

# Geography two year rolling programme Year A

2020/2021 2022/2023 2024/2025	Autumn	Spring	Summer
	<u>Dig it</u>	<u>Bright Sparks</u>	<u>What a wonderful World</u>
Diamond Class	MY BEDROOM	MY HOUSE	MY STREET
NC Links	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork	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 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
Cultural Capital Links	Build a den in your bedroom	Visit a local library and get some books on houses. Get soaking wet in the rain in the garden	Visit a local park. Visit our local post office and post a letter
Topic outcomes	30-50m Talks about why things happen and how things work. 40-60m Looks closely at similarities, differences, patterns & change. ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another.	30-50m • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 40-60m • Looks closely at similarities, differences, patterns & change. ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another.	40-60m • Looks closely at similarities, differences, patterns & change. ELG: •children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another.. Exceeding :Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
Ruby Class	MY SCHOOL CATON ST PAULS	OUR LOCAL AREA – BROOKHOUSE CATON	OUR COUNTRY – UK
NC Links	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom &amp; 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</li> <li>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.</li> </ul>
Cultural Capital Links	Lunchtime and After school clubs in school – working with different adults Intergenerational contact with someone that came to Caton St Pauls	Show and tell – bring in objects from home/street. Instrument tuition. Read a range of non-fiction - newspaper extracts, internet searches, books about	Lancaster. Visit the older buildings in the village Tour the village looking at the physical location - river, fields
Topic outcomes	Recognise familiar places in their local area; Write an address appropriately; use maps and plan a route; use simple compass directions (NESW); use aerial photographs to recognise basic human and physical features; recognise basic map symbols and begin to understand the need for a key; use simple fieldwork skills to study the geography of the school; make simple observations about the geography of the classroom and school; ask simple geographical questions	Recognise familiar places in their local area. Use maps to gather information about the local area. Locate places/landmarks on a map. Use simple compass directions (NESW). Use aerial photographs to recognise basic human and physical features. Recognise basic map symbols. Use simple fieldwork skills to study the geography of the local area. Make simple observations. Plot a simple route on a map. Recognise housing types. Explore geographical issues through discussion. Use basic subject specific vocabulary. Ask simple geographical questions. Express own views and opinions about the environment and suggest simple improvements. Use presentation skills	Name the four countries of the UK, capital cities and surrounding seas. Begin to know the differences between town and country locations. Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. Begin to know simple features of the countries of the UK. Use aerial photographs to recognise basic human and physical features. Produce a journey line. Describe human and physical features of the capital city London. Use internet mapping programmes to observe aerial views. Compare the capital cities London and Brasilia. Use world maps and globes to begin to locate some continents and countries
TOPAZ CLASS	LET'S GO TO THE JUNGLE!	OCEANS AND SEAS	WHAT A WONDERFUL WORLD
NC Links	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	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
Cultural Capital Links	Visit a local forest. Is it similar to the jungle? Bake animal biscuits Perform a jungle dance	Create a piece of 'sea' artwork for an exhibition. Take part in a play date – can you be a sea creature with a friend at the beach? Make a sea creature puppet	Create a class collage Follow a route map around the world
Topic outcomes	To locate jungles around the world and begin to describe them. To identify some features and weather of Indian tropical seasonal forests. To identify the locations of mangroves and describe their features and weather. To identify the locations and features of cloud forests. To compare British woodland to a tropical jungle.	Recognise the UK on a range of different maps and globes. Name and locate the major seas surrounding the UK. Name and locate the country's 4 constituent nations. Listen to a version of When I Was One and sing this with the rest of the class. Be introduced to the names and locations of the world's continents and oceans. Add up the numbers of oceans and continents. Compare the oceans of the world in terms of width. Recognise that the UK lies within the Atlantic Ocean.	<ul style="list-style-type: none"> <li>Understand that the world is spherical.</li> <li>Name the seven continents and five oceans of the world correctly.</li> <li>Use an atlas to accurately locate the continents and oceans of the world.</li> <li>Locate continents, oceans including their own continent and country using a world map.</li> <li>Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</li> <li>Locate hot and cold areas of the world.</li> <li>Use and follow simple compass directions (NESW).</li> <li>Follow routes on a map.</li> <li>Use aerial photographs and satellite images to recognise basic human and physical features</li> <li>To ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>
EMERALD CLASS	LAND USE	EXTREME EARTH	RAINFORESTS
NC Links	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 & Fieldwork	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 Human & Physical Geography

<b>Cultural Capital Links</b>	<b>Any children with parents that are farmers?</b>		
