



## Badsworth Church of England Junior & Infant School

At Badsworth CE Primary school, we believe that our broad and ambitious geography curriculum promotes and encourages all of our learners to become global citizens who have a curiosity and passion for places and people. Through the teachings of a wide range of skills, knowledge and vocabulary, our students will be equipped with lifelong competencies that will give them the confidence to positively interact with the wider world.



BADSWORTH  
CofE School

CARE – Prepare – Believe  
'I can do all things through Him who strengthens me'  
*Philippians 4:13*

### Foundation Stage Long Term Plan. Knowledge and skills that prepare children for geography in KS1

EYFS Statutory Educational Programme Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

#### Key vocab – village, design, river, valley, globe, map, direction, position, countryside

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Ourselves</b>	<b>Toys</b>	<b>Once Upon A Time</b>	<b>People Who Help Us</b>	<b>Growing</b>	<b>Going places</b>
Where do I live? What is my school called? How do I get to school?	Local study - Badsworth school and village  Familiarise children with the name of the road, and	Map out simple story lines and simple journeys e.g. Goldilocks and the Three Bears	Our local community – where is the fire station, doctors, hospital, police station?	Spring/Summer weather patterns	Explain some similarities and differences between life in this country and life in other countries - focus on Spain inc. how they travel to school, what they

<p>Tour around school – map finding our way around</p> <p>Bring in photos of their house – add to construction display, put on construction blocks to create a street</p>	<p>or village, town or city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Badsworth School and Badsworth village</p> <p>Aerial maps are taken from above like a birds-eye view and can comment on simple features. Create the village with bricks/blocks/junk boxes</p>	<p>Understand key features within the story settings – 3 bears live in the forest, river valley. Billy goats guff, field, bridge. 3 little pigs – houses made of different materials</p> <p>Create small world environments linked with the stories – story settings</p>			<p>eat, where they live, and so on.</p> <p>Spain - recognise some environments that are different from the one in which they live- books Show me the way to Spain</p> <p>Lola's Fandango</p> <p>Draw information from a simple map</p> <p>Teach children about a range of contrasting environments within both their local and national region - countryside, seaside, city</p> <p>Creating environments in small world play. Sand/water</p>
<p>Child-initiated activities in the continuous provision areas indoors and outdoors allow children time to follow their interests, explore through their senses and embed skills, concepts and knowledge. The children will be encouraged to make observations and explore the world around them in a natural and curious way.</p>					

## Year 1 - 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>					
Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	Ge1/1.1a name and locate the world's 7 continents and 5 oceans	Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Ge2/1.1a locate North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Ge2/1.1a locate South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
<b>Place Knowledge</b>					
	Ge1/1.2a 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	Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Ge2/1.2a 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	Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America	Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America
<b>Human and Physical Geography</b>					
Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom	Ge1/1.3a location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Ge2/1.3a describe and understand key aspects of physical geography, including: rivers and the water cycle	Ge2/1.3a describe and understand key aspects of physical geography, including: mountains	Ge2/1.3a describe and understand key aspects of physical geography, including: volcanoes and earthquakes	Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts

Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, season and weather key human features, including: city, town, village, house, office, harbour and shop	Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, ocean, river, soil, valley, vegetation key human features, including: city, town, village, factory, farm,	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links	Ge2/1.3b 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	Ge2/1.3b 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
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### Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries  Ge1/1.4d 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	Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map  Ge1/1.4c 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	Ge2/1.4a use maps, atlases and globes to locate countries  Ge2/1.4b use the 4 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom  Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps	Ge2/1.4a use maps, atlases and globes to locate countries and describe features studied  Ge2/1.4b use the 8 points of a compass, 4 and 6-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  Ge2/1.4c 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	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Ge2/1.4b use the 8 points of a compass, 4 and 6-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  Ge2/1.4c 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	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Ge2/1.4b use the 8 points of a compass, 4 and 6-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  Ge2/1.4c 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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**Geography Autumn 1**

