Benjamin Adlard PRIMARY SCHOOL

The Geography Curriculum

Year 5

Intent	At Benjamin Adlard Primary School, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We follow the Rising Stars Geography framework, which provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.
Implementation	In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as discrete subject, focusing on knowledge stated in the Early Years and National Curriculum. Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject
Impact	Our pupils will: • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. Talk knowledgably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.

Progression through the National Curriculum

		EYFS	End of Key Stage One	Key Stage Two
Locational Knowledge		- Locate their house from a photograph of their street/Google maps.	- name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - 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)
Place Knowledge		- Describe some geographical features of the immediate environment. - eg. house, street, road, garden, garage, trees	- 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	- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography		- Describe types of weather seen in the local area.	- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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

Geographical Skills & Field work		- Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct. - Use computer mapping and Google Street View to locate their street and house. - Survey the traffic that goes past school.	- 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 - use simple compass directions (North, South, East and West) 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 - 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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

Year 5 – Autumn 1	Unit 1 – Changes in our local environment

National Curriculum Objectives Covered

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four/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.
- 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.

Cross Curricular links

- English: creating a presentation on sustainable development; writing a magazine article on change in the local area.
- Computing: researching facts on the UK.
- History: learning about regional effects of the Second World War ; understanding that change is continual.
- PE: learning about planning for the 2012 Olympic and Paralympic Games.
- Art: learning about Hockney, Lowry and Huntertwasser.

Prior Learning

Geography Programme of Study	Year 1	Year 2	Year 3	Year 4
Locational Knowledge	- Know and locate some major cities, oceans and continents on a UK and world map - Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea - Know and use a world map atlas or globe to name and locate the seven continents and five oceans.	- Know the purpose of an atlas - Know, identify and name the relevant countries and oceans - know and locate world's highest mountain is called and where it is located. - Know and locate local coastal line - Know and locate a of the world's major river - Know, name and locate an 'ancient' old-world wonder - Know, name and can locate a 'modern' world wonders.	- Know and indicate tropical, temperate and polar climate zones - Know and locate poles, equator and lines of latitude and longitude - Know the position of the Prime/Greenwich Meridian on a map/globe - Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle - Know the names of continents and oceans. - Know why the IDL is located in the Pacific Ocean. - Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.	- Know and locate some countries in Europe, North and South America - Know and locate some states in the North America - Know and locate the River Thames - Know and locate some of the worlds major rivers - Know and describe river and mountain environment - Know and locate some of the world's main mountain ranges on a map - Identify river features on an OS map Know and locate some well-know earthquakes and volcanoes

			- Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time.	
Place Knowledge	- Know and describe in some detail the local area and distant locations' feature. - Know and compare the local area to distant locations in a non-European country and compare human and physical geography. - Know that people do jobs and that where they live (e.g. coastline) might affect this.	- Know and name local area and that they live in the UK - Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.	- Know and indicate tropical, temperate and polar climate zones - Know the characteristics of these zones - Know that these climate patterns are different in different regions of the world. - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them.	- Know and identify a range of North and South America settlement - Know the characteristics of the settlements - Know the differences and similarities between some regions in North and South America - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it - Know and describe the Pacific Ring of Fire
Geographical skills and Fieldwork	- Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key.	- Know directional language to describe a natural environment - Know and use basic weather symbols. Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK.	- Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.	- Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area

	- Know and use simple fieldwork and observational skills to study the geography of their school			

By the end of this unit pupils will have the opportunity to:	
Year 5 - Locational Knowledge	- Know and locate several physical environments in the UK. - Know and can locate some key topographical features of the UK.
Year 5 - Place Knowledge	- Know and locate UKs major urban and rural areas - Know and describe how a local region has changed and how it's different from another region in the UK
Year 5 - Geographical skills and fieldwork	- Know and can locate some key topographical features of the UK.

Next Steps – Progression through the geography curriculum	
Geography Programme of Study	**Year 6**
Locational Knowledge	- Know and locate cities, countries and regions of South America - Know and describe key physical and human and environmental regions of South America - Know and name types of industry in the area and give reasons why it might change in the future - Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. - Know and illustrate how human activity is influenced by climate and weather. - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Geographical skills and fieldwork	- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences. - Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.

Unit Overview

In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big Finish.

Map Work

During this topic, display maps of the local region in the classroom and Independent Learning Area. Use them each lesson to locate the region being studied. In Week 1, children will use maps on a range of scales, from a world map to UK and regional maps. In Week 4, children will use local area maps during fieldwork. In Week 5, children will study historical maps of the local area.

Fieldwork

In Week 4, the children will take part in fieldwork in their local area, investigating the question: Is our local area changing? They will observe changes, take photographs, draw field sketches, interview local people and form their own opinions on the changes occurring around them.

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
- I know and can locate some key topographical features of the UK. - I know the key changes that occurred in East London for the 2012 Olympic and Paralympic Games. - I know that people hold differing views about change in their region. - I know some ways in which development can be sustainable. - I know that the Second World War changed the West Midlands region. -I know how the West Midlands changed following the Second World War. - I know that change is continual. - I know that change is happening in my local area. - I know that there will be continual change in my local area. - I know how my local area might change in the future. - I know what my local area was like in the past.	- I can describe the changes that have happened in my local area. - I can use appropriate geographical vocabulary to describe change. - I can use a range of sources to identify change. - I can offer my opinions on what my local area is like now and the changes that are happening. - I can share my hopes for the future of my area. - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - I can 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.

