know the locations of the equator and north/south poles. 	<ul style="list-style-type: none"> To use world maps, atlases and globes to identify continents and oceans. To be able to ask and answer geographical questions. To be able to use compass directions and locational language to describe and locate routes. 	<ul style="list-style-type: none"> To understand what the key physical features are: ocean, weather, soil 	<p><u>Strand 1:</u> World, Weather, Seasons, Hot, Cold</p> <p><u>Strand 2</u> Atlas, Globe, Seasons, Location, Route</p> <p><u>Strand 3</u> Continents, Ocean, North Pole, South</p>

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	Location Maps Directional language				Pole, Equator, Antarctica, Arctic, Africa, Asia, North/South America, Australia/Oceania, Pacific, Atlantic, Southern, Indian
Year 2	<p>Spring 2 Comparisons of a non-EU country-UK/China</p> <p><i>'Where is China and how it is different to the UK.'</i></p> <p>Geographical Concept: Map Directional language location</p>	<ul style="list-style-type: none"> To know that China is in Asia, and the UK is in Europe. To know that Beijing is a large city. To know the differences between human and physical landmarks. (see Question hand for more detail) To know that Chinese New Year is in January or February. To know that China has a President and used to have Emperors and the UK has the monarchy and a Prime Minister. To know that children will know that the length of day is different, and children have different lessons, such as PE at breaktimes. 	<ul style="list-style-type: none"> To be able to ask and answer geographical questions. To use compass directions To use simple grid references To be able the name, locate, and identify characteristics of a country. 	<ul style="list-style-type: none"> To understand geographical similarities and differences. 	<p><u>Strand 1</u> Map, Globe, Atlas, Continents, Oceans</p> <p><u>Strand 2</u> Compass Directions, Name, Locate, identify UK- Warrington, China- Beijing, Maps</p> <p><u>Strand 3</u> Human Features - Town, City Physical Features - Canal, River, Lake, Mountains, Hill Comparison - Countries of UK and world countries</p>
Year 2	<p>Summer 1 Rainforests</p> <p><i>'What is the structure of a rainforest and how is this</i></p>	<ul style="list-style-type: none"> To know the different layers of a rainforest: <i>Emergent Layer</i> <i>Canopy Layer.</i> <i>Understory Layer</i> <i>Forest Floor –</i> 	<ul style="list-style-type: none"> To be able to ask and answer geographical questions. To be able to use maps and atlases to locate the continents. 	<ul style="list-style-type: none"> To understand seasonal and daily weather patterns of a rainforest. To understand how rainforest 	<p><u>Strand 1</u> Map, Globe, Atlas, Location, Continents, Oceans</p> <p><u>Strand 2</u></p>

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	<p><i>different from other forests?'</i></p> <p><u>Geographical Concepts:</u> Maps location</p>	<ul style="list-style-type: none"> To know that the climate is generally the same all year round, it usually rains every day, and it is hot and humid. To know the equator is an imaginary line around the centre of the Earth 	<ul style="list-style-type: none"> To be able to use a globe to identify the middle of Earth (The Equator) 	<p>life is similar or different to our life.</p> <ul style="list-style-type: none"> To understand how rainforests are different to other forests. 	<p>World Map, Rainforest, Amazon, Brazil, South America</p> <p><u>Strand 3</u> Physical Feature – Vegetation, Human Feature - Rainforest Seasons, Weather pattern</p>
Year 2	<p><u>Summer 2</u> <i>'What are the features of our local areas and how have they changed? (Recognising our school and the local area and the changes that may be happening around us.)</i></p> <p><u>Geographical concepts:</u> Map Directional language Fieldwork</p>	<ul style="list-style-type: none"> To know the human and physical features of the local area- <ul style="list-style-type: none"> Human Features- shop, church, school, park, pond, offices Physical Features- Brook To know key changes in the local areas from a range of maps, eg, more new houses, less recreational ground, new school buildings, industrial areas. To know the location of school on an Ordnance Survey map To know the location of their home on a map and know their address. 	<ul style="list-style-type: none"> To be able to ask and answer geographical questions. To use aerial images to locate features and land use around the school and local area. To use compass directions and locational language To be able to use simple grid references to locate features. To be able to devise a simple map using basic symbols in a key and to plot a journey using their map. 	<ul style="list-style-type: none"> The understand the geography of the school 	<p><u>Strand 1</u> Compass, School</p> <p><u>Strand 2</u> Aerial Image, Identify, Name, Locate, Great Sankey, Local</p> <p><u>Strand 3</u> Physical Features – forest, hill, brook, river, Canal, Human Features - City, Town, Village, Compass Directions, Changes</p>
Year 3	<p><u>Spring 1</u> Our changing town.</p>	<p><u>Locational Knowledge:</u></p>	<ul style="list-style-type: none"> To be able to 'Recognise changes over time' 	<ul style="list-style-type: none"> To understand how land use patterns have 	<p><u>Strand 1</u> School, Locality, Map, Atlases, Globe</p>

