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Whole School Progression Document Geography

Learning in EYFS: Geography

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

Geography – Understanding the World			
Non-statutory guidance Three and Four-Year-Olds	Mathematics	1. Understand position through words alone. For example, "The bag is under the table," – with no pointing. 2. Describe a familiar route. 3. Discuss routes and locations, using words like 'in front of' and 'behind'.	**Marvellous me and my family tree** 1. Investigate and use construction materials **Let's Celebrate** 2. Exploring light and dark in relation to seasons and celebrations e.g. Bonfire night, Christmas 3. Learn about safety of animals at Bonfire Night 4. Exploring celebrations from around the world- learn how other faiths and communities celebrate **Toys/ Bears** 1. Collecting and sorting toys into simple categories, big, small, hard, soft, shiny, dull, how they work. 2. 'Beebot' activities. 3. Use remote control toys. **Enchanted Garden** 1. What do plants need to grow? learning about weather and suitable conditions for growth
	Understanding the World	4. Use all their senses in hands-on exploration of natural materials. 5. Begin to understand the need to respect and care for the natural environment and all living things. 6. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.	

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2. What do we eat and where does it come from? learn which foods come from the ground, trees and animals
3. Which animals are born in Spring
4. Children grow fruit, vegetables and seeds themselves.

Minibeasts

1. Look for mini-beasts in the local grounds and observe their behaviour
2. Talk about mini-beast habitats
3. Use Beebot bees- give instructions for movement to get to the beehive- 5 steps forward etc.

Around the World

1. Look at simple maps and globes to find where in the world we live
2. Discuss other countries and their traditions and ways of life
3. Look at different ways of travelling to different countries- modes of transport
4. Learn about London and what landmarks are.
5. Learn about different animals from around the world
6. Look at hot and cold countries- what would we see there? What would we need to take with us?

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Non-statutory guidance Reception	Understanding the World		7. Draw information from a simple map. 8. Recognise some similarities and differences between life in this country and life in other countries. 9. Explore the natural world around them. 10. Recognise some environments that are different to the one in which they live.	**How to be a superhero** 1. Harvest as a special time for Christians 2. Learn about harvests in other parts of the world 3. Seasonal changes: Key vocabulary: season, autumn, spring, summer, winter. Months of the year, changes, weather, hot, cold, warm, frost, ice, sun, wind, rain, heat **How many buns in the baker's shop?** 1. Seasonal changes / weather 2. How is Christmas celebrated around the world? **Whatever Next!** 1. What can we find beyond the sky? What's in Space and how will we get there? 2. Which planet do we live on? What makes Earth special? 3. If an alien spaceship landed in our school garden what would they see? Create maps 4. Use Google Maps to look at where we are 5. Codapillar routes **What's inside the egg?** 4. Features of dinosaur habitats, e.g volcano, trees, lake, seaside 5. Compare habitats of animals that hatch from eggs 6. Seasonal changes: Key vocabulary: season, autumn, spring, summer, winter. Months of the year, changes, weather, hot, cold, warm, frost, ice, sun, wind, rain, heat **What's that growing in the garden?**
Statutory framework ELG	Understanding the World	People, Culture and Communities	11. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 12. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	
		The Natural World	13. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 14. Understand some important processes and changes in the natural	

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		world around them, including the seasons.	1. Go on a plant and flower hunt in the local area. Use frames to compare areas of the garden – what did you find in your frame? Was it the same as someone else's? **Pretty Pirates and Powerful Princesses** 2. Find out about the different places around the world that we, and our family and friends, have visited on holiday. 3. Look at places around the world where the pirates may have sailed to in search of treasure. 4. Make own maps 5. Learn about the features of the beach and seaside.

Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Skills
Y1	**Locational Knowledge** Name, locate and identify characteristics of the 4 countries of the United Kingdom and surrounding areas Use world maps, atlases and globes to identify the United Kingdom and its countries	**Countries of the UK** • Know England is the largest country and its emblem is a rose • Know Scotland is in the north and its emblem is a thistle. • Know Wales is in the west and its emblem is a leek. • Know that Northern Ireland covers part of Ireland and its emblem is a clover. • Know the flag for each country • Know where the UK is on a world map/ globe • Know which is N, E S W on a compass	England Scotland Ireland Wales North South East West	**Use map and atlas skills** • use simple compass directions (North, South) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key **Fieldwork and investigation**

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				• 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
	Place Knowledge Use simple compass directions (North, South) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map+	• Know Eppleton school is in the town of Hetton, and Hetton is in the city of Sunderland • Know the school address • Know what an aerial image is • Know features of the school grounds- buildings, paths, playground, field. • Know how to devise a simple map with a key • Undertake simple fieldwork within the school locality	Eppleton Hetton Address Postcode Sunderland School Grounds Building Playground Field Paths Aerial image Map	**How do we travel in our local area?** **Example Objectives** Map skills: • To do this the children will: • Use geographical vocabulary and apply this knowledge to follow simple directions (up/down, left/right, forwards/backwards near/far) • Use vocabulary N,S,E&W. • Introduce a compas and endeavour to follow directions using cardinal compass points (N,S,E&W) • Introduce simple maps of the locality (can the children identify locations?) • Children should create a simple map of a known area or the school grounds and identify/ recognise basic human and physical features. • • Use aerial photographs to recognise landmarks and basic human and physical features. Fieldwork • children should Investigate their surroundings and express what they like/dislike about the area and may do this by making observations about where things are and label using geographical vocabulary.
	Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom.	• Know which is the hottest and coldest season in the UK • Know which months are linked to which season • Know different weather elements and connect these to different seasons • Know how to dress for different seasons • Know features of each season • Know and recognise main weather symbols • Know how to record simple weather data	Wind Rain Sun Cloud Ice Snow Fog Hail Warm Hot Cold Spring Summer Autumn Winter	
	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	LO: To know that generally the hottest places are at or near the equator. LO: To identify where the equator/ north and south poles on a world map/ globe. LO: To know that one of the areas the equator runs through is Africa. LO: To know the largest hot desert is the Sahara	Desert Kalahari Sahara Cactus Meerkat Camel Antarctica Arctic North pole South Pole Penguin Polar bear	

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		LO: To know the coldest deserts are Antarctica and the Arctic.	Hibernate	• Challenge children to draw simple features that they have observed. Extend their learning Using a camera to record and label what they have seen • With support, gather evidence about a place and record it (pictograms, tally chart, Venn, Carroll etc.)
Y2	**History Topic- Hetton** **Locational Knowledge** • Name and locate the world's seven continents and five oceans	I know the names of and locate the seven continents of the world I know the names of and locate the five oceans of the world I know which is NE, SW, SW, SE (inc N, S, E, W) on a compass Hetton Mining in the Past (History topic) I can locate the United Kingdom on a map or globe. I know my own address, including postcode.	Asia Africa North America South America Antarctica Europe Australia Pacific Atlantic Indian Southern Arctic	**General from NC** **Map and atlas skills** • use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage, **Fieldwork and investigation** • 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. • use compass directions (North, South, East and West, North East, North West, South East, South West) and locational and directional language [for example, near and far; left and rig6ht], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, • Find a river on a map and follow its course
	Place Knowledge **A study on Australia linked to James Cook explorer.** • 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	I can identify where Australia is in the world compared to Hetton. I can explain that Sydney is in the Southern hemisphere and how far away it is, I can explain how people would get there and how long it would take, I can name our local river as the River Wear and that it flows into the North Sea, I can name the main river in Sydney as the Parramatta and this flows into Sydney Harbour. I can explain at least three ways that Sydney and Hetton are different such as the population, weather, industry, food. I can compare physical features such as coastline, mountains, landscape, beaches.	England Australia Sydney Hetton Sunderland Wear Parramatta North Sea river coastline weather	