Key Assessments

All children can:

- describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland
- name and locate some key topographical features of the UK
- locate where they live within the UK
- describe changes that have happened in their local area
- share their hopes for the future of the area.

Most children can:

- describe how another region of the UK has changed over time
- understand that change is continual
- describe what their local area was like in the past
- understand that their local area will continue to change
- offer opinions on their local area at present and the changes underway
- use appropriate geographical vocabulary to describe change.

Some children can:

- describe how several UK regions have changed over time
- explain some of the ways in which development can be sustainable
- understand that people hold differing views about change in their region.

Subject knowledge and teaching guidance

- **The British Isles** is a geographical term and refers to the islands of Great Britain and Ireland (including the Republic of Ireland), as well as the approximately 5000 smaller islands around the coastline.
- **The United Kingdom of Great Britain and Northern Ireland** is a political union, consisting of England, Wales, Scotland and Northern Ireland. The Channel Islands and the Isle of Man are not part of the UK (they are Crown Dependencies).
- **Great Britain** is the official name given to the countries of England, Wales and Scotland. It is the largest island of the British Isles.

- **Highest point**
- England: Scafell Pike, Lake District 978 m/3208 ft
- Northern Ireland: Slieve Donard, Mourne Mountains 850 m/2790 ft
- Scotland: Ben Nevis, Grampians 1344 m/4409 ft
- Wales: Snowdon, Snowdonia 1085 m/3560 ft
- **Longest river (entirely within country)**
- England: River Thames 215 miles/346 km
- Northern Ireland: River Bann & Lough Neagh 129 km + 30 km through L Neagh (but 90 km from Lough to sea)
- Scotland: River Tay 117 miles/188 km
- Wales: River Teifi 75 miles/122 km River Tywi 75 miles/121 km
- The London 2012 Games were centred around the Olympic Park in East London, which is the site of a number of new sports venues. Up to 180,000 spectators a day entered the Park to enjoy the Games, making it the principal focus of Olympic activity.
- Once a predominantly agricultural area, Stratford experienced a period of economic overturn in the late 18th to early 19th centuries, becoming a site of industry when the polluting chemical plants and printers that had been banned in the city centre relocated there. The opening of the nearby Royal Docks from the 1850s was to greatly increase Stratford's importance as a centre for transport and manufacturing. The area was impoverished and deprived throughout the 19th century and economic decline struck in the 20th, with Stratford becoming a site of class rioting during the interwar years, its economic decline made all the worse when the Royal Docks wound down in the 1960s and closed in the 1980s.
- Regeneration in Stratford started in the 1960s, when homes were built to replace the pre-fab housing that stood on stretches of land that had been left as literal bombsites after the war. Stratford Shopping Centre was opened in the 1970s, while a library, cinema, and theatre opened in the 1990s.
- Since the 2012 Olympics, the area has undergone redevelopment on a huge scale, with many high-rise luxury accommodation blocks built. The new structures that join the East Village — the former Athletes Village since turned into ready-made residential accommodation — are several luxury hotels, office towers, and the Westfield Centre, one of Europe's largest urban shopping centres, which opened in 2011.
- Sustainability and the environment were at the heart of London's successful bid for the 2012 Olympic and Paralympic Games. The Park aims to respect these promises, 'creating a sustainable development in tune with the world's changing climate and resource needs.'

Advantages to the Olympics:
- Increase in tourism, boosting the economy.
- Increase in UK's global trade and stature.
- A sense of national pride.

Disadvantages to the Olympics:
- A financial drain on the UK.
- Are the expensive buildings going to be used afterwards?
- Effect on local community.

- Before the Second World War, the West Midlands had a huge metal-working industry. The city of Coventry made cars, bicycles, aeroplane engines and

munitions – all expanded to support the war effort. Coventry became a target for air raids, and on the night of 14th November 1940 the city was heavily bombed in a raid intended to destroy factories. The attack demolished most of the city centre and the medieval cathedral; 568 people were killed and many injured; thousands of homes were destroyed or damaged. The bombers succeeded in damaging 75% of factories.

Local Area – Gainsborough

GAINSBOROUGH HERITAGE CENTRE

Housed in Gainsborough's old telephone exchange and post office (built 1904 and opened 1905) is the Heritage Centre, brimming with memorabilia from Gainsborough's social and industrial history. The ground floor includes displays of Gainsborough-made products and machinery from local firms such as Marshall's, Rose's, Sandar's and Edlington's, as well as much more relating to Gainsborough's local industrial heritage. The Exchange Tea Room, toilets and disabled lift are also situated on the ground floor.

The first floor showcases a 20th century themed street with former shops from Gainsborough's past and features a post office and house with a backyard scene and the Centre's changing exhibition room.

While the second floor is mainly archives, it does also incorporate a reading and research room where you can discover a great deal about the town.

Opposite the Heritage Centre is Stan's Pocket Park, an attractive little park with seating, which makes a good picnic or rest area.

OLD NICK THEATRE & POLICE MUSEUM

The Old Nick was the Divisional Headquarters for the Lincolnshire Constabulary from 1860 to 1972 with an initial staff of a superintendent, a sergeant and six constables. It was also a Magistrates Court until 1976. The building incorporated a residence for the superintendent and his family until 1952, which has now been recreated as it would have been during the Victorian period. This provides an amazing time warp experience of Victorian policing and family life.