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	<p>'How has our town changed?'</p> <p><u>Geographical concepts:</u> <i>Community Settlement</i></p>	<ul style="list-style-type: none"> To know that Warrington is in the north-west region of England, in the county of Cheshire To know key cities linked to the River Mersey- Liverpool and Manchester To know that the River Mersey runs through Warrington. To know what land is used for in Warrington To know how land use and the River Mersey has been used in Warrington over time. To know that the first settlers in Warrington settled because of the vast farmland and proximity to the River Mersey for defence, trade and farming. To know that today people settle in Warrington for it's transport links to big cities, the recreational and commercial opportunities. 	<ul style="list-style-type: none"> To be able to use a range of maps, including: Ordnance Survey maps and digital computer mapping (digimaps) To be able to use 4 figure grid references to identify key features. To be able to ask and answer geographical questions about the human Geography – settlement and land use near river, the development of Warrington, inc trade links To be able to describe differences and similarities between locations identified on maps. 	<p>changed over time.</p>	<p><u>Strand 2</u> Settlement, Countries, United Kingdom, Locality</p> <p><u>Strand 3</u> Human Features - Town, Shop, Warrington, Physical Features - River, Canal, Land, Changes, Significance, Chronology</p>
Year 3	<p><u>Summer 1</u> Comparison to EU country- Sweden 'What is the difference between Sweden and Warrington?'</p> <p><u>Geographical Concepts:</u></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe-<i>United Kingdom, France, Spain, Portugal, Germany, Italy, Belgium, The Netherlands, Denmark, Sweden, Norway, Finland, Poland, Austria and Switzerland.</i> To know that Smogen is an island off the coast of Sweden, which is a country in Northern Europe. To know how to use atlases and digimaps to locate countries in Europe. 	<ul style="list-style-type: none"> To be able to use maps, atlases, globes and digital mapping with some support To use 4 figure grid references to identify features on a map 	<ul style="list-style-type: none"> To understand key aspects of physical and human geography. 	<p><u>Strand 1</u> Maps, Atlases, Globe,</p> <p><u>Strand 2</u> Europe, Region, Countries, Continent, Warrington, Sweden, Smogen</p> <p><u>Strand 3</u></p>

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	Map location	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> To know the geographical similarities and differences through the study of human and physical geography of a region in Europe. To know that Swedish people live in Sweden and that they speak the Swedish language. To know the human and physical features of Warrington To know the human and physical features of Smogen 			Comparison, Human and physical features
Year 3	<p>Summer 2 'How do humans impact on the environment '</p> <p><u>Geographical concepts:</u> <i>Field work- local walk linked to recycling</i></p>	<ul style="list-style-type: none"> To know about the human features and the positive impact humans can have on society: <i>building homes, roads and train stations to support transport, hospitals, farming to provide food, recycling.</i> To know how humans impact the environment in a negative way- focusing in particular on plastic pollution in the oceans and waterways. To know what recycling means and what materials can be recycled. 	<ul style="list-style-type: none"> To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area. To use 4 figure grid references to identify features on a map. To be able to develop a wider geographical vocabulary. 	<ul style="list-style-type: none"> To understand how human activity impacts on physical and human features, such as recycling, plastic pollution in oceans and waterways 	<p><u>Strand 1</u> Locations, Map, Weather, Season</p> <p><u>Strand 2</u> Reuse, Reduce, Recycle, Impact, Grid References, Compass Directions</p> <p><u>Strand 3</u> Environment, Recycling, Significance, Human and Physical Features</p>
Year 4	<p>Autumn 1 Where do puddles go?</p> <p><u>Geographical concepts:</u></p>	<ul style="list-style-type: none"> To name and locate geographical regions (North-west) and identify key topographical features- rivers To know that the river comes from the source and finishes at the mouth. mouth. 	<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods- linked to Cuerden Valley Visit 	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography, ie, 	<p><u>Strand 1</u> Water, Warmth, Sun, Ice, Soils, air</p> <p><u>Strand 2</u></p>

