



William Penn Curriculum Map - Geography

	Autumn		Spring		Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We'll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for... (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We're Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Born in the USA	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	'Toil and Trouble' (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

24/09/2026

EYFS Coverage:

EYFS Expectations – Understanding the World – The world - Geography overview				
ELG – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.				
Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Reception	- Observe, find out about and identify features in the place they live and in the natural world. - Find out about their environment and talk about those features they like/dislike. - Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. - Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. - Recognise some environments that are different to the one in which they live	- Observe and identify features in the place they live and the natural world. - Talk about features. - Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. - Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' - Recognise some similarities & differences between life in this country & life in other countries	- Explore their local environment and talk about the changes they see. - Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. - Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions - Understand the effect of changing seasons on the natural world around them	- Examine change over time. - Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. - Describe some actions which people in their own community do that help to maintain the area they live in. - Draw information from a simple map - Interpret range of sources of geographical information, including maps, globes, photographs
<i>Essential vocabulary</i>	Street, left, teacher, house, right, caretaker, bungalow, forwards, Head Teacher, school, backwards, cleaner, church, above, Police Officer, zebra crossing, under, doctor, traffic lights, tunnel, dentist, bridge, roundabout, map			
<i>Reception topics</i>	Fantastic Fairytales	Awesome Animals	Helpful Heroes	
	By the end of these units: Pupils will know: Where will I find key rooms at school? Can I help Little Red Riding Hood find her way through the forest? What is a map?	By the end of these units: Pupils will know: Where do animals live? Whats it like in other countries? Children will be able to:	By the end of these units: Pupils will know: Why is it bad to leave our rubbish behind us? What does environment mean? How does weather change?	

	Children will be able to: Draw information from a simple map Explore the world around them Describe what can be heard, seen and felt outside	Recognise some similarities between life in this country and others Know there are different places and countries in the world and name some	How can we help the environment? Children will be able to: Describe the natural world around them
<i>Links to Year 1</i>	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 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		

Key Stage 1 Coverage:

Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire!	From Artic to Africa / Pop Art	Postcards from the Past / Make, Move and Perform Puppets
	By the end of these units: Pupils will know: 1. Where is our school? 2. How can we direct each other around the school? 3. How can we find our way around school? 4. Where is our school? 5. Where do we live? Children will be able 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 • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic	By the end of these units: Pupils will know: 1. Where is Antarctica/Africa? 2. What is the purpose of a map? 3. What is climate change? Why is it important? 4. What is Africa like? 5. What can be done about the problems in Africa? Children will be able to: • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and	By the end of these units: Pupils will know: 1. Where are our seashores? 2. What can be seen at the seashore? 3. Why are lighthouses important? 4. Where can we find the seashores in the UK? 5. Where else in the world can we find seashores? What are the similarities and differences? Children will be able to: • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to key physical features and key human features. <i>Essential vocabulary:</i> Ocean, coast, holiday, beach, cliff, seaside, harbour, port, cargo, coastguard, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

	symbols in a key 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. <i>Essential vocabulary:</i> Coolham, West Sussex, North, East, South, West, Map, Orientation, Near, far, Left, Right	its grounds and the key human and physical features of its surrounding environment. <i>Essential vocabulary:</i> Africa, Antartica, Aisa, Europe, Ocania, North America, South America, country, continent, land use, location,route, landmarks, human features, physical features, same, different, climate change, effect, Gobal Warming	
Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles	Wacky Weather / Spring Has Sprung	Back in Time for... / Down in the Jungle
	By the end of these units: Pupils will know: - Where are the castles in the U.K, using maps? - How would you compare houses in my local area? - What are the differences between a town and a country? - Where is our school? - How do you use a compass to find our way around the school? Children will be able to: - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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	By the end of these units: Pupils will know: - What is a climate? - What is the climate of the UK? - What is a season? - What is weather? What is the school environment like? - How can we record weather and what impact does it have? Children will be able to: - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to key physical features and key human features.	By the end of these units: Pupils will know: - What are National Parks? - How does a place qualify to be a National Park? - How many rainforests are there in the world? - How many acres does the Amazon rainforest cover? - How would you compare the South Downs and the Amazon rainforest? Children will be able 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 - identify seasonal and daily weather patterns in the United Kingdom and the

	in a contrasting non-European country • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • 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. <i>Essential vocabulary:</i> Coolham, West Sussex, North, East, South, West, London, Cardiff, Edinburgh, Belfast, town, village, city, hill, valley, river, soil, vegetation, factory, reservoir, farm, house, office, shop	<i>Essential vocabulary:</i> England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, seasons, spring, summer, autumn, winter, storms, temperatures	location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Essential vocabulary:</i> Trees, plants, woods, bushes, trees, pond, Brazil, rainforest, layers, land, river, ocean, grass, features, danger, effect
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Year 3/4