The Victorian Police Station is dedicated to preserving and displaying the history of Lincolnshire Police and visitors can explore the cells, exercise yards and charge room. Learn about the many Lincolnshire murderers and their trials and punishments.
See displays including an original 1950's Police Box (as used in Doctor Who) and a restored set of pillory stocks. Because of the deaths recorded between 1860 and 1940 (24 deaths plus one female suicide) the venue is popular with paranormal groups across the UK and film crews from across the world.

The Gainsborough Theatre Club moved into the building in 1980, paying a peppercorn rent to Douglas Parkinson, to rehearse and perform in the former Magistrate's Court, subsequently converted into a 'theatre in a round'.

MARSHALL'S YARD

Built on the former site of the Marshall family's Britannia Iron Works, Marshall's Yard shopping complex is home to shops, cafés and restaurants, as well as the offices of West Lindsey District Council.

Founded in 1848, Marshall's moved to this location in 1855 and at one time was the largest factory under a single roof in Europe. At the height of its success, the company employed around 5000 men and boys; skilled engineers who built steam traction engines and agricultural machinery for the world.

During World War II they built the famous X-Craft midget submarine whose story is told in the movie 'Above us the Waves'. This historic machine still survives and is on display at the Royal Navy Museum. There are many machines built by Marshall Sons & Co. still in use today which is testament to the skills of the men that worked there.

OLD COUNTY COURT HOUSE

Built in 1759 as a private residence for Mr Eastland Hawksmore, this fine Grecian style house was converted to serve as the new County Court House in 1886. Look out for the detailed water spouts that serve the guttering. The building is now privately owned but still houses the original courtroom.

FRIENDS MEETING HOUSE

This simple building, dating from 1704 and believed to be the oldest building in this area of the town, is one of the few survivors of the devastating fire in 1774 that destroyed most of Lord Street. It then went on to survive the Luftwaffe bombings in 1942, which flattened most of the neighbouring buildings on Market Street. Its simplicity conveys a powerful feeling of the history of Quakerism

LORD STREET

This was once a grand street that led from the market place to the river front and the Lord's Staithe, where ships unloaded at the busy port. Sailors would have headed straight for Lord Street with its taverns, inns and shops. Taking its name from the Lord of the Manor, who financed a complete rebuild after a catastrophic fire in 1774, this was originally known as Pottergate.

Between Friends Meeting House and Lord Street there is a blue plaque commemorating the site of the start of William Rose's business. He went on to be one of Gainsborough's most famous and successful engineering entrepreneurs, after his invention of the automatic wrapping machine, eventually going on to produce motor cars.

Look out for the arched entrance to the White Lion Yard, an example of Gainsborough's many yards (the tightly packed passageways lined by small, back-to-back houses where many families lived in poverty) which proliferated during the Victorian expansion of Gainsborough. Most of the yards were cleared in the 20th century and very few survive today.

Turn down Parnell Street, the ground that is now a solicitors' building and the library was once part of the old Mart Yard, belonging to the Old Hall. It was home to the big marts and fayres of olden times.

GAINSBOROUGH OLD HALL

Gainsborough Old Hall is one of England's biggest, grandest and best-preserved medieval manor houses, unusually set in a town centre. Lavishly built in brick and timber-framing, it is distinctive both for its imposing size and its battlemented brick tower. Inside, the great hall is noted for its soaring roof and vast bay window. The huge medieval kitchen is among the most impressive in the country, noted for its cavernous fireplaces and fully equipped to prepare sumptuous feasts.

Mainly constructed during the 15th century for Sir Thomas Burgh, a Yorkist supporter during the Wars of the Roses, it was added to during the Elizabethan period and later.
The hall was visited by Richard III in 1483, and Henry VIII with his wife Catherine Howard in 1541, and it is also noted for its connection with the Mayflower Pilgrims. In the care of English Heritage it has a pleasant café with public access, and attractive open gardens with seating.

GAINSBOROUGH LIBRARY

Gainsborough Library is a Grade II listed building built in 1905 to commemorate Edward VII's accession to the throne. The land was donated by Sir William Hickman who owned the Old Hall. The building was designed by Scorer and Gamble, with a remit from the Hickman family that it must blend with and complement the architecture of the Old Hall.
The project to build a public library was financed by a grant from the Scottish/American philanthropist Andrew Carnegie. Take a close look at the carvings on the entrance porch and around the exterior walls, noting the plaques commemorating influential men in Gainsborough's past.

Key vocabulary and definitions	
Continent	any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).
Country	a nation with its own government, occupying a particular territory.
City	a large town.
Borough	a town or district.
Sustainability	Sustainability is the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.
Development	An event constituting a new stage in a changing situation.
Enquiry	an act of asking for information.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To name and locate some key topographical features of the UK and your own region.	To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.	To understand that regions change over time and that change is continual.	To understand that change is happening in the local area, and that changes will continue to happen.	To explain how the local area has changed and how it might change in the future.	To understand how the local area has changed and to consider what it might be like in the future

Year 5 – Spring 1	Unit 2 – Europe – A study of the Alpine Region

National Curriculum Objectives Covered

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.
- 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.

Cross Curricular links

- English: writing discussion texts on tourism in the Alps; nonchronological report writing
- Science: learning about forces and friction in mountain formation
- Art & Design: modelling the Alps in 3-D (Week 2); designing local and Alpine houses; designing an eco-resort ;modelling avalanche management, simulating an avalanche
- Computing: creating a digital book with photos and captions on mountain formation; creating mobile apps to inform tourists about the Alpine region, and their own area
- Modern Foreign Languages: French, German and Italian are spoken in the countries studied.

