

**Intent:** At Dussindale Primary School we believe that high equality geography education will enable all our children to confidently understand , examine and question the world around them. At our school we encourage our children to explore how human lives are connected and how we are all shaped by, and have an impact on, the world that we inhabit. Geography allows our children to understand the world beyond their immediate surroundings and we intend to inspire, inform and encourage a better future.

**Implementation:** The geography curriculum at Dussindale Primary School is taught through an enquiry-based approach, whereby each unit of work is framed upon a key question that guides the teaching. Each year group studies three units of Geography, one per term. The key knowledge and skills of each unit has been identified to ensure progression. Across the whole school curriculum, children study the key geographical concepts of: locational and place knowledge, human and physical geography as well as geographical skills (fieldwork and map skills). These are taught within the geographical content outlined within the National Curriculum, using **Oak Academy** planning as a guide for teachers and have been identified in our progression map. In addition to this, our pupils revisit the threads of sustainability, community, change and global awareness throughout their geography units each year as we help our children become **society ready** so they know how they can effectively contribute to their community. In EYFS children begin to develop their geographical knowledge as they start to understand the world around them, exploring the school and their local community. They have opportunities to describe and compare, explain similarities and differences in places as well explore the natural environment around them, whilst developing their geographical vocabulary.

At the beginning of each unit, children are able to convey what they know already through an assessment task-this ensures that the sequence lessons are relevant and take account of children's different starting points. Each lesson begins with a review of learning from the previous lesson and any new key vocabulary is introduced. Formative assessment is used across the unit to inform future lessons in the learning sequence as well as to ascertain how children are progressing in gaining geographical skills and knowledge outcomes, outlined in the National Curriculum. Opportunities for children to experience first-hand learning in and beyond the classroom, e.g. use of school grounds, visits, visitors are planned to help them to make links to the wider world.

**Impact:** By the time children leave Dussindale Primary School they should be able to:

- Provide developed knowledge of a range of locations and countries of the world.
- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of human and physical environments and how they relate to each other.
- Have an excellent understanding of the ways in which places are interdependent and interconnected
- Understand geographical fieldwork skills and when and how to apply them
- Present their findings demonstrating good knowledge, balanced argument and understanding of current issues in geography.
- Have an extensive base of geographical vocabulary.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

We measure the effectiveness and impact of our Geography Curriculum in a variety of ways:

- Formative assessment – end of unit assessments take place to track pupils' progress against age related expectations for geography.
- Leaders' monitoring – lesson observations; learning walks; book scrutiny, pupil voice.
- Children in the foundation stage are assessed within the EYFS framework and their progress tracked using Tapestry observations. Formative assessment – assessment for learning takes place daily and is used to identify individual needs and to inform future planning.

