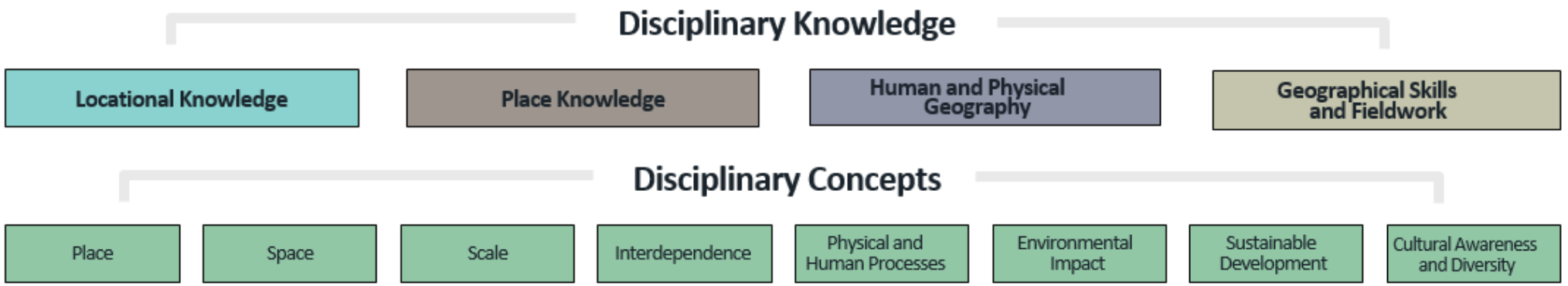
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National curriculum box shows objectives from the National curriculum for the relevant Key stage.

	National Curriculum	Knowledge	Skills	Vocab
Year group 1				

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Autumn Where in the world do I live?	**Locational knowledge** name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, **Human and physical geography** 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**<u>Locational</u>** I know that the world has seven continents. I know that the UK is split into countries and surrounding seas. **<u>Place knowledge</u>** **Space** I know that places can have meaning to people. **<u>Scale</u>** I know how my local area fits within the United Kingdom. I know how my classroom fits within the school. I know how my school fits on the street. **<u>Human and physical</u>** I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify hot and cold zones in the world. Identify UK on a map.	Use basic geographical vocabulary to refer to: key physical features, including: season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop address, capital, city, continent, country, local area, settlement, town, village

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	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop .			
Spring Do our school grounds support plant life?	**Geographical skills and fieldwork** 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	**Geography Fieldwork** I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe routes on a map 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	Use basic geographical vocabulary to refer to: key physical features, including: hill, mountain, soil, vegetation, season and weather key human features, including: city, town, village,

	grounds and the key human and physical features of its surrounding environment	**Place** I know that places can have meaning to people. **Locational** **Space** I can identify some key human and physical features of my local area. **Scale** I know how my school fits within my local area. **Physical and Human** I know human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.		factory, farm, house.
Summer	**Geographical skills and fieldwork** 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	**Geography Fieldwork** I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data.	Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe routes on a map Use simple fieldwork and observational skills	Use basic geographical vocabulary to refer to: key physical features, including: hill, mountain, soil, vegetation, season and weather

	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 can present simple data in a chart. **Place** I know that places can have meaning to people. **Locational** **Space** I can identify some key human and physical features of my local area. **Scale** I know how my local park fits within my local area. **Physical and Human** I know human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	key human features, including: city, town, village, factory, farm, house.
Year group 2	National Curriculum	Knowledge	Skills	Vocab
Spring	**Locational knowledge**	**Locational knowledge** **Space**		Use basic geographical vocabulary to refer

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What are the similarities and differences between my town and Tulum, Mexico?	name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** 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 **Human and physical geography** 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	I know that the world has seven continents and five oceans. I know that the UK is split into countries and surrounding seas. **Scale** I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country. **Place knowledge** I know that places can have meaning to people. **Human and physical geography** Physical and human processes I know that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	Use maps and digital maps (digimaps) to locate the United Kingdom and the continents and oceans.	to: key physical features, including: beach, cliff, coast, sea, ocean, river key human features, including: port, harbour capital, city, continent, country, Earth, equator, landmark, location, town, village

