



Cherry Tree Academy Medium Term Geography

Autumn 2		
Global Trade – North America		
UKS2	Year 5	Year 6
	<p>L1: Where in the world is North America?</p> <p>L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn?</p> <p>L3: What are the physical and human features of North America?</p> <p>L4: Where is Niagara Falls and the Great Lakes?</p> <p>L5: Can you make comparisons between a lake in the UK and Lake Michigan?</p>	<p>L1: Where in the world is North America?</p> <p>L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn?</p> <p>L3: What are the physical and human features of North America?</p> <p>L4: Where is Niagara Falls and the Great Lakes?</p> <p>L5: Can you make comparisons between Lake Windermere and lake Michigan?</p>
Key Concepts to assess	<p>L1: Children can identify and locate where North America is on a world map</p> <p>L2: Children identify prime meridian and line of latitude and longitude</p> <p>L3: Children understand the physical geography of a region of the United Kingdom and a region within North America</p> <p>L4: Children can name and locate Niagara Falls and the Great Lakes</p> <p>L5: Children can compare a lake in the UK and Lake Michigan</p>	<p>L1: Children can identify and locate where North America is on a world map and describe its position in relation to the UK</p> <p>L2: Children identify prime meridian, line of latitude and longitude and the Tropics of Cancer and Capricorn</p> <p>L3: Children 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 America</p> <p>L4: Children can name and locate Niagara Falls and the Great Lakes</p> <p>L5: Children can compare a lake in the UK and Lake Michigan drawing conclusions as to why.</p>
Vocabulary	Continent, Great Lakes, Human Features, Physical Features, Niagara Falls, Hemisphere, North America	Continent, Great Lakes, Human Features, Physical Features, Niagara Falls, Hemisphere, North America, Topic of Cancer, Tropic of Capricorn, compass
Experiences		
SMSC	<p>Spiritual – awe and wonder of human and physical geography in North American</p> <p>Moral – effects of humans on the environment – agriculture, trade, settlements</p> <p>Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable</p>	
British Values	<p>Respect and tolerance of other cultures and their values by learning about places and people in North America</p> <p>Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints</p> <p>Rule of law – competition and conflict in parts of the world compared to the UK.</p> <p>Individual liberty - children are taught to begin to express their feelings and understanding</p>	
School Values	Consideration – how does global trade demonstrate they are being considerate to the environment?	



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Spring 2		
UKS2	What is Global Trade?	
	Year 5	Year 6
	L1: Where do the products we buy come from? L2: What is a supply chain? L3: What are the UK's biggest imports? L4: What are other countries highest exports? L5: How has trading changed? L6: Is the banana trade fair?	L1: Where do the products we buy come from? L2: What is a supply chain? L3: What are the UK's biggest imports? L4: What are other countries highest exports? L5: How has trading changed? L6: Is the banana trade fair?
Key Concepts to assess	L1: Children understand where the products we buy come from. L2: Children build on their knowledge from L1 to be able to describe the supply chain from field to consumer L3: Through research children will be able to order exports from the UK and can identify the highest exports L4: Buildng on L3, children will look at global exports and identify their highest exports L5: Children will be able to compare how trading has developed over time L6: Children will be able to express their opinion on the banana trade	L1: Children understand where the products we buy come from and can order them from largest to smallest. L2: Children build on their knowledge from L1 to be able to describe the supply chain from field to consumer, detailing each stage L3: Through research children will be able to order exports from the UK and can identify the highest exports L4: Buildng on L3, children will look at global exports and identify their highest exports and compare these to those from the UK L5: Children will be able to compare how trading has developed over time and give reasons why some of the changes have happened L6: Children will be able to express their opinion on the banana trade with reasons to support their answer
Vocabulary	Global trade, exports, fair trade, free trade, supply chain	Global trade, exports, fair trade, free trade, supply chain, imports, consumer, compare
Experiences		
SMSC	Spiritual – awe and wonder of human and physical geography in North America Moral – effects of humans on the environment – agriculture, trade, settlements Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable	



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British Values	Respect and tolerance of other cultures and their values by learning about places and people in North America Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Rule of law – competition and conflict in parts of the world compared to the UK. Individual liberty - children are taught to begin to express their feelings and understanding
School Values	Considerate – do global companies show consideration to the welfare of farmers Healthy – how do the imports and exports affect people's long term physical health?



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Summer 2		
How can we save our planet for future generations?		
UKS2	Year 5	Year 6
	L1: What can we do to reduce deforestation? L2: How can we reduce, reuse and recycle waste? L3: How can we generate and use renewable energy? L4: How can we look after our oceans? L5: What are the sustainable solutions? L6: What are the global goals?	L1: What can we do to reduce deforestation? L2: How can we reduce, reuse and recycle waste? L3: How can we generate and use renewable energy? L4: How can we look after our oceans? L5: What are the sustainable solutions? L6: What are the global goals?
Key Concepts to assess	L1: Children to identify ways humans' impact negatively on forests across the world L2: Children can explain why we need to reduce, reuse and recycle L3: Children to understand the difference between renewable and non-renewable energy L4: Children can explain the different ways plastic pollution affects marine life L5: Children will understand the main sustainable solutions L6: Children will be able to make links from the previous learning in this topic to create a persuasive argument to meet the global goals	L1: children to identify ways humans' impact negatively on forests across the world and make connection with the Amazon from previous learning L2: Children can explain why we need to reduce, reuse and recycle and explain the benefits for doing so L3: Children to understand the difference between renewable and non-renewable energy and can explain how renewable energy will impact positively on the planet L4: Children can explain the different ways plastic pollution affects marine life and understand the impact of microplastics on food webs L5: Children will understand the main sustainable solutions and explain how the fit into the UK's pledge to become carbon neutral L6: Children will be able to make links from the previous learning in this topic to create a persuasive argument to meet the global goals
Vocabulary	Deforestation, energy, global goals, oceans, renewable energy, sustainability	Deforestation, energy, global goals, oceans, renewable energy, sustainability, solar, turbine,
Experiences		
SMSC	Spiritual – awe and wonder of human and physical geography in North America Moral – effects of humans on the environment – agriculture, trade, settlements Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable	



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School Values	Resilience – how are species adapting to survive in a polluted environment? Considerate – are humans considerate to the habitats of all living things?