Year 1	Year 2	Year 3		Year 4	Year 5	Year 6	
	Great Fire of London	Prehistoric Britain	Journey to the centre of the Earth	Scandinavia	Food and Farming	Welcome to South America	Brazil
Substantive Knowledge							
	<p>To know key features including The River Thames, Buckingham Palace, The London eye, The Houses of Parliament.</p> <p>To learn how to read a map and identify key features and landmarks using aerial satellite images/photographs/videos.</p>	<p>To name the countries that make up the United Kingdom.</p> <p>To know how to locate landmarks on a map using 4 figure grid references.</p> <p>To know that resources including food, building materials and shelter were readily available in the area.</p> <p>To identify how Star Carr has changed between the Stone Age and now.</p> <p>To identify the physical features of the landscape in Yorkshire.</p>	<p>To locate Yorkshire and four coastal towns within the region, on the map of the UK.</p> <p>To know the key differences in physical and human geography (rivers, hills, coast, harbour, cliffs) between a coastal town and Badsworth.</p>	<p>To know where the continent of Europe is on a world map.</p> <p>To know the four countries that make up Scandinavia.</p> <p>To know the capital cities of the Scandinavian countries.</p> <p>To know that Norway and Denmark produce and use a lot of renewable energy - Wind and Hydro-electric and Sweden are one of the world's largest consumers of renewable energy. To think about this from a sustainability perspective - why is this good for the environment and how will this have a positive impact for future generations.</p> <p>To know what a biome is.</p> <p>To know the 6 different biomes.</p> <p>To know which biomes are in the region of Scandinavia.</p>	<p>To know that land is used locally for farming cereal, root vegetables and sugar beet.</p> <p>To know that Farmers get paid for their crops and these are processed before ending up in supermarkets.</p> <p>To understand the journey of Farm to fork.</p> <p>To know that farming has positive and negative benefits for land and what these are. To think about the following key questions:</p> <ul style="list-style-type: none"> <li>• How nature-friendly is this product?</li> <li>• How much economic benefit does it bring to the farmer/grower?</li> </ul>	<p>To know the 6 countries that make up South America</p> <p>Locate major cities that are found in South America - Rio De Janeiro, Buenos Aires, Santiago, São Paulo.</p> <p>To understand that there are different climates depending on their location.</p> <p>To know why the regions located on equator and tropics have different climates to ours in the UK.</p> <p>To know the three major biomes in South America:</p> <ul style="list-style-type: none"> <li>• Tropical rainforest</li> <li>• Atlantic forest</li> <li>• Cerrado savannah</li> </ul> <p>To know why we experience time zones and know which time zones are located in South America.</p>	<p>To know that Brazil has rural and urban parts.</p> <p>To learn how the areas of Brazil are defined through their key physical and human features and the industry - or lack of - that shapes them..</p> <p>To know what a vegetation belt is.</p> <p>To understand how the economy drives change or lack of change in certain areas - including the coastal towns, the slums and the Amazon basin</p> <p>To learn about Brazil's main export products - coffee and how this has positive and negative impacts</p>

				<p>To know the physical and human features of Avaldsnes (Norway).</p> <p>To identify the similarities and differences between people living in Avaldsnes and Pontefract.</p> <p>To know and understand the 8 point compass</p>	<ul style="list-style-type: none"> <li>• How much does it benefit the farmer/grower's community?</li> <li>• How much say does the farmer/grower have over what they grow and how they grow it?</li> </ul> <p>To use maps and digital/computer mapping to locate countries that import food to the UK: Uganda, Australia, Dominica, Bangladesh.</p>	<p>Understand geographical similarities and differences between Rio de Janeiro and Wakefield using Maps, satellite images and videos.</p>	
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**Disciplinary Knowledge**

<p>use basic geographical vocabulary to refer to key physical features, building on prior knowledge from Year 1 and including: forest, hill, mountain, river, soil, valley, vegetation,</p>	<p>Name and locate the countries, counties and major cities of the United Kingdom on a map.</p> <p>Describe and understand key aspects of human geography</p>	<p>Discuss geographical similarities and differences between a Yorkshire coastal town and Badsworth.</p> <p>Describe key aspects of physical geography related to areas of study.</p>	<p>To identify human and physical geography of a contrasting region of Europe.</p> <p>To explain what a biome is and what these look like in Scandinavia.</p>	<p>Discuss and debate the land use and the impact of Farming on our surrounding areas.</p> <p>Explain the journey of an imported food item from farm to fork using key</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>Describe and understand key aspects of biomes and vegetation belts.</p> <p>Describe the types of land use in and around Brazil.</p> <p>Discuss how we get coffee from Brazil and debate</p>
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<p>use and study aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>use basic geographical vocabulary to refer to key human features, building on prior knowledge from Year 1 and including: city, town, factory, office and shop</p> <p>To compare and contrast the human and physical features of London to Badsworth using geographical terminology learned</p>	<p>including types of settlements marked with OS symbols.</p>			<p>Describe the distribution of natural resources, including energy production and use of the key place studied.</p> <p>Use a wider range of geographical terms and specific topic vocabulary when sharing thoughts and opinions. eg glacier, mountain range, ridge, summit, contour, alpine, climate zone, biome.</p> <p>Identify the position and significance of the Arctic and Antarctic circles. Use eight points of a compass, four and six figure grid references, symbols and keys with increasing confidence when describing the location of places of interest.</p>	<p>geographical terms and vocabulary learned.</p> <p>describe and understand key aspects of physical geography, including: climate zones,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Discuss and debate the geographical similarities and differences of the human and physical geography of Wakefield and Rio.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, latitude, longitude, and where places of interest are in relation to these using the 8 point compass and 6 figure grid references.</p> <p>Build on time zone knowledge linked to the studied region of South America and explain and discuss how the time zones work.</p>	<p>why this is both positive and negative for everyone.</p> <p>Explain why the amazon rainforest is ideal for farming and growing produce such as coffee and consider the impact this has.</p>
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**Vocabulary**