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	<p>Maps Location Field work</p>	<ul style="list-style-type: none"> To know that rivers have different uses linked to trade and leisure. To know the stages of the water cycle. To know the different parts of a river – source, meander, mouth To know key facts about the River Mersey. To know the River Mersey is used for-transport, leisure and tourism 	<ul style="list-style-type: none"> To use OS maps and digital mapping to identify rivers 	<p>rivers and water cycle</p>	<p>Oceans, Lakes, Streams, Rivers, Mountains, floods, marsh, waterfall</p> <p><u>Strand 3.</u> The Water Cycle: Evaporation, Condensation, Precipitation, Collection, Water Vapour River Features: Tributary, Meander, Estuary, Source, Mouth</p>
Year 4	<p>Summer 1 What are the differences within the North West region? <i>Liverpool and Warrington</i></p> <p><u>Geographical concepts:</u> <i>Map</i> <i>Compass</i> <i>Location</i></p>	<ul style="list-style-type: none"> To know how to locate Liverpool and Warrington on a map and know which county they are in. To know and identify human and physical characteristics To know key landmarks, such as: <ul style="list-style-type: none"> Warrington: Golden gates, Oliver Cromwell statue, Walton Gardens, Manchester Ship Canal, Bridgefoot. Liverpool: River Mersey, Liver building, Albert Dock, Shops. 	<ul style="list-style-type: none"> To ask and answer questions about physical and human characteristics of a location. To explain own views about locations and give reasons using geographical vocabulary To use fieldwork to sketch maps and plans. To use 8 compass symbols and keys to communicate knowledge of the UK. To use maps, atlases, globes and digital computer mapping to name and locate counties and identify key physical and human features of a specific location, ie, Liverpool and Warrington 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region (North-west) 	<p><u>Strand 1</u> UK, Maps, Compass, Location</p> <p><u>Strand 2</u> Compare, Regions, Fieldwork, Compass Symbols</p> <p><u>Strand 3</u> Geographical Regions- Noth West Human and Physical Features</p>

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Year 4	<p>Summer 2 Where in the World is South America?</p> <p>Geographical concept:</p> <p>Maps Compass location</p>	<ul style="list-style-type: none"> To know and locate the world's continents, using world maps and globes to focus on South America. To name and locate key countries in South America, such as- Brazil, Argentina, Colombia, Chile, Ecuador, Peru, Venezuela To know why the longitude and latitude are significant to the world. To know how the climate zones effect different aspects of physical and human features in South America To know key physical and human features of South America. 	<ul style="list-style-type: none"> To describe and understand key aspects of physical and human features linked with climate zones To use world maps, atlases, globes and digital mapping To use 8 compass symbols and keys to communicate knowledge of South America To use 4 and 6 figure grid references to identify features on a map 	<ul style="list-style-type: none"> To understand geographical similarities and differences through a study of human and physical geography of a region within South America 	<p><u>Strand 1</u> Locations Maps Degree Weather Seasons Southern Northern <u>Strand 2</u> Longitude Latitude Equator Southern Hemisphere Northern Hemisphere Tropics of Capricorn Tropics of cancer Climate zone <u>Strand 3.</u> Grid reference Compass directions Geographical features Human and physical features.</p>
Year 5	<p>Spring 1 Map skills: from local to global</p> <p>Geographical concepts: Maps</p>	<ul style="list-style-type: none"> To know what the capital cities of the UK are (Belfast, Cardiff, Edinburgh, London) and where are they located. To know which counties are located in the north-west region of the UK- Cheshire, Cumbria, Greater Manchester, Lancashire and Merseyside. 	<ul style="list-style-type: none"> To use globes, maps, atlases and digital maps to locate places To use 4 and 6 figure grid references, key and symbols to build knowledge of the UK 		<p><u>Strand 1</u> Maps Compass Location <u>Strand 2</u> Grid References North West <u>Strand 3</u></p>