**Geography Progression Map**

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational Knowledge</p> <p><i>This is also referred to as space - name and locate places, positioning of these places, features of these regions.</i></p>	<p>Children will know and name some people who help them in our community</p>	<p>Children know that they live in Thorpe, in Norwich.</p> <p>Children can locate the continents on a simple map of the world and recognise the shapes.</p> <p>Children can locate the world's oceans on a map of the world and its nearest continent.</p> <p>Children will know where in the UK, Norwich is on a map.</p>	<p>Children will know where people live in the world.</p> <p>Children will know what makes a good or bad location for a settlement.</p> <p>Children locate Norwich on a map of Norfolk and the United Kingdom.</p> <p>Children will be able to locate London on a map of the UK. (GFL)</p> <p>Children are able to locate the 4 countries and their capital cities on a map of the UK.</p> <p>Children can identify physical characteristics of the 4 countries in the UK.</p> <p>Children can locate South America and Brazil on a map.</p> <p>Children can identify the key human and physical features of Brazil.</p> <p>Children will understand why people travel to visit different countries.</p> <p>Children will be able to describe the people who live in the Amazon rainforest and talk about their lives.</p>	<p>Children locate places on Earth where you find volcanoes and what these places are like.</p> <p>Children can locate the Feugo volcano in Guatemala.</p> <p>Children can locate the Tohoku Japan earthquake.</p> <p>Children can identify Europe on the world map</p> <p>Children can identify the location of the United Kingdom.</p> <p>Children can use an atlas to locate other countries in Europe.</p> <p>Children can identify the different environmental regions of Europe.</p> <p>Children can identify Europe's major cities.</p> <p>Children can identify North America on a world map.</p> <p>Children can identify the different countries of North America.</p> <p>Children can identify the environmental regions of North America.</p> <p>Children to locate North America's major cities.</p> <p>Children to find where North America's natural resources are located on a map.</p>	<p>Children locate where the world's rivers are.</p> <p>Children can name examples of famous rivers and explain why they are important.</p> <p>Children can examine which countries have the most natural resources.</p> <p>Children can identify South America on a world map.</p> <p>Children can identify the different countries of South America.</p> <p>Children can identify South America's major cities.</p> <p>Children can identify where North America's natural resources are located.</p> <p>Children can locate the Northern and Southern hemisphere on a globe and explore countries in each one.</p> <p>Children can describe the significance and importance of the equator and explore countries that the equator goes through.</p> <p>Children will identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK.</p>	<p>Children will be able to locate different biomes.</p> <p>Children will be able to discuss which continents are most diverse in terms of biomes.</p> <p>Children will be able to identify which biomes occur at different latitudes.</p> <p>Identify which countries have particularly diverse biomes.</p> <p>Children will be able to locate examples of tundras, taigas and grasslands.</p> <p>Children will be able to identify Curitiba</p> <p>Children will be able to identify Freiburg</p> <p>Children can identify where migrants go to and from.</p>	<p>Children will know where the population is distributed.</p> <p>Children will know where slums are located.</p> <p>Children can locate Rocinha, Kibera and Dharavi.</p> <p>Children can locate examples of challenges (population).</p> <p>Children understand population density in the UK.</p> <p>Children know countries with good and poor internet connectivity.</p> <p>Children can understand where items are traded.</p> <p>Children can explore where their clothes were made.</p> <p>Children can create a map to show where their clothes have travelled from.</p> <p>Children know where food was produced.</p> <p>Children can identify where food has travelled from and to and calculate the distance the food has travelled.</p>

				<p>Review where Earth's water is found.</p> <p>Children to explore how the seasons are different in the different hemispheres.</p>			
<p><b>Place Knowledge</b></p> <p><i>This is a physical area that can be located and has a distinct identity. Examining geographical similarities and differences by comparing the geography of a region.</i></p> <p>scale-</p>	<p>Children will be able talk about their favourite places within our community and where they are in relation to their home</p>	<p>Children can compare physical features found in Alaska and Thorpe.</p> <p>Children will know where in Thorpe key features are: the church/school/ park/post office/supermarket and their purpose.</p> <p>Children can identify the four habitats in the ocean and animals that might live in.</p> <p>Children will</p>	<p>Children will know the difference between villages, towns and cities.</p> <p>Children can compare settlements in the past to today.</p> <p>Children will be able to compare cities in Brazil to cities in the UK (case study Rio de Janeiro)</p> <p>Children can compare and explain how life is different for people living in a richer or poorer part of the city (Rio de Janeiro)</p> <p>Children can compare the seasonal weather patterns in the UK and Brazil.</p>	<p>How are places where there are volcanoes different in landscape and environment compared to where we live?</p> <p>Children can explore the physical features of two contrasting European regions.</p> <p>Children can explore the physical features of two contrasting North American regions.</p> <p>Children to explore the climate in two regions of North America.</p> <p>Children to examine how climate differences in different parts of the world.</p>	<p>Children will investigate which natural resources Chile has.</p> <p>Children can identify the environmental regions of South America.</p> <p>Children will explore the physical features of two contrasting features of two South American regions.</p> <p>Children can review why time is different in different countries.</p> <p>Children can explore the differences and similarities between the Arctic and Antarctic.</p>	<p>Children will be able to outline the distinct climatic conditions, flora and fauna of different biomes.</p>	<p>Children can compare population density in different locations.</p> <p>Children can compare internet connectivity.</p>
Vocabulary		<p>Local area ocean continent country United Kingdom Asia North and South America World map</p>				<p>Biomes, flora, fauna, latitude</p>	
<p><b>Human Geography</b></p> <p><i>KS1 - key human features incl. Town, city village etc</i></p> <p><i>KS2 - types of settlement and land use, economic activity, trade links and the distribution of natural resources.</i></p>	<p>Children will be able to identify different modes of transport.</p> <p>Children will know how transport has changed over the years</p>	<p>Children will be able to identify human features in Thorpe.</p> <p>Children will be able to name some human features seen in some Asian cities.</p> <p>Children will know how humans are impacting the oceans.</p> <p>Children will know of</p>	<p>Children can compare how life is different for people living in cities and villages.</p> <p>Children can identify human features of a settlement.</p> <p>Children can explain the land uses of the four countries of the UK.</p> <p>Children can explain the</p>	<p>Children can explain why some people choose to live near a volcano.</p> <p>Children can understand the effects and responses to the Fuego volcanic eruption in 2018</p> <p>Children can understand the effects and responses to the</p>	<p>Children can explain why people like living near rivers.</p> <p>Children can explain why the Volga River is important for people.</p> <p>Children can explain why the Amazon River is important for people.</p> <p>Children can explain how a flood can bring</p>	<p>Children will be able to explain how human activity affects an ecosystem</p> <p>Children will be able to explain how biomes are threatened by human activity</p> <p>Children will be able to review their access to public transport, access to green space and</p>	<p>Children will know how the population has changed in size.</p> <p>Children will know how the population is changed in distribution.</p> <p>Children will know why populations grow.</p> <p>Children will know why birth and death rates change.</p>