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		I can explain how the lives of children in Sydney are different to children in Hetton.	landscape shops transport industry tourism mountain, lake, island, valley, river, cliff and beach	**Example Objectives** Map Skills • children should continue to use vocabulary N,S,E&W and follow directions using cardinal compass points (N,S,E&W) • Children should draw own maps of real or imaginary places (linked to literacy cycle or history topic) • They may usetheir own symbols to create simple legends on a map) • Use an atlas/globe/online/ world map to locate places around the world (Hetton and then Australia). Fieldwork • With support, the children should gather evidence about a place and record it e.g. Hetton-Le-Hole (pictograms, tally chart, Venn, Carroll etc.) • Using their observational skills they should attempt to make simple drawings of appropriate scale (the school grounds). These observations should be labelled using geographical vocabulary. • During investigation of their surroundings, they should express their own views and consider other people's views too.
	Human and Physical Geography Use basic geographical vocabulary to refer to: • key physical features, including:, beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office	I can identify physical features (of Australia): beach, cliff, coast, forest, hill, mountain. sea, ocean, valley, vegetation, soil, season, weather. I can identify human features (of Australia): city, town, village, factory, farm, house office		
Y3	**Where in the UK do we live?** **Locational Knowledge** • Name and locate counties and cities of the United Kingdom, geographical	• **Know the names of and locate own and neighbouring, and key counties of England and at least six cities in England and UK** (Tyne and Wear, Durham, Northumberland, Cumbria, North Yorkshire, London, Liverpool, Manchester, Durham, Newcastle, Sunderland, Birmingham, Leeds, York, Edinburgh, Dublin, Cardiff.)	England, Ireland, Scotland, Wales, atlas, key, scale, symbol, atlas, human features, physical features Counties, borders, region, rivers, source, mouth. Rivers: Thames, Severn, Mersey, Tyne, Wear, Tees,	**Generic (from NC)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local

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	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 changes over time	• **Know where the main mountain regions are in the UK** (Pennines, Snowdonia, Grampians, Dartmoor, Cumbrian Mountains, Ben Nevis, Skafell Pike) • **Know, name and locate the main rivers in the UK where they start and end.** (Thames, Severn, Mersey, Tyne, Wear, Tees,)	Cities: London, Liverpool, Manchester, Durham, Newcastle, Sunderland, Birmingham, Leeds, York, Edinburgh, Dublin, Cardiff. Mountain ranges: Pennines, Snowdonia, Grampians, Dartmoor, Cumbrian Mountains Earthquakes: fault, tectonic plates, seismic waves, energy, aftershock, Richter scale, Volcanos: Magma, surface, heat, lava, eruption, gas, pressure	area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Example Objectives** **Map & Atlas Skills** • use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude) • Use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.) • Give and follow directions using cardinal compass points (N,S,E&W) • Use pairs of letters or number coordinates to locate places on a map. • Explain the need for a legend on a map and recognise and identify some standard symbols on a map. **Fieldwork and investigation** • make a simple scale plan of the local area. • present information gathered in fieldwork using simple graphs. • Sketch maps of areas using symbols, a key and a scale. • Use digital maps to investigate features of an area. • Collect and record evidence about a place and record using bar graphs. • Collect data about a place to compare with other locations (rainfall, temperature etc.) • With support, analyse data collected and form simple conclusions.
	What a disaster! **Science-Rocks and Soils** **Human and Physical Geography** • describe and understand key aspects of physical geography, including: volcanoes and earthquakes	• Know what causes an earthquake, explain the process that usually occurs when rock underground suddenly breaks along a fault, causing seismic waves making the ground shake. • Label the different parts of a volcano (Magma, lava, eruption, mountain, extrusive rock, intrusive rock, magma chamber, vent, ash and gas cloud) • Explain the process of an eruption (covered in science rocks and soils unit.)		