Prior Learning

Geography Programme of Study	Year 1	Year 2	Year 3	Year 4
Locational Knowledge	- Know and locate some major cities, oceans and continents on a UK and world map - Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea - Know and use a world map atlas or globe to name and locate the seven continents and five oceans.	- Know the purpose of an atlas - Know, identify and name the relevant countries and oceans - know and locate world's highest mountain is called and where it is located. - Know and locate local coastal line - Know and locate a of the world's major river - Know, name and locate an 'ancient' old-world wonder - Know, name and can locate a 'modern' world wonders.	- Know and indicate tropical, temperate and polar climate zones - Know and locate poles, equator and lines of latitude and longitude - Know the position of the Prime/Greenwich Meridian on a map/globe - Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle - Know the names of continents and oceans. - Know why the IDL is located in the Pacific Ocean. - Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.	- Know and locate some countries in Europe, North and South America - Know and locate some states in the North America - Know and locate the River Thames - Know and locate some of the worlds major rivers - Know and describe river and mountain environment - Know and locate some of the world's main mountain ranges on a map - Identify river features on an OS map - Know and locate some well-know earthquakes and volcanoes

			- Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time.	
Place Knowledge	- Know and describe in some detail the local area and distant locations' feature. - Know and compare the local area to distant locations in a non-European country and compare human and physical geography. - Know that people do jobs and that where they live (e.g. coastline) might affect this.	- Know and name local area and that they live in the UK - Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.	- Know and indicate tropical, temperate and polar climate zones - Know the characteristics of these zones - Know that these climate patterns are different in different regions of the world. - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them.	- Know and identify a range of North and South America settlement - Know the characteristics of the settlements - Know the differences and similarities between some regions in North and South America - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it - Know and describe the Pacific Ring of Fire
Human and Physical Geography	- Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. - Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Know and use basic geographical vocabulary.	- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Know and give reasons why the UK has the weather it does (e.g. wind). - Know and use basic geographical vocabulary.	- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the 'tropical desert climate' and 'tropical desert biome' are. - Know and describe how physical processes can cause hazards to people. - Know some advantages and disadvantages of living in hazard-prone areas - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of	- Know significant physical Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people - Know and give reasons why people use and change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake

			(UK) settlements with different functions - know and can name and describe activities that families and others enjoy at the coast.	and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people -
Geographical skills and Fieldwork	- Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school	- Know directional language to describe a natural environment - Know and use basic weather symbols. Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK.	- Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.	- Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area

By the end of this unit pupils will have the opportunity to:	
Year 5 - Locational Knowledge	- Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Year 5 - Place Knowledge	- Know that human activity is influenced by climate and weather and can give examples. - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions.
Year 5 - Human and Physical Geography	- Know how a mountain region was formed. - Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. - Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps)
Year 5 - Geographical skills and fieldwork	- Know physical and human characteristics and environmental regions of Europe. - Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Next Steps – Progression through the geography curriculum	
Geography Programme of Study	**Year 6**

Locational Knowledge	- Know and locate cities, countries and regions of South America - Know and describe key physical and human and environmental regions of South America - Know and name types of industry in the area and give reasons why it might change in the future - Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. - Know and illustrate how human activity is influenced by climate and weather. - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Geographical skills and fieldwork	- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences. - Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.
Human and Physical Geography	- Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future.

Unit Overview

In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.

Map Work

This unit has numerous opportunities for using both physical and political maps and globes, particularly during week 1. The children will use maps to locate the Alps and identify the physical features of the region. They will also use base maps to create their own maps of the region.

Fieldwork

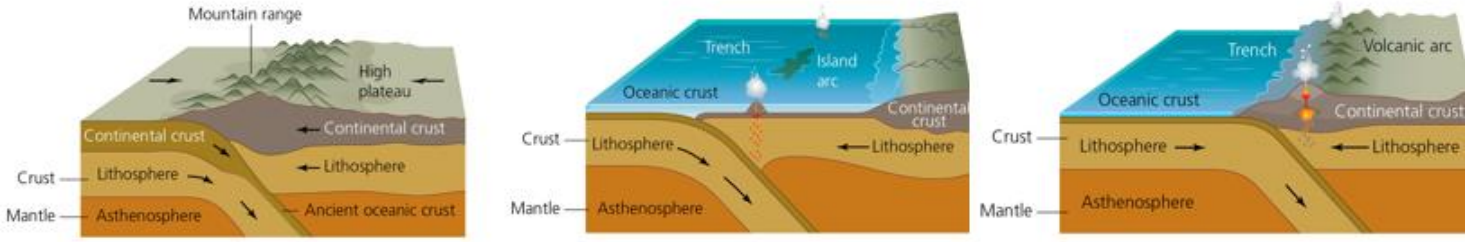
This unit focuses on a distant location, but you could create opportunities for local fieldwork. The children could investigate the local tourist industry, and consider the impact on the region. You may also wish to compare the topography of the Alps to that of the local area, e.g. by visiting the highest local peak

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit

- I know the seven continents of the world. - I know how to use physical and political maps to locate places and regions. - I know that the Alps were formed over a long period of time, millions of years ago. - I know and can explain the process by which fold mountains forms. - I know that fold mountains occur when two tectonic plates meet. - I know that houses are usually built to suit the local climate and availability of resources. - I know how traditional Alpine houses are designed to suit their locality. - I know the climate pattern of the Alps. - I know the main industries in the Alps. - I know the advantages and disadvantages of tourism in the Alps. - I know the importance of sustainable development in the Alps. - I know what an avalanche is, and how they are caused. - I know different types of avalanches formed. - I know how avalanches effect the landscape. - I know some of the steps that humans take to protect themselves from the dangers of avalanches. - I know how to use base maps to create their own maps of the Alpine region.	- I can use photographs to identify features of a region. - I can use maps to focus on countries, cities and regions in Europe.