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		<ul style="list-style-type: none"> To know, name and locate countries and their capital cities in Europe- France (Paris), Spain (Madrid) Germany (Berlin), Poland (Warsaw), Italy (Milan) and Russia (Moscow) 			Continent Europe United Kingdom Countries Capital cities Regions
Year 5	<u>Summer 1</u> <u>North American Comparisons</u> <u>Geographical concepts:</u> Map location	<ul style="list-style-type: none"> Name and locate the equator, Northern hemisphere, southern hemisphere, the tropics and describe their characteristics. To know that there are 23 countries in North America and be able to name some of them including: Belize, Guatemala, Honduras, Mexico, El Salvador, the USA and Canada. To name some famous human and physical features including: The Grand Canyon (one of the 7 wonders of the world), The Mississippi River (the longest river in North America), Niagara Falls (Canada and USA), The Panama Canal, Death Valley, The Statue of Liberty, Disney land. To know that North America is a huge continent made up of 23 countries. To know that the environmental regions include deserts, rainforests, mountains, and tundra. To know that the climates vary from subarctic climates (Canada and Alaska) to subtropic and tropical climates (Central America). 	<ul style="list-style-type: none"> To use globes and maps and some symbols to locate continents. To use maps, atlases and globes and digital mapping to locate regions and describe features studied. Interpret a range of geographical sources, such as weather and climate graphs. 	<ul style="list-style-type: none"> To understand similarities and differences through a study of human and physical geography of a region of North America 	<u>Strand 1</u> Rivers Lakes Mountains Oceans Volcanoes Weather Globes Maps Symbols Atlas <u>Strand 2.</u> North America Continent Biomes Country Equator Latitude Longitude Hemisphere Settlement Land use Trade Economy climate <u>Strand 3.</u>

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		<ul style="list-style-type: none"> To know that countries closer to the Equator have a hotter climate and in the far southern hemisphere freezing temperatures 			Physical and Human Features Similarities Differences Region
Year 5	<p><u>Summer 2.</u> <u>Regional Geography:</u> <u>Coastal Erosion</u> <u>Formby/ Crosby</u></p> <p>What are the features of Crosby coast and how have they changed over time</p> <p><u>Geographical concepts:</u></p> <p>Fieldwork</p>	<ul style="list-style-type: none"> To know that Formby and Crosby beach are located in the north-west of England in the county of Merseyside. To know that Coastal erosion is the name given to the process of the coastline being worn away by destructive waves. To know that Coastal erosion can cause destruction of land, habitats and homes and also create features such as bays, caves, arches, stacks and stumps. To know what the key human and physical features are at Crosby beach-including: wind turbines, sea defences, docks, cargo ships, rubble, Antony Gormley statues, sand, the Ocean (Irish sea), To know that due to coastal erosion and human developments the coastline at Crosby and Formby beach has been eroded overtime. To know that sand dunes and the natural sea defences have been damaged, so human defences have been built and now conservation is in place to help the changing coastline. To know that Coastal erosion has led to sea defences being built To know that know that the physical feature of the coastline attracts tourism so at Crosby beach things such as ice 	<ul style="list-style-type: none"> To be able to collect and analyse statistics and other information in order to draw clear conclusions about locations. To use a range of geographical resources, eg, the use of historical maps of a coastal location to give detailed descriptions and opinions of the characteristic features of a location. 	<ul style="list-style-type: none"> To understand how locations around the world are changing and explain some of the reasons for change. To identifying human and physical characteristics, and understand how some of these aspects have changed over time 	<p><u>Strand 1</u> Beach, Sea, Pebbles, Rocks, Wave</p> <p><u>Strand 2</u> Antony Gormley, sculptures, Wind turbines, Human Impact, Dissolves, Marram grass, Sand dunes, Defences, Tourism,</p> <p><u>Strand 3</u> Coastal Erosion - Hydraulic action, Abrasion, tidal Currents, Coastline, Coast, Human Impact, Physical features</p>

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		<p>cream shops, parks and tourist attraction have been built.</p> <ul style="list-style-type: none"> To know that houses for the population and holiday homes/hotels have developed. The docks close by have been built for trading. Wind turbines have been built for wind energy. To know that the Antony Gormley statues were installed there because of the tide and now attract tourism to the area. 			
Year 6	<p>Spring1 <u>What is the impact of deforestation?</u></p> <p><u>Geographical concepts:</u></p> <p>Map Location</p>	<ul style="list-style-type: none"> To know deforestation occurs in rainforests between the Tropic of Cancer and the Tropic of Capricorn. To know reasons why deforestation takes place, such as logging, housing, growing crops and cattle ranches. To know reasons why rainforests should be saved, such as clean air, water cycles, animals, medicines and food, To know Palm Oil is an edible vegetable oil that comes from the fruit of oil palm trees. To know deforestation is the cutting down of forests in order to use the land for other purposes. To know conservation is the protection of species from extinction. To know the impacts such as soil erosion, loss of habitat and impact on native tribes 	<ul style="list-style-type: none"> To use globes, maps and atlases to find continents, countries and oceans 	<ul style="list-style-type: none"> To understand key aspects of human geography, eg, land use, economic activity. How locations around the world are changing and explain some of the reasons for this change. To understand How physical features affect the human activity within a location. 	<p><u>Strand 1</u> Forest, Farm, Food, Trees, Land, Wood, Water, Fuel, Plants, Animals</p> <p><u>Strand 2</u> Urban, Rural, Rainforest, Tropical, Habitat, Agriculture, Ecosystems, Biomes, Vegetation Belt, Weather Patterns, Natural Materials, Protection</p> <p><u>Strand 3</u> Deforestation, Conservation, Location, Change</p>
Year 6	<p>Spring 2 How does the earth's</p>	<ul style="list-style-type: none"> To know key ranges such as Himalayas, Rockies, Andes and Alps. 	<ul style="list-style-type: none"> To use the 8 compass points of a compass, 	<ul style="list-style-type: none"> To identify and describe how physical 	<p><u>Strand 1:</u> Hill, Rocks, River, Lava, Erupts, Liquid</p>

