

Medium Term planning -Geography - Summer 2 - How do I impact on children and families far away?

Week	Outcomes	Curriculum objectives	Geographical skills and understanding
1	<ul style="list-style-type: none"> • Can identify global links using a range of resources, including 'Globingo'. • Can describe personal and whole-class global links. 	<ul style="list-style-type: none"> • Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Human and physical geography: describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources. 	<ul style="list-style-type: none"> • Recognise global connections of everyday items and behaviours. • Identify and locate places and localities on a global scale on larger- scale maps and globes.
2	<ul style="list-style-type: none"> • Can explain the origins and journeys of some common items they use or wear. • Can locate countries on a world map and identify routes on a map and/or globe. 	<ul style="list-style-type: none"> • (same as week 1) 	<ul style="list-style-type: none"> • Use a world map to identify localities and countries. • Use a map and globe to plan and describe routes. • Use non-fiction books, stories, maps, pictures/photographs and web-based tools. • Develop the use of appropriate vocabulary to communicate their findings.
3	<ul style="list-style-type: none"> • Can identify the origins of key components of a trainer and their global links. • Can explain the geography of a trainer in terms of locations and materials. 	<ul style="list-style-type: none"> • (same as week 1) 	<ul style="list-style-type: none"> • Identify the origins of products on a world map or globe. • Annotate a world map or globe to record global routes and links. • Use non-fiction books, stories, maps, pictures/photographs and web-based tools. • Develop the use of appropriate vocabulary to communicate their findings.

4	<ul style="list-style-type: none"> • Can identify and map places where clothing is made. • Can describe specific trade links with the United Kingdom. 	<ul style="list-style-type: none"> • (same as week 1) 	<ul style="list-style-type: none"> • Identify the origins of products on a world map or globe. • Annotate a world map or globe to record global routes and links. • Use non-fiction books, stories, maps, pictures/photographs and web-based tools. • Develop the use of appropriate vocabulary to communicate their findings.
5	<ul style="list-style-type: none"> • Can describe the working conditions and lifestyle of young workers in textile and similar industries in a chosen developing world locality. • Can compare the timeline of a young worker with own timeline for a day/week. 	<ul style="list-style-type: none"> • Human and physical geography: describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources. 	<ul style="list-style-type: none"> • Describe and empathise with the lifestyles of children in distant places. • Create and compare daily and weekly timelines. • Use non-fiction books, stories, maps, pictures/photographs and web-based tools as sources. • Develop the use of appropriate vocabulary.
6	<ul style="list-style-type: none"> • Can give reasons why products from developing countries should or should not be bought. • Can identify some choices and decisions that may impact people far away. 	<ul style="list-style-type: none"> • Human and physical geography: describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources. 	<ul style="list-style-type: none"> • Engage in an informed discussion of global issues. • Identify the global impacts of certain choices and decisions.