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| **Lewknor Medium-Term Plan** | | | | |
| **Geography – Year 1/2 - Cycle A** | | | | |
| Progression from EYFS | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | | | |
|  | **Autumn** | **Spring** | **Summer** | |
| **Theme/Unit** | **Our School** | **Our Local Area** | **Our Country** | **Magical Mapping** |
| **Week 1** | **Where Do I Live?**  To develop knowledge of the location of significant places in the context of children’s own locality. | **What Is Our Local Area Like?**  To recognise human & physical features in the context of children’s own locality.  To understand what our local area is like. | **Town and Country**  To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. | **Mapping It Out**  To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. |
| **Week 2** | **Our Classroom**  To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality. | **Out and About Fieldwork**  To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.  To observe what my local area is like. | **Welcome to the UK**  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **Routing Around**  To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.  To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. |
| **Week 3** | **Where Is Our School?**  To understand sense of place in relation to home and school in the context of children’s own locality/school | **Fieldwork Follow-Up**  To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.  To observe what my local area is like.  To describe where things are on a map. | **Up, up and Away**  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **Atlas Skills - The UK**  To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. |
| **Week 4** | **Fieldwork Around Our School**    To use simple fieldwork and observation skills to study the school  To use simple fieldwork and observation skills to study the school.  To devise a simple map and use basic symbols in a key. | **Houses and Homes**  To understand basic geographical features: houses (human features).  To understand different types of housing in the local area. | **Let's Explore the UK**  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas | **Atlas Skills - The World**  To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.  To name and locate the world’s seven continents and five oceans in the context of the developing atlas skills. |
| **Week 5** | **How Do You Get to School?**  To describe the location of features and routes on a map in the context of children’s own locality/school. | **Jobs in Our Local Area**  To develop knowledge about children’s locality – jobs (human features).  To name the types of jobs that people do in our local area. | **Travelling Ted Tours London**  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **Viewing from Above**  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  To 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 in the context of aerial photographs. |
| **Week 6** | **Marvellous Map Symbols**  To develop and follow directional vocabulary in the context of children's own environment.  To recognise a range of map symbols and understand their use. | **Let's Make a Change**  To use basic geographical vocabulary to refer to key human/ physical features.  To understand ways that we can change the local area. To ask questions. | **How Is Brasilia Different from London?**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of comparing Brasilia with London. | **Mapping our Oceans and Seas**  To use basic geographical vocabulary to refer to key human and physical features.  To name and locate the world’s seven continents and five oceans in the context of developing map skills |

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| **Lewknor Medium-Term Plan** | | | |
| **Geography – Year 1/2 - Cycle B** | | | |
| Progression from EYFS | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Wonderful Weather** | **Wonderful World** | **Let’s go to China** |
| **Week 1** | **What is Weather?**  To identify daily weather patterns in the context of the weather of the UK. | **Round and Round**  To name and locate the world’s seven continents and five oceans;  To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. in the context of the geography of the world. | **Where is China?**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China.  To use world maps, atlases and globes to identify the countries studied at this key stage in the context of China. |
| **Week 2** | **How Does the Weather Affect Us?**  To understand seasonal weather patterns in the context of the weather of The UK. | **Around Our Continents**  To name and locate the world’s seven continents and five oceans; in the context of the geography of the world.  To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. | **Exploring China**  To devise simple maps in the context of China.  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China. |
| **Week 3** | **Forecasting the Weather**  To identify daily weather patterns in the UK (Weather Forecasting). | **It's a Small World**  To name and locate the world’s seven continents and five oceans, in the context of creating journey lines.  To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. | **Ted Tours Beijing!**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China. |
| **Week 4** | **Weather Dangers**  To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. | **Hot and Cold Climates of the World**  To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.  To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. | **My School Your School**  To ask geographical questions in the context of China (Beijing).  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China and the UK (my locality). |
| **Week 5** | **Hot and Cold Weather**  To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. | **Ted Tours Europe**  To name and locate the world’s seven continents and five oceans, in the context of a case study approach about Europe.  To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. | **From Dragons to Dim Sum**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China. |
| **Week 6** | **Our Frozen Planet**  To understand the human/physical geography of a cold area of the world in the context of the Arctic. | **Amazing Aerial Views**  To use aerial photographs to recognise landmarks and basic human and physical features.  To use basic geographical vocabulary to refer to key physical and human features. | **Fabulous Farming**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China. |