		<p>some simple ways they can protect the oceans.</p>	<p>causes of deforestation and the importance of the rainforest.</p>	<p>2011 Tohoku earthquake.</p> <p>Children can examine the measures that cities across the world have taken to protect people and buildings from earthquakes.</p> <p>Children can explore where people in Europe live.</p> <p>Children can explore economic activity on the continent.</p> <p>Children to explore the climate in two regions of North America and identify the human impact of their climate.</p> <p>Children examine how climate change is affecting the Earth.</p>	<p>positive and negative impact.</p> <p>Children can set out how the world's population has changed over time.</p> <p>Children will explore how the use of natural resources has increased and why.</p> <p>Children can explore why Chile mines copper.</p> <p>Children can explore economic activity on the continent.</p> <p>Children can describe what the human features of Chile are.</p> <p>Children can describe how Chile's access to natural resources have an impact on it's people.</p> <p>Children will examine how using fossil fuels causes problems for the environment.</p> <p>Children will explore why mining is very dangerous. Children will review examples of dangerous mines.</p> <p>Children will describe how humans throw away a lot of materials.</p> <p>Children can explain the difference between a linear economy and a circular economy.</p> <p>Children will examine how the circular economy will benefit people and the place.</p>	<p>their local communities commitment to recycling</p> <p>Children will be able to explain how power was historically generated and the rise of electricity</p> <p>Children will be able to outline the need to shift to renewable, sustainable forms of energy</p> <p>Children will be able to explain energy security strategies and innovative approaches to energy production</p> <p>Children will understand what migration is.</p> <p>Children can explain the effects of migration.</p> <p>Children can explain the different types of migration.</p> <p>Children can explain why people migrate.</p> <p>Children can explain push and pull factors.</p> <p>Children can explain the positive impacts of migration</p> <p>Children can explain the negative impacts of migration.</p> <p>Children can explain how migration affects the UK.</p> <p>Children can explain economic reasons for migration.</p> <p>Children understand</p>	<p>Children can explain what a population pyramid is.</p> <p>Children can create a population pyramid.</p> <p>Children can describe how increased population creates challenges.</p> <p>Children know why slums develop around rapidly growing cities.</p> <p>Children know why life is difficult in Rocinha, Kibera and Dharavi.</p> <p>Children know what an ageing population is.</p> <p>Children know how an ageing population can present challenges.</p> <p>Children can review examples of challenges (population).</p> <p>Children can explain global inequality in access to food.</p> <p>Children can explain what globalisation is.</p> <p>Children can understand where globalisation began.</p> <p>Children will know how the development of transport has been important for globalisation.</p> <p>Children will know how globalisation has affected communication.</p> <p>Children will understand what trade is.</p>
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Vocabulary		Local area ocean continent country United Kingdom Asia North and South America World map				Ecosystem Tundra, taiga, grasslands, savannah	