Key Stage 2 Coverage:

Year 3/4 Cycle A	Raging Rivers / Rocks, Soils and Fossils	The Roman Empire / Volcanoes	Vikings (Life and Legend) / Good Vibrations
	By the end of these units: Pupils will know: 1. What are the different stages of the water cycle? 2. What is the journey of a river? 3. Using an atlas, where are the key rivers in the world? 4. What symbols can you identify on an Ordnance Survey map? Why are rivers important? 5. What is a mountain? Where are the key mountains in the British Isles? Where are the key mountain ranges in the world? Children will be able 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 • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of	By the end of these units: Pupils will know: 1. What is a volcano and where are they formed? Where are some of the world's most famous volcanoes? 2. What happens when a volcano erupts? 3. What are the features of a volcano? 4. What are the differences between a volcanic area and a non-volcanic area? 5. What do you know about volcanoes? Children will be able 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) • 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 • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	By the end of these units: Pupils will know: 1. Where did the Vikings come from? What are the geographical features? 2. What is Scandinavia like? What is the climate like? How do we identify different roads and water ways on a map? 3. What are the physical features of Scandinavia? 4. What are the human features of Scandinavia? 5. How the UK compares with Scandinavia Children will be able to: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and atlas grid references, symbols and key to build their knowledge of the United Kingdom and the wider world • Describe and understand key aspects of human geography, including: types of settlements and land use; economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-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 • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <i>Essential vocabulary:</i> precipitation, evaporated, water cycle, water vapour, condensation, process, abrasion, attrition, alluvium, bank, basin, bed, canal, channel, cliff, current, confluence, dam, delta, deposition, depth, discharge, dock, downstream, drainage basin, erosion, estuary, fjord, flood, flood barrier, floodplain, ford, freshwater, gorge, hydraulic action, irrigation, load, meander, mouth, moorings, mudflats, oxbow lake, plain, plunge pool, pollution, precipitation, rapids, ravine, reservoir, river, river channels, runoff, saline, saltation, sediment, silt, source, spring, spur, transportation, tributary, upstream, valley, v-shaped valleys, watershed, waterfall, water tube	mountains, volcanoes and earthquakes, and the water cycle 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 <i>Essential vocabulary:</i> Volcano, magma, lava, lava crater, eruption, molten, earthquake, epicentre, Earth's crust, Earth's mantle, Earth's core, Pompeii	settlements and land use; economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • 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. • Locate the world's counties. Name and locate counties and cities in the United Kingdom. Describe and understand key aspects of physical geography including: climate zones. <i>Essential vocabulary:</i> Norway, Sweden, Denmark, Finland, Viking, Europe, Nordic, physical features, human features,
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Year 3/4 Cycle B	Ancient Ancestors / Changing State	We're Sailing down the Nile / Opposites Attract	Born in the USA / Plants
	By the end of these units: Pupils will know: 1. Where are the major cities of the UK? 2. What is a county? 3. What makes London our capital city? 4. Where is Bournville? 5. How do you use 4 figure grid references? 6. What are the similarities and differences between Birmingham (Bournville) and our area? Children will be able 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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	By the end of these units: Pupils will know: 1. Where in the world is Egypt and what is it like to live there? 2. Is the River Nile the longest river in the world? 3. Can you describe the journey of the Nile from source to mouth using appropriate geographical vocabulary? 4. What are the positive and negative effects the Aswan High Dam has on the River Nile? 5. What are the physical and human geography of the Nile Delta and how has this changed over time? Children will be able 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. • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	By the end of these units: Pupils will know: 1. What are the key features of the USA? 2. What are the location and formation of key physical features of the landscape of the USA? 3. Where are all the people in the USA? 4. What are the differences in the USA climate? 5. What factors affect farming? Children will be able to: • name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. • understand geographical similarities and differences of different places within USA. Interpret a range of images and sounds to be able to links places to a location on a map. Physical geography: understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. • understand the location and features of key settlements in the USA. • use an atlas to be able to locate key features on a map of USA. <i>Essential vocabulary:</i> Geographical, Physical, States, USA, Compare, physical features, erosion, population, distribution, densely/sparsely, populated, compare, change, impact, density, climate,

	America. <i>Essential vocabulary:</i> OS map, county, UK, England, Wales, Scotland, Northern Ireland, Birmingham, Bournville, 4 figure grid reference, Coolham, West Sussex, North, East, South, West, London, Cardiff, Edinburgh, Belfast, town, villiage	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>Essential vocabulary:</i> Atlas, digital map, physical, human, identify, features, flag, capital, population, area, currency, major religion, languages, major cities, climate, dam, flood, regular, hydroelectric, fertiliser, chemicals, pollution, drought, erosion, Nile, Desert, River, Silt, Fertile, Flood, Transport, Trade, Irrigation, papyrus	flood, drought, impact, agriculture, agricultural farming, city, place, location, development, change
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Year 5/6
Key Stage 2 Coverage:

Year 5/6 Cycle A	We'll Meet Again (WWII) / Light	Heads Will Roll / Counties of the UK	Ancient Mayan Civilization / Rainforests and Sustainability
	By the end of these units: Pupils will know: 1. Which human and physical features of a present day country were involved in WWII using secondary sources? 2. What are all the axis and allied of countries? 3. Why is Coolham Airfield is no longer an RAF base? 4. Why was the German invasion of Russia was a mistake? 5. How do you use OS Eastings and Northings to identify D Day landing places from a map? Children will be able to: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	By the end of these units: Pupils will know: 1. What geographical features exist in the UK? 2. Why does the UK have counties? 3. How do I locate UK towns and cities? 4. Does the UK have the same coastline the whole way around? Children will be able 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • 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	By the end of these units: Pupils will know: 1. Where in the world are rainforests? 2. Which countries have a tropical rainforest? 3. What are the 4 layers of a rainforest? 4. How are the creatures adapted to their habitat? 5. Why are rainforests being destroyed? What is the impact? Children will be able to: • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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

	methods, including sketch maps, plans and graphs, and digital technologies. • 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 • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <i>Essential vocabulary:</i> World War II. Global Trade, economy, commodities, processes, products, places, justice, sustainability, Airfield base, D Day, RAF, Eastings, Northings.	<i>Essential vocabulary:</i> United Kingdom, Great Britain, country, capital city, county, town, city, urban, rural, compass points, altitude, elevation, mountain range, river, source, tributary, meander, mouth, estuary.	regions, key physical and human characteristics, countries, and major cities. • 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 • 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) <i>Essential vocabulary:</i> Physical and human characteristics, Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Deforestation.
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Year 5/6 Cycle B	Across the Universe / Frosty Relations	Toil and Trouble / Crime and Punishment	Friends And Heroes / The Final Year
	By the end of these units: Pupils will know: 1. Roughly how many degrees are the North the Tropic of Cancer lines? 2. Where can you locate a place using longitude and latitude measurements? 3. Have there been changes in these climates and environments over time? Why? 4. What does term 'biome' mean and can you identify biomes of the world? How does it tie into the water cycle? 5. What have been the changes to the world environments over time? What are the threats faced by the various biomes of the world which are serious and urgent? Children will be able to: • Name and locate countries 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. • Identify the position and significance of latitude, longitude, Equator, northern hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctica. • Understand about World Weather patterns around the world and relate these to climate zones. • Describe and understand key aspects of	By the end of these units: Pupils will know: 1. What have you learnt about trading? How do you make the most money when playing the game? How does this relate to real life? 2. Where does the UK imports goods from? 3. Can you name some goods exported from El Salvador to the UK and list some issues facing people living in El Salvador? 4. What does fair trade mean? 5. What is an example of a global supply chain? How has trading has changed since the Tudor, Victorian and modern day? Children will be able to: • 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 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. • 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	By the end of these units: Pupils will know: 1. Can you explain what the landscape is like around their school in terms of its physical features? 2. How do you use maps to show the physical features studied in our local area? 3. What comparisons do you know of between maps with aerial features from google earth and OS maps? 4. What was in your traffic survey on the main roads by the school? 5. Can you use fieldwork skills to gather information about both the human and physical features of the Blue Idol locality? Children will be able to: • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Understand human geography, including: types of settlement and land use, economic activity including trade links, and the

	climate zones, biomes and vegetation belts; Use maps, atlases and globes to locate countries and describe features studied. <i>Essential vocabulary:</i> Biomes, tourist, Eden Project, threats, environmental issues, ecosystem, Yellowstone Park, America, photosynthesis, precipitation, Water Cycle, indigenous person, landscape, climate, plants, animals, longitude, latitude, Prime Meridian, Greenwich Meridian line, Edinburgh, Belfast, London, Paris, Madrid, Equator, Arctic Circle, Antarctica Circle, degrees, Tropic of Capricorn, Tropic of Cancer, The Tropics.	country, and a region within North or South America in the context of exports from El Salvador. - 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. - 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 how trade has changed. <i>Essential vocabulary:</i> trade, import, export, key, El Salvador, Trading, Fairtrade, fair trade, globalisation, Trade, Tudor, Victorian, British Empire.	distribution of natural resources including energy, food, minerals and water. <i>Essential vocabulary:</i> aerial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms).
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