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| **Lewknor Medium Term Plan** | | | |
| **Geography – Year 3/4 - Cycle A** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Somewhere to settle** | **Marvelous Mapping** | **Extreme Earth** |
| **Week 1** | **What Did Early Settlers Need?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers. | **Using Atlases**  To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.  To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. | **Under Our Feet**  To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. |
| **Week 2** | **Where Would You Settle?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers. | **Symbols**  To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. | **Volcanoes**  To describe and understand key aspects of physical geography in the context of volcanoes. |
| **Week 3** | **What's in a Name?**  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. | **Compass Points**  To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map. | **More Volcanoes**  To describe and understand key aspects of physical geography in the context of volcanoes. |
| **Week 4** | **How Is Land Used in Settlements?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing land use in different settlements. | **Grid References**  To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. | **Earthquakes**  To describe and understand key aspects of physical geography in the context of earthquakes. |
| **Week 5** | **How Are Settlements Linked?**  To 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 in the context of identifying links between settlements. | **Planning a Route**  To 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 by planning a journey | **Tsunamis**  To describe and understand key aspects of physical geography in the context of tsunamis. |
| **Week 6** | **An Ideal Place to Settle**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of designing a settlement. | **Planning a Route**  To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places. | **Tornadoes**  To describe and understand key aspects of physical geography in the context of tornadoes |

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| **Lewknor Medium Term Plan** | | | |
| **Geography – Year 3/4 - Cycle B** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Rainforest** | **The UK** | **All around the World** |
| **Week 1** | **Where Are the Rainforests?**  To 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 in the context of rainforests.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests. | **Countries and Cities**  To 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 in the context of maps of the UK.  To 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 in the context of describing the position of UK cities. | **North or South?**  To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. |
| **Week 2** | **The Rainforest Climate**  To 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) in the context of rainforests.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate. | **Rivers and Seas**  To 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 in the context of the UK’s rivers and seas.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK’s rivers and seas. | **Over and Around**  To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.  To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. |
| **Week 3** | **Layers of the Rainforest**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest. | **Around the Counties**  To 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 in the context of maps of UK counties.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of counties of the UK | **Top and Bottom**  To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. |
| **Week 4** | **Life in the Rainforest**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of rainforest inhabitants. | **Hills and Mountains**  To 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 in the context of UK hills and mountains.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains. | **In the Tropics**  To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. |
| **Week 5** | **The Amazon**  To 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 by comparing the Amazon rainforest and Sherwood Forest. | **How London Grew**  To 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 in the context of London's growth.  To 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) in the context of London’s history. | **On the Line**  To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line. |
| **Week 6** | **Protecting the Rainforests**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation. | **Our Changing Nation**  To 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 in the context of the changing population of the UK. | **All the Time in the World**  To identify the position and significance of time zones (including day and night) by comparing times in different countries |

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| **Lewknor Medium Term Plan** | | | |
| **Geography – Year 5/6 - Cycle A** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **The Amazing Americas** | **Enough for Everyone** | **Raging Rivers** |
| **Week 1** | **Continents, Countries and Cities**  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.  To 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 in the context of places in North and South America. | **What Do We Need?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of what settlers need. | **Where Does Our Water Come From?**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.  To 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 in the context of rivers. |
| **Week 2** | **Location, Location**  To 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) in the context of identifying and describing a range of places across the Americas. | **Where Does Our Power Come From?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of electricity generation and distribution.  To 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 in the context of UK power stations. | **Rivers of the World**  To 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 in the context of rivers of the world. |
| **Week 3** | **Weather and Climate**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. | **Renewable or Non-Renewable?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of renewable and non-renewable energy sources. | **Features of a River**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. |
| **Week 4** | **Comparing Places – UK Fieldwork**  To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. | **Where Our Food Comes From**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of food miles.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles. | **Erosion and Deposition**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. |
| **Week 5** | **Comparing Places – North America**  To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom […] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. | **What Do We Need?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of conserving food, water and energy supplies. | **How Do We Use Rivers?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers |
| **Week 6** | **Wonders**  To 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 in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). | **Is There Enough for Everyone?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing resource supplies in the UK and abroad. | **Holding Back the Flood**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of dams. |

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| **Lewknor Medium Term Plan** | | | |
| **Geography – Year 5/6 - Cycle B** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Magnificent Mountains** | **Exploring Eastern Europe** | **Trade and Economic Activity** |
| **Week 1** | **Mountain Ranges**  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.  To 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 in the context of mountain ranges. | **Continents, Countries and Cities**  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.  To 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 in the context of places in Europe. | **What Do We Trade?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports. |
| **Week 2** | **UK Mountains**  To 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) in the context of hills and mountain ranges.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges | **Comparing Landscapes**  To 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 in the context of comparing landscapes. | What Do We Trade?  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links. |
| **Week 3** | **Features of Mountains**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. | **Comparing Climates**  To 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 in the context of comparing climates. | **Trading with El Salvador**  To 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 in the context of exports from El Salvador. |
| **Week 4** | **How Mountains Are Made**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. | **Comparing Places**  To 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 in the context of comparing towns | **Fair Trade**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade. |
| **Week 5** | **Mountain Climates**  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountain climates. | **Planning a Trip**  To 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 in the context of planning a trip to eastern Europe. | **The Global Economy**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the global supply chain. |
| **Week 6** | **Mountain Travel**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism. | **What Happened in Chernobyl?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of nuclear power generation at Chernobyl. | **How Has Trading Changed?**  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links. |