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	<p>structure cause mountains, volcanoes and earthquakes?</p> <p><u>Geographical concepts:</u></p> <p>Maps Compass skills Grid reference</p>	<ul style="list-style-type: none"> To know that movement of the tectonic plates causes earthquakes and volcanic eruptions. To know the Earth's crust is not one piece of land but 8 major plates that move across the mantle. To know the Earth is made up of the crust, mantle and core. To know the advantages and disadvantages of living near a volcano. Advantages- fertile soils, minerals, energy and tourism. Disadvantages include lava, gases and ash. To know that a mountain is a peak above 3000 feet. To know OS maps show the height of the land, vegetation, footpaths and other features of the landscape. To know mountains are formed when plates collide, earthquakes when plates move alongside each other and volcanoes when magma reaches the Earth's surface. To know the temperature is never above freezing, the air is very thin, and light is extremely bright. 	<ul style="list-style-type: none"> To use four and six figure grid references locate places on OS maps and Atlases. To use symbols and keys on OS maps. To use a range of geographical resources to give detailed descriptions and opinions of characteristics/features of locations. To locate the world's continents and countries, focusing on key physical characteristics, such as mountains, volcanoes and Earthquakes. Mountains around the world- The Rocky (N. America), Andes (S.America), Everest, (France/Switzerland/Italy/ Australia/Germany/ Slovenia), Snowdon (North Wales) 	<p>features affect the human activity within a location.</p>	<p><u>Strand 2</u> Active, Dormant, Extinct, Peak, Mountains- Summit, Slope, Valley, Earthquakes- Vibration, Volcanoes- Crater, magma chamber, plate tectonics</p> <p><u>Strand 3</u> Human and Physical Features, Comparisons compass, grid references, symbols, keys, Mountains, Volcanoes, Earthquakes</p>
Year 6	<p><u>Summer 2</u> <u>Different uses of land: air-miles/food</u></p> <p><i>'When should we go local? When should</i></p>	<ul style="list-style-type: none"> To know the definition of the term 'trade': 'the buying and selling of goods and services we want and need'. To know how trade has developed from locally within communities to globally through technology over periods of time To know imports are the bringing of goods into a country for sale and exports 	<ul style="list-style-type: none"> To use maps, atlases globes and digital/computer mapping to locate countries and describe features studied To be able to name and locate world's countries, identifying land -use patterns 	<ul style="list-style-type: none"> To describe and understand key aspects of land use, economic activity, 	<p><u>Strand 1</u> Food, Market, Worldwide, Maps, Travel</p> <p><u>Strand 2:</u> Local, Global, Import, Export,</p>

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	<p><i>we go global?'</i></p> <p><u>Geographical concepts:</u></p> <p><i>Map skills</i></p>	<p>are the sending goods to another country for sale.</p> <ul style="list-style-type: none"> • To know that food miles are the distance an item has travelled from where it was produced to where it was consumed, including all the miles in the supply chain process. • To know the definition as 'the journey travelled by clothing, food items and other products through different factories, suppliers and warehouses before ending up as the finished product we buy in shops'. • To know a process used by organizations around the world to make sure that they buy and sell farmed goods that have been produced from farms that pay a fair price to their farmers and for their materials. • To know producers of products are paid appropriately. • To know the logo of Fair-Trade and the work of the Fair-Trade foundation. 		<p>including trade links.</p>	<p>Carbon footprint, Air Miles</p> <p><u>Strand 3:</u> Location, Patterns, Latitude, Longitude, Trade</p>