London	Settlement	Scandinavia	Agriculture	South America
Aerial photographs	Land use	Europe	Economy	Lines of longitude and latitude
Landmarks	Natural resources	Biomes	Irrigation	Tropics of Cancer and Capricorn
City	Fossils	Arctic and Antarctic circles	Trade	Climate zone
Town	Yorkshire		Fairtrade	Time zone

Year 1		Year 2		Year 3	Year 4	Year 5		Year 6
Somewhere over the rainbow	A trip to London	Journey into the Imagination	Plundering Pirates	Water	Passport to Europe	Out of this World	Angry Earth	
Substantive Knowledge								
<p>To know the 4 different seasons</p> <p>To understand different weather patterns within the 4 seasons</p> <p>To name and locate the 4 countries of the UK and the surrounding seas</p> <p>To describe human features including: village, farm, house, port and harbour, shop, town</p>	<p>To locate our local area on a map of the UK and a map of England</p> <p>To know the key human and physical features of our local area</p> <p>To name and locate the 4 capital cities of the UK on a map</p> <p>To locate London on a map of the UK and a map of England</p> <p>To know the key human and physical features of London using maps, aerial views and videos</p> <p>To identify the similarities and</p>	<p>To recap the 4 countries and capital cities within the UK</p> <p>To name, locate and identify characteristics (mountains, seas, physical and human features) of the four countries and capital cities of the United Kingdom</p> <p>To locate and place the seas surrounding the UK on a map</p> <p>To name and locate the world's seven continents on a map</p>	<p>To recap the name and location of the world's 5 oceans</p> <p>To use simple compass directions (North, South, East and West) to describe the position of the oceans in relation to the UK and other points of interest</p> <p>To learn basic OS symbols that are found on OS maps</p>	<p>To understand the stages of the water cycle and why this is important</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To name and locate the main rivers in the UK</p> <p>To name and locate the main rivers around the world</p> <p>To know and label the main features of a river</p>	<p>To know the main countries of Europe locate them on a world map</p> <p>To identify the position and significance of the equator, northern and southern hemisphere</p> <p>To know the main biomes found within Europe: Tundra, Boreal/Taiga Forest, Temperate, Deciduous Forest, Desert, Grassland Tropical Rainforest, Savanna/Tropical Grassland, Ice</p> <p>To identify key aspects of the main biomes found within Europe</p> <p>To use the term 'Climate Zone' and identify different climate zones in Europe on a map</p> <p>To name key facts about the main European Countries in terms of population,</p>	<p>To know why it is day time here but night time in Australia</p> <p>To locate North America on a map</p> <p>To identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>To locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>To learn which biomes/climatic regions/vegetation belts are found in North America</p>	<p>To know the features and be able to identify the world's 4 major natural disasters: : earthquake, hurricane, tsunami and a volcanic eruption</p> <p>To understand what actually causes an Earthquake / a tidal wave / a volcanic Eruption</p> <p>To learn how people prepare for natural disasters</p> <p>To know how we can help people who have experienced natural disasters</p> <p>To describe and understand key aspects of, climate zones with North America, volcanoes and earthquakes</p>	

	differences between Badsworth (our local area) and London				capital cities and location  To know how life is the same and different in different European Countries  To know the physical and human features of the main countries of Europe	To compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences		
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Disciplinary knowledge

<p>To discuss and identify seasonal and daily weather patterns in the UK</p> <p>To use basic geographical knowledge to refer to and explain key physical features including: vegetation, season, weather</p>	<p>To discuss the geographical characteristics of capital cities of the UK</p> <p>To discuss geographical similarities and differences through studying human and physical geography</p> <p>To use basic geographical vocabulary within discussions to refer to key human features including: city, town, village, factory, house</p> <p>To use Aerial photographs to recognise landmarks and basic human and physical features</p>	<p>To use world maps, atlases and globes to identify and locate the United Kingdom, its countries and the surrounding seas</p> <p>To use world maps, atlases and globes to identify and locate the continents and oceans</p> <p>To discuss and create their own "messy map" of a journey they often take - to school, to the park etc</p>	<p>To use simple compass directions (North, South, East and West) when looking at maps and locations countries and oceans</p> <p>To use world maps, atlases and globes to identify and locate the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</p> <p>To draw or make a map (e.g. add detail to a sketch map from an aerial photograph) and to use and construct basic symbols in a key for the map</p>	<p>To use maps and atlases to locate the world's longest rivers</p> <p>To draw and label a diagram of the water cycle</p> <p>To draw and label a diagram of the key features of a river</p>	<p>To use world maps to locate and label the main European countries (including Russia)</p> <p>To use the eight points of a compass, four and six figure grid references, symbols and keys</p>	<p>To research what makes certain places in North America attractive tourist destinations</p> <p>To use the eight points of a compass, four and six figure grid references, symbols and keys</p> <p>To label key features on world maps and maps of North America</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a region within North America</p> <p>To identify the physical characteristics and key topographical features of the countries within North America</p> <p>To know about the wider context of places e.g. county, region, country</p> <p>To know and describe where a variety of places are in relation to physical and human features</p>	
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**Vocabulary**