Subject knowledge and teaching guidance

- The Alps are one of the great European mountain ranges and are spread across eight countries: Austria, Slovenia, Switzerland, Liechtenstein, Germany, France, Italy and Monaco. The unifying characteristic of the Alps is physical – a mountain range – but human and cultural features also unite the area. Until the formation of the modern countries, the Alpine region consisted of feudal territories sharing customs and cultures, many of which still exist, despite current frontiers.
- The Alps were formed over tens of millions of years as the African and Eurasian tectonic plates collided. Extreme shortening caused by the event resulted in marine sedimentary rocks rising by thrusting and folding into high mountain peaks such as Mont Blanc and the Matterhorn.
- Mont Blanc spans the French–Italian border, and at 4,810 m (15,781 ft) is the highest mountain in the Alps.



- The Alps have a temperate climate at lower altitudes, the effect of this is prevailing winds carry warm air belonging to the lower region into an upper zone, where it expands in volume at the cost of a proportionate loss of heat, often accompanied by precipitation in the form of snow or rain. In the Alps the temperature can drop to –10°C (14°F) in winter and rise to 30°C (86°F) in summer. Homes must protect and insulate their inhabitants from extreme cold and heavy snowfall in winter; the rest of the year there are high levels of rain.
- The most typical approach includes a stone-built ground floor, often partly recessed into the mountainside to offer some protection from the wind. The presence of cows stabled here created some extra warmth for the human accommodation above. This ground floor provides a solid foundation for the more visible timber upper floors, supported by a framework of massive joists.

An Alpine home in summer

An Alpine home in winter

- At present the Alps are one of the more popular tourist destinations in the world, with over 120 million visitors a year, making tourism is integral to the Alpine economy.
- Tourism has brought many jobs to the region, and that now many residents rely on tourism to earn a living. However, the growth of the tourist industry has had an impact on the natural environment.

Tourist activities in the Alps

Ballooning

Skiing

The negative side of tourist activity

Rubbish and traffic/pollution

TOURISM	Many new resorts have been developed since the 1950s for skiing. This has also meant money has been invested in roads, railways, tunnels, avalanche prevention, cable cars hotels etc. 100 million tourists visit the Alps each year making – it is a huge part of the Alpine economy. Tourists visit the steep, snow covered mountains in the winter for skiing and snowboarding. In the summer tourists visit for walking, mountain biking, and climbing. Local residents run hotels, ski schools and other entertainment venues to support the tourism industry, which provides many jobs.
MINING	The Alps used to be used for salt, iron ore, gold, silver and copper mining but cheaper competition has encouraged mining companies to leave the region.
HYDRO-ELECTRIC POWER	Energy companies use the Alps because of the steep terrain. They are able to build dams across valleys and make manmade reservoirs to provide Hydroelectric Power (HEP) to the area (60% of Switzerland's energy comes from HEP from the Alps). The high rainfall and snowmelt in the spring provides a lot of water to power the HEP plants. The electricity produced is used locally to power homes and businesses. It's also exported to towns and cities further away.
FORESTRY	The mountains and valleys are covered in coniferous forests (pine trees, conifers etc.) and these are cut down to make wood for building, furniture, paper, fuel and even cuckoo clocks. The trees are usually replanted to make the industry sustainable and the large number of rivers provide a good source of water for sawmills in the region.
AGRICULTURE: DAIRY FARMING	Animals are grazed in the upper-most areas as the soil is thin and unfertile, which means crops can't be grown very well. Farmers farm cattle, goats and sheep on the mountains themselves and crops on the valley floors, which provide milk, cheese and meat. In the winter, they move animals away from the snow-covered peaks to the valley floor in a process called transhumance. However, technology and advances in farming practice have reduced the need for this.
AGRICULTURE: ARABLE FARMING	Vineyards are found on sunny, south facing slopes.

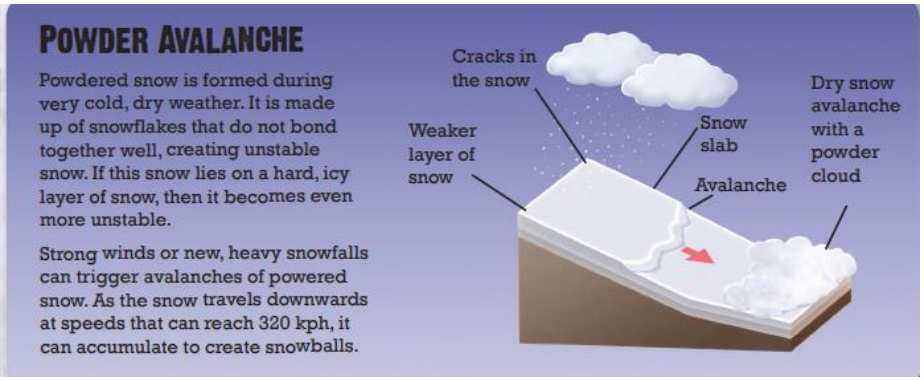
- An avalanche occurs when a slab of snow, lying on top of a weaker layer of snow, fractures and slides down a steep slope. Many steps are taken in the Alps to reduce the risk of avalanches, including: observation and forecasting; active interventions such as triggering smaller, less hazardous avalanches or snow grooming (using large tracked vehicles); permanent interventions such as snow retention structures such as snow racks, nets or snow bridges, reforestation and avalanche barriers.