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				• Use historical photographs as evidence in an investigation into a local area
Y4	**Romans** **Place Knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country	• Know at least 5 differences between living in the UK and a Mediterranean country	Rivers Estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox bow lake, delta, stream. Mountains Peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic plates, fold mountains	**Generic (from NC)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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

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	Raging Rivers **Human and Physical Geography** • Describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links	• Know why most cities are located by a river • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know the names of a number of the world's highest mountains • Explain the features of a water cycle.	Water cycle Borehole, flood, water butt, waterworks, condensation, deforestation, drain, evaporation, water cycle, Settlement and migration Pattern, population, satellite image, skyline, immigrant, migration, passage, trail, trek Trade and economic activity Primary activity, secondary activity, tertiary activity, barter, fair trade, goods, shopping route, trading bloc Europe Fjords, Greek Isles, Ifill Tower, Berlin Wall, Brexit, paella, Euros, European union, Mediterranean.	**Example Objectives** **Map & Atlas Skills** • use a map or atlas to locate some countries and cities in Europe or North and South America • Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. • use four-figure grid references. • give direction instructions up to eight compass points. • adeptly use large-scale maps outside. (E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.) • Use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.) • use four-figure, and find six-figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.) **Fieldwork and investigation**

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	Locational Knowledge • Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.	• Know the names of and locate at least eight European countries. • Know the names of a number of European capitals		• In a group, carry out fieldwork in the local area selecting appropriate techniques. (E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes. • Sketch maps of areas using symbols, a key and a scale. • Use digital maps to investigate features of an area. • Make a visit to the local high-street and note down the names of shops and what they're selling. Using a map highlight what the distribution of goods are in the locality following the survey completed.
Y5	**Rainforests, Europe Vs North America & South America - Locational Knowledge** • Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.	• Know the names of and locate at least eight major capital cities across the world. (Manila, Seoul, Mexico City, Washington DC, Mumbai, Ottawa, Stockholm) **(South America Topic)** • Know the names of and locate a number of South American Countries. (Brazil, Argentina, Chile, Venezuela, Colombia, Peru, Bolivia, Uruguay, Paraguay, Guyana, Ecuador) **(South America Topic)** • Know the names of and locate at least eight European countries. *(Russia, Germany, Turkey, France, UK, Italy, Spain, Ukraine)* ***(North America Vs Europe Topic)*** • Know the names of and locate a number of North American Countries. *(Canada, USA, Mexico, Nicaragua, Honduras, Cuba, Guatemala, Panama, Costa Rica, Dominican Republic)* ***(North America Vs Europe Topic)*** • Know that Mexico City, Mexico, is North America's largest city and the Missouri River is the longest in North America. ***(North America Vs Europe Topic)***	latitude and longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/ Greenwich meridian and time zones Biomes - Tundra Rainforest, Savanna, Temperate forest, Temperate grassland, Alpine. Vegetation belts, Layers of the Rainforest Emergent Layer, Canopy, Understory, Forest Floor, The Amazon, Rainforests,	**Generic (from NC)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 **Example Objectives** **Map & Atlas Skills** Using and understanding OS maps - Mapping skills – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize • Use 8 compass points to describe locational relationships. • Use 4 figure grid references to identify places/features on an OS map. • Follow short routes using an OS map.

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		• Recognise that Greenland is not only the biggest island in North America, but also in the world. ***(North America Vs Europe Topic)***	Endangered Animals, Deforestation <u>Deserts:</u> Atacama Desert – South America, Sahara Desert – Africa, Gobi Desert – China/Mongolia, Antarctic Desert – Antarctica South America - Brazil, Argentina, Chile, Venezuela, Colombia, Peru, Bolivia, Uruguay, Paraguay, Ecuador Capital Cities across the world - Manila, Seoul, Mexico City, Washington DC, Mumbai, Ottawa, Stockholm <u>**Europe vs. North America**</u> Climate, weather, environmental regions, key physical and human characteristics, time zones, latitudes, longitude, grid reference, land use,	• Select maps for a specific purpose. (eg. topography, political, population, land use etc) • Draw sketch maps using standard symbols and a key. • Use scale to measure straight line distances • use a map or atlas to locate some countries and cities in Europe or North and South America • use a map to locate some states of the USA. **(North America Vs Europe)** • Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. • Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. **(Space Topic & South America)** • use four-figure, and find six-figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.) **(South America Topic)** **Fieldwork and investigation** • Sketch maps of areas using symbols, a key and a scale.
	Space (Science) - Locational Knowledge • Identify the position and significance of latitude and 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).	• Know the names of four countries from the southern hemisphere and four from the northern hemisphere. • Know where the equator, tropic of cancer and tropic of Capricorn and the Greenwich meridian are on the world map. • Know what is meant by the term tropics. • Know about time zones and work out differences.		
	Place Knowledge • 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 America. **(North America Vs Europe)**	<u>**Europe vs. North America**</u> Know the key differences between living in the UK and in a country in North America. *(Climate, Weather, Jobs, Food, Settlement, Culture, National Sports)*		