<p>Physical Geography <i>Physical Geography is about 'the land, water, air and ecological system; landscapes; and the processes that bring them about and change them</i></p>	<p>Children will know how rubbish contributes to ocean pollution and some of the ways they can look after the oceans.</p>	<p>Children will know what oceans and continents are.</p> <p>Children can identify physical features in Thorpe and Alaska and how these are different.</p> <p>Children can identify different weathers in Thorpe and North and South America.</p> <p>Children will learn the names of key physical features in South America: longest river, highest waterfall and the longest mountain range and the the world's largest rainforest.</p> <p>Children can use an aerial map to identify physical and human features;roads, houses, school, park, field.</p> <p>Children will be able to name features such as mountains/The ALPS/river-The Rhine/Norway-The Fjords/Deserts-Tunisia/ Lakes-Switzerland. (different to Thorpe)</p>	<p>Children can identify physical features of a settlement.</p> <p>Children can explain the land uses of the four countries of the UK.</p> <p>Children can understand the seasonal weather patterns in Brazil and in the UK.</p>	<p>Children know the structure of the earth.</p> <p>Children know what the Earth is made of.</p> <p>Children know what mountain ranges are.</p> <p>Children can explain what field mountains are.</p> <p>Children can explain how fold mountains form.</p> <p>Children understand what volcanoes are.</p> <p>Children know how volcanoes vary.</p> <p>Children can explain what stratovolcanoes are.</p> <p>Children know how tectonic plates move.</p> <p>Children can explain what an earthquake is.</p> <p>Children can investigate how an earthquake occurs.</p> <p>Children can explore what a tsunami is.</p> <p>Children can identify the environmental regions of Europe.</p> <p>Children can explore the physical features of two contrasting European regions.</p> <p>Children can identify where Europe's natural resources are located.</p> <p>Children can identify the environmental regions of North America.</p>	<p>Children can explain what a river is.</p> <p>Children can name the four types of erosion.</p> <p>Children can name the four types of transportation.</p> <p>Children can describe what deposition is.</p> <p>Children can describe what a landform is.</p> <p>Children can describe what V-shaped valleys and interlocking spurs are and explain how they form.</p> <p>Children can describe what a meander is and how it forms.</p> <p>Children can explain how an oxbow lake forms.</p> <p>Children can describe what a flood is and explain why rivers flood.</p> <p>Children can explain what natural resources are.</p> <p>Children can review what the world's most important natural resources are.</p> <p>Children can describe what the physical features of Chile are.</p> <p>Children will review which natural resources the UK has.</p> <p>Children will understand how coal, oil and gas form.</p> <p>Children can explain</p>	<p>Children can understand the different factors that affect an ecosystem, including rainfall, temperature and sunlight.</p> <p>Children will be able to describe the flora and fauna that inhabit tundra, taiga and grasslands.</p> <p>Children will be able to explain how climate change threatens different biomes.</p> <p>Children can explain what climate change</p> <p>Children can explain how the climate is changing.</p>	<p>Children will know how pollution can become a serious challenge.</p> <p>Children can explain the challenges of food production.</p> <p>Children can explain the challenges of food distribution.</p> <p>Children know where food was produced.</p>
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				<p>Children can explore the physical features of two contrasting North American regions.</p> <p>Children to explore the climate in two regions of North America and identify the physical impact of their climate.</p> <p>Children can articulate how water moves and explain what the water cycle is.</p> <p>Children can set out what the weather is made of.</p> <p>Children can differentiate between weather and climate.</p> <p>Children can read a weather forecast.</p> <p>Children can explain what causes rain to form.</p> <p>Children review how mountains help cause rain.</p> <p>Children explore what a rain shadow is.</p> <p>Children can understand why the UK's weather can change daily.</p> <p>Children can articulate what an air mass is.</p> <p>Children explain how the characteristics of the air mass affect the weather.</p> <p>Children to explain how the Sun sustains life on Earth.</p> <p>Children to review how the tilt of the Earth creates the seasons.</p>	<p>how fossil fuels are accessed.</p> <p>Children can explain what the differences and similarities in physical features between Chile and the UK are.</p>		
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				<p>Children to explore how the seasons are different in the different hemispheres.</p> <p>Children explain the ways in which weather differs.</p> <p>Children to explore why the climate is changing.</p> <p>Children examine how climate change is affecting the Earth.</p>			
Vocabulary		Local area ocean continent country United Kingdom Asia North and South America World map				Flora	
<p><b>Geography Skills: Map skills</b></p> <p><i>Use fieldwork to observe, measure, record and percent the human and physical features in the local area.</i></p>	Children will notice the similarities and differences in their local environment.	Children will be able to draw a simple map of a walk in their local area.	<p>The children will be able to sketch a map of where they live.</p> <p>Children can use symbols and a key on a map.</p> <p>Children can use compass directions and directional language to navigate a route on a map.</p> <p>Locate the four countries of the UK on a map.</p> <p>Locate London on a map of the UK.</p> <p>Children can use photographs and maps to identify features of regions in Brazil.</p>	<p>Children can use symbols and a key on a map.</p> <p>Children are able to locate mountains, volcanoes and water on a map.</p> <p>Children can use photographs and maps to identify features of regions in North America, Europe and the UK.</p>	<p>Children find where the world's rivers are located</p> <p>Locate the Volga and the amazon</p> <p>Locate the Northern and Southern Hemispheres on a globe &amp; explore countries in each one</p> <p>Describe the significance and importance of the equator &amp; explore countries that the equator goes through</p> <p>Identify the Tropic of Cancer and Capricorn and review the latitude of different countries, including UK</p> <p>Identify South America on a map</p> <p>Identify the different</p>	Locate biomes on world map and identify which biomes occur at different latitudes.	<p>Children can use maps, satellite images and photographs to explore population density.</p> <p>Children can locate on a map where their clothes were made.</p> <p>Children can create a map to show where their clothes have travelled from.</p> <p>Children can locate on a map where the food in their cupboard was produced.</p> <p>Children can calculate the distance the food has travelled.</p> <p>Children will know why maps are important/</p> <p>Children will know how maps are used. Children will be able to use four and six figure</p>