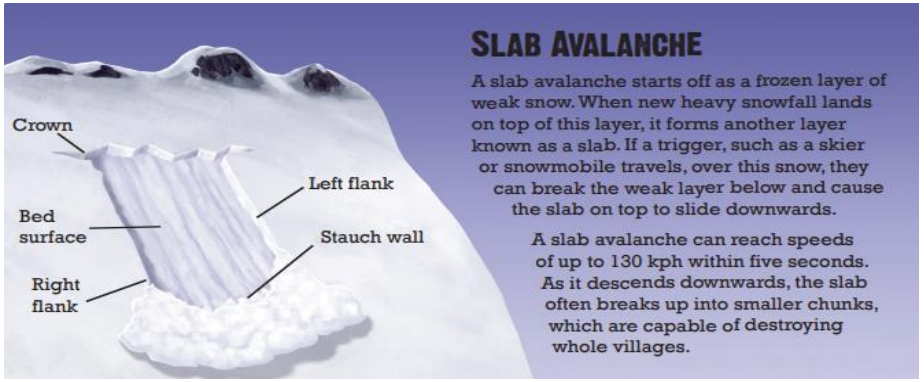
Steps humans take to protect themselves from avalanches

- Observation and forecasting.
- Active interventions.
- Triggering smaller, less hazardous avalanches or snow grooming (using large tracked vehicles).
- Permanent interventions: snow retention structures such as snow racks, nets or snow bridges, reforestation, avalanche barriers.

Steps individuals can take to protect themselves

- Always take note of avalanche risks displayed in resorts and follow any advice.
- Check advice regularly, as it can change daily, only ski on designated routes (pistes at risk of avalanche are closed).
- Always ski with others.
- Let others know your planned route.
- Carry a mobile phone.





Key Assessments

All children can:
- use physical and political maps to locate places and regions
- learn that the Alps were formed over a long period of time, millions of years ago
- understand that the Alpine region is unique
- select geographical information for a specific purpose
- know and share information about a European region that may be useful to tourists.

Most children can:
- understand that fold mountains occur when two tectonic plates meet
- explain the climate patterns of the Alpine region
- explain that there are advantages and disadvantages to tourism in the Alps
- explain how avalanches are caused
- explain some of the ways avalanches can be prevented.

Some children can:
- understand the importance of sustainable development in the Alps
- explain how the Alps have changed over time.

Key vocabulary and definitions

Settlement	A place where someone lives.
Human feature	Created by humans, for example: roads, houses, canals
Continent	An area that is defined by certain unifying characteristics, which may be physical, human, or cultural
Physical features	Things naturally occurring
River	A natural watercourse, flowing towards the sea, an ocean or a lake
Mountain	A landform that rises high above the surrounding terrain in a limited area, made from rocks and earth.
Lake	A large area of water surrounded by land, which are usually connected to the sea by river or stream
Fold mountain	A mountain formed by the effects of folding on layers with the upper part of the Earth's crust.
Climate	The weather conditions in an area.
Avalanche	A mass of snow, ice and rocks falling rapidly down a mountainside.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To be able to use physical and political maps to identify a region in Europe	To understand how fold mountain ranges are formed.	To understand how homes are designed to suit their physical location.	To understand the importance of the tourist industry to Alpine communities.	To understand how avalanches have influenced the Alpine landscape.	To create a resource to inform tourists about the Alpine region.

Year 5 – Summer 1	Unit 3 – Journeys: Trade

National Curriculum Objectives Covered

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.
- 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.

Cross Curricular links

- English: compiling a leaflet explaining clothing production, with advice on ethical consumerism; scripting a documentary discussing issues involved in buying locally produced versus imported products; writing an adventure story on the journey of a product
- Mathematics: creating a frequency chart and bar graph showing countries of origin for products at home; handling data to create tables, graphs and charts; calculating food miles
- Science: learning about seasons, the life cycle of plants and seed dispersal
- Art & Design: drawing and annotating: school uniform; fruits and their origins
- History: discussing exploration and trade, with a particular link to Tudor times

Prior Learning

Geography Programme of Study	Year 1	Year 2	Year 3	Year 4
Human and Physical Geography	- Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. - Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Know and use basic geographical vocabulary.	- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Know and give reasons why the UK has the weather it does (e.g. wind). - Know and use basic geographical vocabulary.	- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the 'tropical desert climate' and 'tropical desert biome' are. - Know and describe how physical processes can cause hazards to people. - Know some advantages and disadvantages of living in hazard-prone areas - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of (UK) settlements with different functions	- Know significant physical Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people - Know and give reasons why people use and change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people -

			- know and can name and describe activities that families and others enjoy at the coast.	
Geographical skills and Fieldwork	- Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school	- Know directional language to describe a natural environment - Know and use basic weather symbols. Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK.	- Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.	- Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area

By the end of this unit pupils will have the opportunity to:	
Year 5 - Human and Physical Geography	- Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are advantage and disadvantages to both imported and locally produced products.
Year 5 - Geographical skills and fieldwork	- Know and can locate world's countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Next Steps – Progression through the geography curriculum	
Geography Programme of Study	**Year 6**
Human and Physical Geography	- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences.

	- Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.
Geographical skills and fieldwork	- Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future.

Unit Overview

In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

Map Work

During this unit, the children will work on a variety of mapping tasks, from mapping the locations where their clothes and lunch originate, to working with climate zone maps. They will also look at the journeys of various familiar foodstuffs, household products and recycled items.

Fieldwork

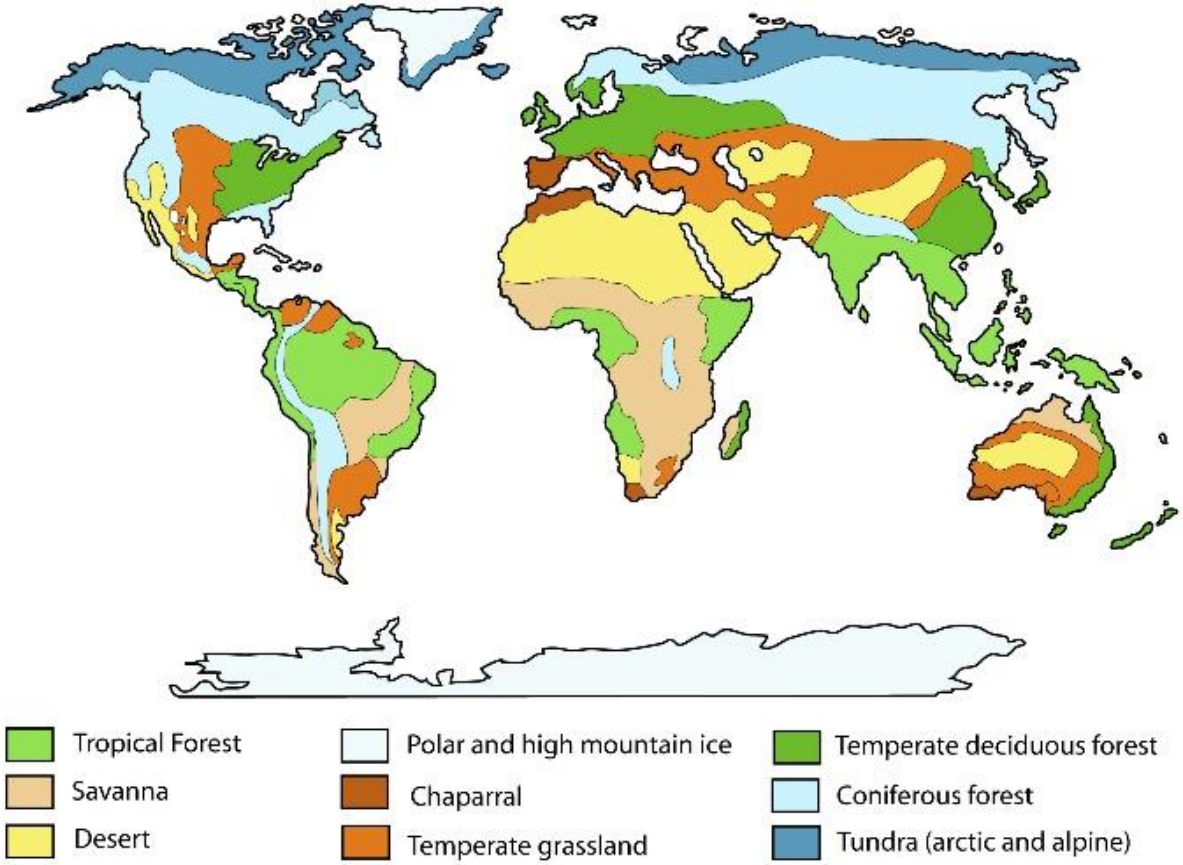
In Week 4, the children will go on a field visit to investigate the products available in the local area, and find out about which products are produced locally and which are imported. They will be posing their own enquiry questions and collecting the information to answer their questions

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
- I know how to use an atlas to accurately locate countries. - I know, can name and locate several countries where my clothes and food originate. - I know that it is sometimes difficult to ascertain where raw materials and ingredients originate. - I know where in the world several different fruits originate. - I know that each type of fruit grows in a particular season. - I know how cotton clothing is produced. - I know what 'fair trade' means. - I know that there are various outcomes for items of clothing that are no longer wanted. - I know that there are advantage and disadvantages to both imported and locally produced products. - I know that there is no right or wrong regarding the issue of choosing imported or locally produced food. - I know that our shopping choice have an effect on the lives of others.	- I can pose my own enquiry questions. - I can plan and use a range of methods to collect evidence in answer to my geographical questions. - I can explain my geographical learning in the form of a story. - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- I know the journey of how at least one product gets to my home in detail.
- I know that there are many routes that products can take before arriving in my home.

