

National Curriculum objectives	Knowledge	Vocabulary
Key Stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge - locate the world's countries, using maps, their key physical and human characteristics, countries, and major cities. - name and locate counties and cities of the United Kingdom. - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Place knowledge - understand geographical similarities and differences in countries around the world. Human and physical geography - describe and understand key aspects of: - physical and human geography, including: climate zones, land use, economic activity including trade links and the distribution of natural resources including food. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locational knowledge - Name and locate countries around the world and in the UK, focusing on where produce is grown. - Identify physical and human characteristics including climate zones - Identify the position of the equator, Northern and southern hemisphere and the tropics of Cancer and Capricorn. Place knowledge and understanding - Understand geographical similarities and differences through the study of human geography between the UK and other food producing countries in the world. - Explore similarities and differences, comparing the physical geography of the UK and other food producing countries in the world. Physical and Human Geography Children can describe and understand key aspects of; - Physical geography, including climate zones. - Human geography, including: types of land use, fair and unfair distribution of resources (Fairtrade), economic activity and trade between the UK and other countries in the world.	Geography Skills Map and fieldwork skills Children interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: - Use maps and atlases appropriately by using contents and indexes. - Describe more complex routes and directions using the four compass points. - Use maps, atlases and globes as well as digital / computer mapping to locate countries around the world, with support. - Communicate in ways appropriate to the task, e.g. charts to show where food originates, persuasive writing to persuade consumers to buy Fairtrade products. Use key vocabulary to demonstrate knowledge and understanding in the strands. Continent, equator, Tropic of Cancer, Tropic of Capricorn, Northern hemisphere, southern hemisphere, food, country, label, produce, climate, trade, import, export, trade links, economic, land use, distribution, Fairtrade, product, local, international, seasonal, air miles. Skills Vocabulary Locate, persuade, debate, locate, name, identify, position, understand, explore, compare, describe, interpret, collect, observe, recognise, select, classify, sequence. Prior learning In KS1, pupils have learned: - The location of continents and oceans in an atlas or on a world map. - How to use simple compass directions. - where the Equator and the Poles are located - Weather and seasons

Ancillary questions	Outcomes
Where in the world? Locate the world's continents and say what they are called (revision from KS1). Where is the equator and which countries does it run through? What does this mean for these countries? Where are the tropics of Cancer and Capricorn? Know northern and southern hemispheres. Where does our food come from? Where does our food come from (UK, Europe, World)? Think about and discuss whether the type of food depends on where it is grown. Make a collection of food labels and use an atlas to locate countries named, ensuring correct use of contents and indexes. Why do we get food from different countries? How does climate affect the growth of food? Understand trade links with the United Kingdom. Is there a country or group of countries from where we get most of our food? Collect a range of packaging to find out where we get food from. Map locations as a class. Where do bananas grow and why? - Link with Fairtrade see link below Which part of the world do bananas grow? Why can't we grow bananas in the United Kingdom? Learn about the farmers who grow bananas. What does growing this fruit mean to them? Do they receive all the money for their product? Where do bananas travel and how might they get to the United Kingdom? Track a banana's journey from seed to fruit bowl! Alternatively, could look at cocoa or tea. What is Fairtrade? https://schools.fairtrade.org.uk/teaching-resources/#page-1 Identify produce by the Fairtrade label. How could I persuade someone in the UK to buy Fairtrade products? Why should we buy locally produced food? Which fruit and vegetables can be grown and bought in the United Kingdom and why should this be promoted? What are 'air miles'? Debate / persuade whether we should buy local / seasonal produce and how this has an effect on cost, producer income, quality of product etc.	<i>By the end of the unit, children are expected to be able to;</i> • Name and locate the seven continents and surrounding oceans. • Locate the equator, tropics and northern and southern hemispheres. • Recognise that our food comes from different places in the world and reason why this might be. • Recognise where our food comes from by categorising food labels. • Sequence the 'seed to sale' journey a banana makes. • Explain why a banana grows in specific countries and why we need to import them, • Summarise what Fair Trade is. • Identify Fair Trade produce. • Justify why we should buy Fair Trade or local produce. • Identify the impact Fair Trade has on food producers.