					<p>countries of South America</p> <p>Identify the environmental regions of South America</p> <p>Identify South America's major cities</p> <p>Identify where North America's natural resources are located</p> <p>Review where Chile is located</p>		<p>grid references</p> <p>Children can draw maps using references</p> <p>Children know what a field sketch is</p> <p>Children will model creating a sketch</p>
<p><b>Geography Skills: Fieldwork</b></p> <p><i>Use fieldwork to observe, measure, record and percent the human and physical features in the local area.</i></p>		<p>Children will be able to draw a simple map of a walk in their local area.</p> <p>Children can talk about features that they have observed in Thorpe from their walk.</p> <p>Children will be able to correctly sort photographs of the local area.</p> <p>Children will complete a traffic survey, counting the different types of transport near our school.</p> <p>Children can discuss what they like about Thorpe and what they can do to make it better.</p> <p>PSHE- Children know ways/rules that they must follow to keep safe when crossing roads or when near a road</p>	<p>The children will be able to sketch a map of where they live.</p> <p>Children can use symbols and a key on a map.</p> <p>Children can use compass directions and directional language to navigate a route on a map.</p> <p>Locate the four countries of the UK on a map.</p> <p>Locate London on a map of the UK.</p> <p>Children can use photographs and maps to identify features of regions in Brazil.</p>	<p>Children can use symbols and a key on a map.</p> <p>Children are able to locate mountains, volcanoes and water on a map.</p> <p>Children can use photographs and maps to identify features of regions in North America, Europe and the UK.</p> <p>Children to be able to read the weather forecast.</p>	<p>Look at the local rivers of Norwich (Wensum) and see how it is used (past and present - wherries/tourism, etc)</p>	<p>Locate biomes on world map and identify which biomes occur at different latitudes.</p>	<p>Children can calculate the distance the food has travelled.</p> <p>Children can examine the trends in inequalities between countries.</p> <p>Children can predict how trends in inequalities are likely to continue.</p> <p>Children can keep a diary of activities which globalisation has impacted:</p> <ul style="list-style-type: none"> <li>● Food</li> <li>● People interacted with</li> <li>● Shops visited</li> <li>● TV</li> <li>● Music</li> <li>● Fashion</li> </ul> <p>Children will understand what fieldwork is.</p> <p>Children will understand why geographers do fieldwork</p>

							<p>Children will be able to describe what sort of fieldwork geographers do.</p> <p>Children will interview a geographer about their research</p> <p>Children will explore which tools are needed for fieldwork.</p> <p>Children will understand why geographers do surveys and questionnaires</p> <p>Children will understand how surveys and questionnaire help geographers</p> <p>Children will understand the process for identifying a question that needs an answer</p> <p>Children will know how to safely collect fieldwork data</p> <p>Children will collect data about road use from home or locally</p> <p>Children will understand why data presentation is important</p> <p>Children will reflect on how data can be presented</p> <p>Children will present their data</p>
Vocabulary	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home	Traffic car bike bus scooter lorry motorbike Bike path					