Subject knowledge and teaching guidance

- In 2017, the top five countries which exported clothing and textiles to the UK were: China, Bangladesh, Turkey, India and Germany.
- In 2015, only 52% of food consumed in the UK originated from the UK. 29% came from the EU, 4% from Africa, 4% from Asia, 4% from North America, 4% from South America, 2% from the rest of Europe and 1% from Australasia. But looking at where products come from is complicated: take a chocolate biscuit bar as an example. It may have been manufactured in a factory here in the UK, but its ingredients may be imported from many countries: salt from China; calcium sulphate from India; palm oil from Southeast Asia; whey from New Zealand; milk and wheat from the EU; sugar from the Caribbean; and, cocoa from South America.
- The world's major biomes include: tropical forest, savannah, desert, Chaparral, temperate grassland, temperate deciduous forest, coniferous forest, tundra, and polar and high mountain ice.



- Fair trade sets out to ensure a fair deal for farmers. This includes creating opportunities for food producers in developing countries, ensuring trading practices are fair in terms of payment and prices, ensuring that no children are being exploited and that working conditions are safe.

Options for an old shirt

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Stay in the wardrobe.

Be put in the bin then end up in landfill.

Be given to a younger relative, given to a charity shop to be sold to someone else (higher quality items are sold in the UK, lower quality items are sent overseas to developing countries).

Be up-cycled into another useful item.

1. Ripe cotton seed pods
Cotton seeds ripening four months after they have been planted. The seed pods pictured are called bolls. Each boll contains about 30 seeds. The seeds are covered in thousands of cotton fibres, which give the bolls a white, fluffy appearance.

2. Separating the seeds from the cotton fibres by hand. This is called hand ginning.
When cotton is harvested, the seeds and the fibres are picked together. These women are taking the seeds out by hand to leave just the cotton fibre, which is called lint. It is important to keep the lint clean, so they are working on a cloth. The tiny seeds are placed on the floor at their feet.

3. Using a spinning wheel to make thread.
Before the cotton can be used for making cloth, it has to be spun into thread, or yarn. The tangled lint is stretched and twisted around the wheel until it forms a continuous thread. In this picture, the woman is turning the wheel with her hand. Her spinning wheel is made out of a bicycle wheel.

4. Winding thread in a factory.
In a factory, there are lots of different ways to wind the yarn, depending on what it will be used for. Here we see yarn being wound into large cones.

5. A hand-loom weaver at work.
Weaving cotton on a hand-loom. In India, about 17 million people work as hand-loom weavers.

6. Hand-dyeing cloth.
This cotton is being dyed by hand. The dyer is wearing gloves to protect her hands. Cotton can be dyed at many different stages, before or after printing. A finished cloth hangs on the line, waiting to be spread out to dry. There are over 300 different plants in India which give colours for dyes.

7. Hand-printing the cloth using wooden blocks coated in dye.
Printing a pattern onto the cotton using a wooden block into which a design has been carved. Designs are often based on flowers. The block is dipped into a tray of dye and then pressed directly onto the cloth by hand. Most block printing is done in the north-western states of India, such as Gujarat.

8. Drying dyed cloth at home.
After the cloth has been dyed and printed it is hung outside to dry.

9. Sewing the clothes.
Sewing cotton cloth to make clothes at home. About eight million people work in the clothing industry around the world. Women tend to get paid less for the work that they do.

10. Buying clothes in a high street shop in the UK.
Choosing clothes in a shop in the UK. The clothing industry makes a lot of money, but how much of it goes to people in the country that makes the clothes?

- There are many issues surrounding imported vs. locally sourced food. Some of the pros of imported food include: we get a wider variety of food, imported food is generally cheaper, jobs are created in other locations, it means we have more land available for other uses.
- Pros of eating locally produced food include: imported perishable food is transported by plane so eating locally reducing use of fossil fuels/pollution, imported perishable food is often modified so it doesn't spoil in transit, more jobs for local farmers, locally sourced food usually has less packaging, local and seasonal food has more nutrition density.

Pros of buying imported food

- A wider variety of food
- Generally cheaper
- Jobs are created in other locations
- We have more land available for other uses

Pros of buying locally produced food

- Imported perishable food is transported by plane so eating locally reduces use of fossil fuels and pollution
- Imported perishable food is often modified so it doesn't spoil in transit
- More jobs for local farmers
- Usually has less packaging
- Local and seasonal food has more nutritional density

Key Assessments

All children can:
- use an atlas to locate countries
- know the journey of how at least one product get to their home in detail
- pose their own enquiry questions
- explain what 'fair trade' means
- explain where in the world several different fruits originate
- name and locate several countries where their clothes and food originate.

Most children can:
- explain the views of different groups of people on a geographical issue
- understand that there are advantages and disadvantages to imported and locally produced products
- understand that there are various outcomes for items of clothing that are no longer wanted
- explain how cotton clothing is produced
- explain that each type of fruit grows in particular climatic conditions.

Some children can:
- understand there are many routes that products can take before arriving in our homes
- understand that our shopping choices have an effect on the lives of others.

Key vocabulary and definitions

Import	To bring goods into a country for sale.
Export	To send goods to another country for sale.
Trade	Buying or selling goods or services.
Man-made	A product made by a human being.
Native	A person born in a specified place.

Season	Each of the four divisions of the year.
Biome	A large naturally occurring community of flora and fauna occupying a major habitat.
Producer	A person or company that makes or supplies goods.
Retailer	A person that sells goods to the public.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand that our food and clothes can come from all over the world.	To understand that each type of fruit grows in particular climatic conditions and in a particular season.	To understand that clothes can be produced fairly and sustainably.	To investigate locally made and grown products available in our area.	To understand that what people buy affects the lives of others.	To be able to explain the journey of a product to your home