<b>Topic outcomes</b>	<ul style="list-style-type: none"> <li>Explain the purpose of a sketch map.</li> <li>Identify the features of a sketch map.</li> <li>Identify important landmarks in the local area.</li> <li>Explain the purpose of symbols on a map.</li> <li>Use symbols and a key to annotate a map.</li> <li>Name landmarks we might see in a chosen area.</li> <li>List ways we use land in the UK.</li> <li>Describe an area as urban or rural.</li> <li>List different types of rural spaces.</li> </ul>	<ul style="list-style-type: none"> <li>name the layers that make up the Earth;</li> <li>name the key parts of a volcano;</li> <li>show where most volcanoes are found;</li> <li>explain how to keep safe during an earthquake;</li> <li>describe a tsunami;</li> <li>describe the damage caused by a tsunami;</li> <li>explain how tornadoes form;</li> <li>describe how scientists collect data about storms.</li> </ul>	<ul style="list-style-type: none"> <li>name some countries where rainforests are found.</li> <li>label a map to show countries where rainforests are found.</li> <li>find the Equator on a map.</li> <li>tell you that rainforests are found near the Equator.</li> <li>describe what the weather is usually like in a tropical climate.</li> <li>name the four layers of a rainforest.</li> <li>tell you about the climate in each layer.</li> <li>tell you more about one animal living in a rainforest.</li> <li>tell you some similarities between the Amazon rainforest and</li> <li>tell you some differences between the Amazon rainforest and Forest of Bowland</li> <li>tell you what deforestation means.</li> </ul>
<b>Sapphire Class</b>	<b>What is it like to live in Morecambe?</b>	<b>Water</b>	<b>All Around the World</b>
<b>NC Links</b>	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 & Fieldwork	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 & Fieldwork	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 & Physical Geography
<b>Cultural Capital Links</b>	<b>Class visit to Morecambe</b>		
<b>Topic outcomes</b>	<ul style="list-style-type: none"> <li>locate Morecambe and their school on a map;</li> <li>identify physical features of Morecambe using a map;</li> <li>Identify human features of Morecambe using a map;</li> <li>describe the landscape of Morecambe town centre;</li> <li>name different types of land use;</li> <li>use a key to record types of land use;</li> <li>tell you about the human geography of Morecambe;</li> <li>tell you what planning is needed for a trip in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Describe water in its solid, liquid and gaseous state.</li> <li>List the main events in the water cycle.</li> <li>Explain that changes in temperature cause evaporation and condensation.</li> <li>Explain that water has to be cleaned for drinking.</li> <li>List different types of flooding.</li> <li>Describe how flooding affects communities.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Equator on a map and globe.</li> <li>Locate the Northern Hemisphere on a map and globe.</li> <li>Locate the Southern Hemisphere on a map and globe.</li> <li>Find the North and South Poles on a globe or map.</li> <li>Identify lines of latitude on a map.</li> <li>Identify lines of longitude on a map.</li> <li>Identify the Arctic Circle on a globe or map.</li> <li>Identify the Antarctic Circle on a globe or map.</li> <li>Identify the location of the Tropics of Cancer and Capricorn.</li> <li>Identify differences between the UK and the tropics.</li> <li>Identify the location of the Prime Meridian.</li> <li>Find the local time in another city using time differences</li> </ul>
<b>Amethyst Class</b>	<b>North and South America</b>	<b>Mountains</b>	<b>Marvellous Maps</b>
<b>NC Links</b>	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 & Physical Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	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
<b>Cultural Capital Links</b>			
<b>Topic outcomes</b>	<ul style="list-style-type: none"> <li>explain that a continent is a large landmass;</li> <li>explain that continents are groups of countries;</li> <li>identify some countries in North America;</li> <li>identify some countries in South America;</li> <li>describe physical features of an area of the Americas;</li> <li>describe the climate of an area of the Americas;</li> <li>describe the human geography of an area of North America;</li> <li>explain what latitude is;</li> <li>identify the equator, tropics and poles on a map;</li> <li>explain that coordinates pinpoint a geographical location;</li> <li>name some wonders of the Americas;</li> </ul>	<ul style="list-style-type: none"> <li>Use a legend to find areas of higher ground on a map.</li> <li>Explain different ways areas of higher ground are shown on a map.</li> <li>Tell you that not all mountains look the same.</li> <li>Identify a valley and the summit, foot and slope of a mountain.</li> <li>Draw a mountain range including the key features they have identified.</li> <li>Tell you that mountains formed a very long time ago.</li> <li>Describe how tectonic plates move together to create fold mountains.</li> <li>Describe how lava flow creates volcanic mountains.</li> <li>Describe what the weather is usually like on a mountain.</li> <li>Tell you why people might visit mountains.</li> <li>Describe some of the negative effects of tourism on an area.</li> </ul>	<ul style="list-style-type: none"> <li>Use an index to find a place name.</li> <li>Find the correct page in an atlas by using the index.</li> <li>Explain why maps have symbols on them.</li> <li>Recognise some map symbols on an Ordnance Survey map.</li> <li>Give co-ordinates by going across first and then up.</li> <li>Find a location from four-figure co-ordinates.</li> <li>Find differences between photographs of the same location.</li> <li>Find similarities between photographs of the same location.</li> <li>Find differences between maps of the same location</li> </ul>

# Geography two year rolling programme Year B

2021/2022 2023/2024 2025/2026	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b><u>Travel Through Time</u></b> By the end of this unit all children should be able to...	<b><u>Infinity and Beyond</u></b> By the end of this unit all children should be able to...	<b><u>All the Worlds a stage</u></b> By the end of this unit all children should be able to...
