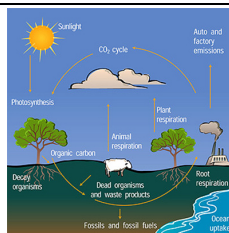


**Sticky Knowledge:**

Know why Fairtrade is important to us all	Understand what sustainability means
Know how different countries trade with each other	To know about resources that help a country to support itself including; wind energy, solar energy, fossil fuels, wood, stone etc.
Know why Brexit was important to all of us	Know about sustainable developing
Understand what people mean by Fairtrade	know about the United Nations report 'Our Common Future'
Know which countries suffer if there is not a culture of Fairtrade	know how the use of steam as energy in the industrial revolution impacted transport and energy use
Know what is meant by sustainability, global citizenship and ethical codes	know about renewable energy sources including; wind, solar, hydro and biomass
Understand human activity, such as waste, can affect a biome	know about non-renewable energy sources including; fossil fuels, coal, nuclear and natural gases
explore and understand ways that we could create energy in the future in a more sustainable way	draw conclusion about the advantages and disadvantages of the use of fossil fuels



**Programme of Study statements for the end of KS2:**

Describe and understand key aspects of:

- 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

**Future Knowledge:**

**Previous Knowledge:**

Hot and Cold places  
Tropical rainforests unit  
Settlements unit  
Trade links unit  
Biomes Y5

Do you still remember ..


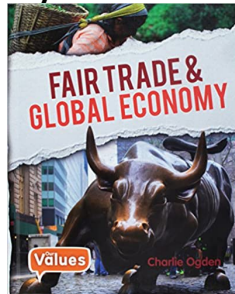
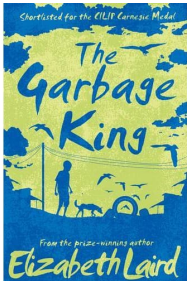
- where the equator is and can locate the northern and southern hemispheres on a globe/map
- 7 continents and 5 oceans
- what a vegetation belt is
- what a biome is
- what a climate zone is

**Key vocabulary:**

Sustainability, global citizenship, ethical codes, developing countries, co-operatives, Fairtrade premium, continent, Southern Hemisphere, Northern Hemisphere, Biome, flora, fauna, ecosystem, conservation, deforestation, climate, weather, topography

**Climate Zones:** Polar, Temperate, Mediterranean, Arid, Tropical, Mountains

**Biomes:** Tropical Rainforest, Temperate, Grasslands (Savanna), Desert

<b>Vegetation Belts:</b> forest, grassland, tundra, desert, ice sheet Sustainability, environment, biomes, poverty, resources, economy, development, energy, fossil fuels, non-renewable energy, renewable energy,		
<b>Cultural Capital</b>		
 <b>Thinking like a Geographer</b>		
<b>Enquiry</b> 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 change in the future?	<b>Communication</b> Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. 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.	<b>Maps</b> Use wide range of maps including digital, atlases and globes to locate countries and features detailed. Use maps at more than one scale
<b>Visits and visitors:</b> <b>End of project fair trade bake sale</b>	<b>Experiences and events</b>  End of project fair trade bake sale	<b>Key texts</b>  
<b>Community events and links:</b> Fairtrade Fortnight	<b>Global issues</b> Fair trade Conservation	<b>Famous people/</b>
<b>Life Skills</b>	<b>Key places</b>	