<p><b>Sustainability Environment</b></p>	<p>Children will be able to talk about how they can recycle everyday objects</p>	<p>Children will know the importance of reuse, recycle and reduce, recycle and reduce, recycle and reduce.</p> <p>Children will be able to think of ways that they can keep their local area clean and tidy.</p>	<p>Children will be able to explain the importance of the rainforest and how it is being protected.</p>	<p>Children examine how climate change is affecting the Earth.</p>	<p>Children can explain how a flood can bring positive and negative impact.</p> <p>Children will review the natural resources and human activity in the Arctic and Antarctic.</p> <p>Children will explain how Chile's access to natural resources have an impact it's people.</p> <p>Children will examine how using fossil fuels causes problems for the environment.</p> <p>Children will explain the difference between a linear economy and a circular economy.</p> <p>Children will describe how humans throw away a lot of materials.</p>	<p>Children will be able to predict what the future might hold for the world's biomes.</p>	<p>Children can investigate where the food in their cupboard was produced.</p> <p>Children can calculate the distance the food has travelled.</p> <p>Children will know how pollution can become a serious challenge.</p> <p>Children can explain the challenges of food production.</p> <p>Children can describe how increased population create challenges.</p> <p>Children can reflect on the impact of clothing on the environment.</p>
<p><b>Community</b></p>	<p>Children will be able to talk about the people they find in their community</p>	<p>Children can think of ways they can improve their local area.</p> <p>Children will understand the purpose of features and groups in the community and know how they can play an important role in taking care of it: not dropping litter/dog poop in bins/taking care of the play equipment in the park etc.</p>	<p>Children will be able to explain how different people live around the world.</p>	<p>Children can explain the economic activity on the continent.</p>	<p>Children can explain how a flood can bring positive and negative impact.</p> <p>Children can explain why people like living near rivers.</p> <p>Children will explain how Chile's access to natural resources have an impact it's people.</p> <p>Children will examine how the circular economy will benefit people and the place.</p>	<p>Children will be able to review their access to public transport, access to green space and their local communities commitment to recycling</p>	<p>Children can investigate where the food in their cupboard was produced.</p> <p>Children can keep a diary of activities which globalisation has impacted:</p> <ul style="list-style-type: none"> <li>● Food</li> <li>● People interacted with</li> <li>● Shops visited</li> <li>● TV</li> <li>● Music</li> <li>● Fashion</li> </ul> <p>Children can explain the challenges of food distribution.</p> <p>Children can describe how increased population create challenges.</p>

<p><b>Change</b></p>	<p>Children will be able to talk about the similarities and differences between the seasons</p>	<p>Children will be able to see how the school grounds changes across the seasons.</p> <p>Children will be able to explain in simple terms how plastic pollution is changing the sealife that lives within it.</p>	<p>Children can compare settlements in the past to today.</p> <p>Children can explain the effects of deforestation.</p>	<p>Children explain the image of volcanoes and earthquakes.</p> <p>Children can examine how climate change differs in different parts of the world.</p>	<p>Children will set out how the world's population has changed over time.</p> <p>Children will explore how the use of natural resources have increased and why.</p>	<p>Children will be able to explain how power was historically generated and the rise of electricity</p> <p>Children will be able to outline the need to shift to renewable, sustainable forms of energy</p>	<p>Children can examine the trends in inequalities between countries.</p> <p>Children will know how the population is changed in size.</p> <p>Children will know how the population is changed in distribution.</p> <p>Children will know why populations grow.</p> <p>Children will know why birth and death rates change.</p> <p>Children will know how globalisation has affected communication.</p> <p>Children understand how trade has changed over time.</p> <p>Children can explain how the clothing industry has changed.</p>
<p><b>Global Awareness</b></p>	<p>Children will be able to talk about how they can look after the local environment</p>	<p>Children will know how they can help protect the oceans, seas and rivers in their local area.</p>	<p>Children will be able to explain the importance of the rainforest and how it is being protected.</p>	<p>Children understand the impact of earthquakes and volcanoes.</p>	<p>Children will examine how using fossil fuels causes problems for the environment.</p> <p>Children will review the natural resources and human activity on the Arctic and Antarctic.</p>	<p>Children will be able to explain how human activity affects an ecosystem</p> <p>Children will be able to explain how biomes are threatened by human activity</p>	<p>Children can examine the trends in inequalities between countries.</p> <p>Children can predict how trends in inequalities are likely to continue.</p> <p>Children know where food was produced.</p> <p>Children can explain global inequality in access to food.</p> <p>Children understand how trade can bring advantages/disadvanta</p>

							<p>ges to different people.</p> <p>Children can understand the positive and negative impacts of the globalised clothing economy.</p> <p>Children can understand the positives and negatives of a globalised food industry.</p> <p>Children can identify the ways globalisation has made the world better and worse.</p>
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