<b>Diamond Class</b>			
<b>NC Links</b>			
<b>Cultural Capital Links</b>			
<b>Topic outcomes</b>	30-50m Talks about why things happen and how things work. 40-60m Looks closely at similarities, differences, patterns & change. ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment& how environments might vary from one another.	30-50m • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 40-60m • Looks closely at similarities, differences, patterns & change. ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment& how environments might vary from one another. They make observations of animals & plants& explain why some things occur, & talk about changes.	40-60m • Looks closely at similarities, differences, patterns & change. ELG Children know about similarities & differences in relation to places, objects, materials & living things. • They talk about the features of their own immediate environment& how environments might vary from one another. They make observations of animals & plants& explain why some things occur, & talk about changes. Exceeding: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
<b>Ruby Class</b>	<b>Wonderful weather – UK</b>	<b>Beside the Seaside - MORECAMBE</b>	<b>Where Is Kenya? AFRICA</b>
<b>NC Links</b>	<b>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</b>	<b>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</b>	<b>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</b>
<b>Cultural Capital Links</b>			
<b>Topic outcomes</b>	Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Use world maps and globes to identify the UK and begin to locate other countries. • Explain some dangers of the weather. • Locate hot and cold countries of the world. • Make comparisons between different places studied. • Make simple observations about the weather in the UK. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Develop presentation skills	• use key words to describe different places, including seaside locations; • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • explain that seaside resorts can be found in the UK and worldwide; • begin to classify key features of places into 'natural' and 'man-made'; • observe aerial photographs of seaside locations to recognise basic human and physical features; • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; • describe a UK seaside resort (Morecambe) in detail using a range of information; • explain how an island is different from the mainland and locate some of the main British islands using an atlas; • visit a seaside resort to carry out fieldwork and observations; • use and follow simple compass directions (NESW); • plan and follow routes on a map using map symbols; • ask geographical questions – Where is it? What is this place like? How near/far is it?	Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. • Begin to understand the importance of tourism to Kenya. • Draw a freehand map of Kenya. • Draw a map of a national park and begin to consider the location of key features. • Identify animals that live in Kenya and begin to explain the concept of 'endangered species'. • Confidently use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks in Kenya. • Ask geographical questions – Where is it? What is this place like? How near/far is it?
<b>Topaz Class</b>	<b>The UK</b>	<b>Maptastic</b>	<b>Let's go to Japan</b>
<b>NC Links</b>	<b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b>	<b>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</b>	<b>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork</b>
<b>Cultural Capital Links</b>	<b>Trip to Brockhole</b>		
<b>Topic outcomes</b>	locate the countries that make up the UK on a map; • name the capital cities of the countries of the UK; • label the key cities in the UK on a map; • name the seas surrounding the UK; • name some of the UK's main rivers; • find the names of seas on a map; • explain what a county is; • find their county on a map; • find areas of higher ground on a map of the UK; • name some areas of higher ground in the UK; • explain who first settled in London; • describe some ways that London has changed since AD 43; • find London on world and UK maps; • describe how the UK population has changed over time; • identify where some immigrants to the UK came from; • identify similarities and differences between their daily routine and that of a child from another historical period.	Name different types of maps and explain some key features of maps. • Draw a simple sketch map of the school and local area. • Name the four points of a compass. • Plan a simple route around the local area using key vocabulary. • Identify map symbols. • Use an atlas to locate the four countries of the UK, capital cities and other key places. • Use an atlas to locate the seven continents of the world. • Use an atlas to locate the five major oceans of the world. • Use aerial photographs to 'view from above' and recognise basic human and physical features • Ask geographical questions – Where is it? What is this place like? How near/far is it?	Understand where Japan is located in the world and find Japan on a world map or globe. • Draw a map of Japan and locate the capital city, some main cities and oceans. • Understand what some aspects of Chinese life are like. • Compare key features of the capital city, Tokyo with another capital city, London. • Describe the differences and similarities between schools in Japan and the UK. • Begin to understand what 'culture' means and begin to describe aspects of their own culture. • Begin to understand some of the types of farming in Japan, particularly how rice is grown. • Use an atlas to locate accurately places and landmarks in Japan. • To ask geographical questions– Where is it? What is this place like? How near/far is it?