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	Rainforest & South America - Human and Physical Geography • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	• Know what is meant by biomes and what are the features of a specific biome. (<u>Biomes –</u> Tundra, Rainforest, Savanna, Temperate forest, Temperate grassland, Alpine) • Label layers of a rainforest and know what deforestation is. (Emergent Layer, Canopy, Understory, Forest Floor) • Know the names of and locate some of the world's deserts. (Atacama Desert – South America, Sahara Desert – Africa, Gobi Desert – China/Mongolia, Antarctic Desert –Antarctica)	landmarks, religion, language, population, life expectancy, continent, flora, fauna	• Use digital maps to investigate features of an area.
Y6	**Locational Knowledge** • Locate the worlds countries, using maps to focus on Europe and North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.		**<u>Natural Resources and Sustainable Living</u>** Future generations, economic choices, sustainability, conservation, pollution, overpopulation, deforestation, congestion, recycling, consumption, climate change, solar panels, turbines, hydraulic action, hydroelectric, insulation, renewable, non-renewable, biomass, coal, oil, gas, power station, minerals, import, carbon/ecological footprint, life expectancy, population, food miles **<u>Trade & Economic Activity</u>** Trade links, import, export, goods, fair trade,	**Example Objectives** **Map & Atlas Skills** **Fieldwork and investigation** • use the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.) **(Within Local Study History Topic)** • Sketch maps of areas using symbols, a key and a scale. **(Within Local Study History Topic)** • Use digital maps to investigate features of an area. **(Within Local Study History Topic)** • Present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing) **(Within Local Study History Topic AND Trade & Economics topic)** • Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Plan and carry out an enquiry to
	Place Knowledge • 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	**<u>Trade and Economic Activity</u>** • Be able to locate El Salvador on a world map. • Name some goods exported from El Salvador to the UK. • Explain the meaning of the terms: primary, secondary and tertiary activity. • Know how trade takes place today.		

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	America. **(Trade & Economics Topic)**		production, supply chain, global economy, globalisation, climate, landscape, manufacture, multinational, transportation, expansion, merchants, value, primary, secondary, tertiary, economic activity, cultivate, topographical **<u>Within Local Study History Topic (land use)</u>** Land use, urban, rural, industry,	investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.) **(Sustainable Development topic)** **<u>Generic (from NC)</u>** • 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 **(Within Local Study History Topic)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **(Trade & Economics Topic)** • 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. **(Natural Resources & Sustainable Development topic)**
	Human and physical geography • 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. **(Trade & Economics Topic AND Natural Resources & Sustainable Development)**	**<u>Natural Resources and Sustainable Living</u>** • Know why industrial areas and ports are important. • Know the main human and physical differences between developed and third world countries. • Be able to name natural resources – e.g. different minerals, energy, food and water. • Know that some natural resources (such as oil, gas and metal ores) are non-renewable, limited and will eventually run out. • Know that others (such as food crops, wood, wind, sunshine and soil) are renewable and can be replaced. • Name the dangers of climate change and the threats that this poses to humans and natural systems. • Know the meaning of carbon and ecological footprints. • Know that the increasing demand for natural resources raises important questions about sustainability and be able to explain the urgent need for sustainable living.		

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		Trade and Economic Activity • Know the difference between imports and exports and be able to list some goods exported & imported from the UK. • Know the purpose of fair trade. • List some products that are fairly traded. • Know of an example of a global supply chain. • Know the meaning of globalisation.		