Seasonal and daily weather patterns	Continents	Water cycle	Europe	North America	
England, Scotland, Wales, Northern Ireland	Oceans	Evaporation, condensation, precipitation, run off	Biomes	Time zones	
London, Edinburgh, Cardiff, Belfast	Countries	Rivers, tributaries, mouth, source	Continent	Topographical features	
Aerial photographs	Maps and keys	ecosystems	Northern and Southern Hemisphere	Climate zones	
Landmark	Aerial photographs	Land use	Climate zones	Volcanoes, Tsunami, Earthquake	

**Geography Summer**

Year 1		Year 2		Year 3	Year 4	Year 5	Year 6
Great Outdoors	I do like to be beside the Seaside	Hola, Mexico!	Curious creatures and the places they live	Into the Dark			World Trade
<b>Substantive Knowledge</b>							
<p>To use aerial maps to locate our school grounds</p> <p>To use maps and aerial views to locate the surrounding areas of our school - Badsworth</p> <p>To use compass directions and a simple key to create own map of school buildings, grounds and the surrounding area of Badsworth</p> <p>To locate key physical and human features within Badsworth</p>	<p>To identify the human and physical features within the local and surrounding areas and compare this to Bridlington</p> <p>To know the similarities and differences between Badsworth and Bridlington, focusing on key human and physical features</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>To compare daily weather patterns of Badsworth and Bridlington</p>	<p>To locate Mexico on a world map</p> <p>To locate Mexico's capital city and surrounding main cities</p> <p>To know the key human and physical features within Mexico</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Country level - Mexico/UK, City level - Mexico City/Leeds, Village level - Tocuaro/Badsworth)</p>	<p>To locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To know how people live differently in hot and cold places - clothing, housing, environment</p> <p>To know the difference between weather and climate</p> <p>To know how to pack for a hot or cold holiday</p>	<p>To know the human and physical geographical features of Pontefract</p> <p>To know how the land use of Pontefract has changed over time</p> <p>To know how the coal mining industry impacted the economy within Yorkshire</p> <p>To understand the impact of coal mining on Global issues - climate change, global warming</p> <p>To learn about sustainable ways of creating energy and how this can slow down the effects of climate change and global warming</p>			<p>To explore some of the reasons for trade in different parts of the world</p> <p>To investigate global trade processes and trade routes</p> <p>To know what a global supply change is and how this works</p>
<b>Disciplinary knowledge</b>							

<p>Use simple field work and observational skills to study geography of their school and its grounds</p> <p>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</p>	<p>Understand geographical similarities and differences through studying human and physical geography</p> <p>Use basic geographical vocabulary to refer to key human features including: port, harbour, farm, house</p> <p>Use basic geographical knowledge to refer to key physical features including: beach, cliff, coast, sea</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>To make and use simple maps and plans (paper and digital) to investigate and compare places</p>	<p>Identify and label Mexico on a world map</p> <p>Identify and label Mexico's capital city and surrounding cities on a map</p> <p>Identify and label surrounding bodies of water around Mexico</p> <p>To use simple compass directions (North, South, East and West) and apply to map drawing in local area</p> <p>To use fieldwork and observational skills to study the geography of a small area of the UK and the key human and physical features of its surrounding environment.</p>	<p>To use world maps and colour codes/a key to label hot and cold places</p> <p>To use photographs and appropriate video footage to compare the lives of different people in hot and cold places</p>	<p>To locate the geographical regions of Yorkshire, identifying human and physical characteristics, key topographical features – hills, rivers and coast and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To describe and understand key aspects of human geography including types of settlements and land use in Yorkshire. Economic activity including trade links, distribution of natural resources including energy, food, minerals and water in Yorkshire</p>			<p>To describe the types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water across the world</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To discuss and debate the pros and cons of world trade</p> <p>To work in small groups to investigate the supply chain of a chosen product</p>
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<b>Vocabulary</b>							
Bridlington	Mexico		Coal mining			Economy	
Map	Tocuaro		Land use			Supply chain	

Key	Continents	Climate Change			Import
Beach, Cliff, Coast, Sea	Compass	Global warming			Export
Aerial photographs	Fieldwork	Sustainability			Global trade