<b>Emerald Class</b>	<b>North and South Pole</b>	<b>Somewhere to Settle</b>	<b>We are Britain</b>
<b>NC Links</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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	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
<b>Cultural Capital Links</b>			
<b>Topic outcomes</b>	Geography • Locality of the school: using maps, local walk • Contrasting locality: Antarctica (environment, weather, landscape, animals) Climate change and pollution (melting ice caps) What do they want to find out? Where is the Arctic and Antarctica? Where is the school? Polar weather and transport. Polar housing and people Titanic- link to cruise ship disaster Polar explorers. Climate change/pollution	• explain what a settlement is; • identify important features of a settlement site; • list the things settlers need from a settlement site; • explain that settlements have been built at different times in history; • list different types of land use; • identify land use using a digital map; • use a key to identify transport links on maps; • use an atlas to find a route between two places; • draw a map of a settlement; • create a key for a map. Understand some of the reasons for the war in Ukraine 2022	Find out about seaside towns in each of the four countries of the UK and study the history of the seaside holiday. Learn about the coming of the railways and the start of the seaside holiday. Study the life in rock pools and coastal environments. Finish with group puppet show presentations about one of the seaside towns you have studied.
<b>Sapphire Class</b>	<b>What is it like to live in Manchester?</b>	<b>Eastern Europe</b>	<b>Enough for everyone</b>
<b>NC Links</b>	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. History of canals.	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 & Fieldwork	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 & Fieldwork
<b>Cultural Capital Links</b>	<b>Class trip to Manchester</b>		<b>Class trip Caton Moor/Littledale wind farm. Fairtrade visitor.</b>
<b>Topic outcomes</b>	Locate Manchester and their school on a map; • identify physical features of Manchester using a map; • identify human features of Manchester using a map; • describe the landscape of Manchester City Centre; • name different types of land use; • use a key to record types of land use; • tell you about the human geography of Manchester; • tell you what planning is needed for a trip in the UK.	describe a continent as a large landmass; • explain that continents are groups of countries; • identify some countries in Europe; • use an atlas to find the names of countries. • tell you about important physical features of an area of eastern Europe; • tell you about the climate of an area of eastern Europe; • tell you about the human geography of an area of eastern Europe; • explain what planning is needed for a trip abroad; • identify the countries affected by the Chernobyl nuclear disaster.	• Identify important features of a settlement site. • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label. • List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing resource shortages around the world.
<b>Amethyst Class</b>	<b>RIVERS</b>	<b>Trade and Economics</b>	<b>Our changing world</b>
<b>NC Links</b>	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 & Fieldwork	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
<b>Cultural Capital Links</b>			
<b>Topic outcomes</b>	List the main events in the water cycle. • Use the index in an atlas to find rivers. • Describe the place in which the source of a river is found. • List some features of a river's upper course. • List some features of a river's middle course. • List some features of a river's lower course. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • List some ways that rivers are used. • List some advantages for different uses of a river. • List some disadvantages for different uses of a river. • Describe what a dam is. • Give the location of one major dam	explain what trading is; • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods from; • use an atlas to find countries; • locate El Salvador on a world map; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times.	explain what weathering and erosion mean; • describe how erosion changes rocks; • name some features of a coastline; • name some famous UK coastal features; • describe how erosion and deposition change the look of a coastline; • name an area of the UK which has been affected by coastal erosion; • identify how the UK's borders have changed over time; • identify similarities in photographs of a landscape taken at different times; • describe some ways that weather can change the landscape; • describe how physical changes have affected Earth since 1800; • list some physical changes to the Earth predicted to occur by 2050; • describe some ways that human activity changes the landscape