



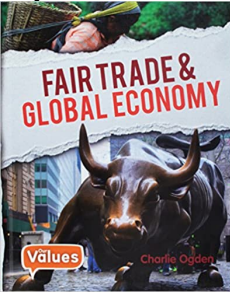
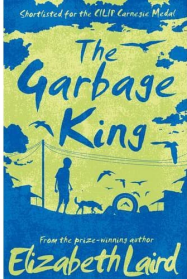


<p>Sticky Knowledge:</p> <table border="1"> <tr> <td>Know why Fairtrade is important to us all</td> <td rowspan="8">  </td> </tr> <tr> <td>Know how different countries trade with each other</td> </tr> <tr> <td>Know why democracy is important for us all</td> </tr> <tr> <td>Understand what people mean by Fairtrade</td> </tr> <tr> <td>Know which countries suffer if there is not a culture of Fairtrade</td> </tr> <tr> <td>Know what is meant by sustainability, global citizenship and ethical codes</td> </tr> <tr> <td>Understand human activity, such as waste, can affect a biome</td> </tr> <tr> <td>To know about resources that help a country with their economy</td> </tr> <tr> <td>Have an understanding of sustainability</td> <td></td> </tr> </table>		Know why Fairtrade is important to us all		Know how different countries trade with each other	Know why democracy is important for us all	Understand what people mean by Fairtrade	Know which countries suffer if there is not a culture of Fairtrade	Know what is meant by sustainability, global citizenship and ethical codes	Understand human activity, such as waste, can affect a biome	To know about resources that help a country with their economy	Have an understanding of sustainability		<p>Programme of Study statements for the end of KS2:</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography including climate zones, biomes and vegetation belts human geography including land use, economic activity including trade links including the distribution of natural resources including food <p>Future Knowledge:</p> <p>Previous Knowledge:</p> <p>Hot and Cold places Tropical rainforests unit Y4 Settlements unit Y4 Trade links unit Y5 Biomes Y5 Do you still remember ..</p> <ul style="list-style-type: none"> where the equator is and can locate the northern and southern hemispheres on a globe/map 7 continents and 5 oceans what a vegetation belt is what a biome is what a climate zone is
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<p>Key vocabulary: Sustainability, global citizenship, ethical codes, developing countries, co-operatives, Fairtrade premium, continent, ecosystem, conservation, deforestation, climate, weather, topography Sustainability, environment, poverty, resources, economy,</p>													
<p>Cultural Capital</p>													
<p> Thinking like a Geographer</p>													
<p>Enquiry Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely</p>	<p>Communication Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p>	<p>Maps Use wide range of maps including digital, atlases and globes to locate countries and features detailed. Use maps at more than one scale</p>											

change in the future?	Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. Interpret data collected and present the information in a variety of ways including charts and graphs.	
Visits and visitors: End of project fair trade bake sale	Experiences and events End of project fair trade bake sale	Key texts  
Community events and links: Fairtrade Fortnight	Global issues Fair trade Conservation	Famous people/
Life Skills	Key places	