	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** 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	Cultural awareness I know the similarities and differences between my country and other countries. **Geographical skills and fieldwork** I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography.	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	aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol

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	grounds and the key human and physical features of its surrounding environment.			
Summer How can we record and measure weather phenomena?	**Human and physical** 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 **Geographical Skills and fieldwork** 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.	**Human and physical** I know the differences between weather and climate. I know that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator. **Geographical skills** I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills Use maps to identify hot and cold zones in the world. Identify UK on a map.	Weather, climate Poles, equator analyse, axes, bar chart, evaluate, fieldwork, investigate, monitor, observe, okta, pictogram, present, rain gauge, record, reflect, table, thermometer, weathervane.
Year group 3	National Curriculum	Knowledge	Skills	Vocab

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Autumn What facilities are in my local area, and how do people travel there?	**Locational knowledge** 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 **Human and physical** 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	**Locational knowledge** **Space** I know that the UK is split into countries and regions. I know that regions are split into counties. I know that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. **Scale** I know understand that hamlets, villages, towns and cities are settlements of different sizes. **Human and physical** **Physical and Human Processes** I know and understand human processes in the UK, including settlements and land use. Interdependence I understand that UK settlements rely on different areas of land use to thrive. Describe and understand key aspects of: Physical geography including types of settlement and land use, distribution of	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Investigating land use and the impact of this	Settlement, natural resources including energy, food, minerals and water agricultural, residential, industrial, recreational and commercial. Hamlets, villages, towns, cities, analyse, bar chart, evaluate

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	Place knowledge Key geographical knowledge of the United Kingdom **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	natural resources including energy, food, minerals and water **Place knowledge** I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples. **Geographical skills and fieldwork** I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills	
Spring What are the key geographical features of the UK, and my region?	**Place knowledge** Key geographical knowledge of the United Kingdom	I know that places can have meaning to people. I know that people can choose to use land differently, and I can give some examples. **Locational knowledge**	I can use compass points, four-figure grid references, symbols, and keys. I can locate settlements on a map.	

	Locational knowledge 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Human and physical Geography**	I know that the UK is split into countries and regions. I know that regions are split into counties. I know that counties contain settlements. I know that England, Scotland, Wales and Northern Ireland are countries in the UK. I know how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets. **Geographical skills** I can devise a sketch map of my local area. I can identify physical features on a map. **Physical and human** I know that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use.	I can use maps and atlases to discover the United Kingdom. I can understand that England is made up of different regions and counties. People living in these regions and counties may have	cities, towns, villages, and hamlets. aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol

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	human geography, including: types of settlement and land use physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,	I know that land use patterns change over time. I can identify some key human and physical features of the UK and my region.	different senses of identity based on where they live.	
Summer How can we make our school environment more bee friendly?	**Geographical skills and fieldwork** 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 **Physical and human** describe and understand key aspects of human geography including land use	**Geographical skills and fieldwork** I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry. Environmental Impact I understand how land use impacts the survival of bees. I understand how personal choices on how to use land impact the environment.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills Sustainable Development I can suggest how to make the school locality more environmentally friendly.	Observational, equipment, present, analyse
Year group 4	National Curriculum	Knowledge	Skills	Vocab
Autumn What are the similarities and differences	**Place knowledge** understand geographical similarities and differences through the study of human and	**Place knowledge** I know that people can choose to use land in different ways, depending on the land's physical geography. I know the similarities and differences between my region and South Aegean and give some examples.	I know that places can have meaning to people and make some suggestions or examples. Use maps, atlases, globes and digital/computer mapping	cities, counties, physical and man-made landmarks, urban and rural, key, symbol

between my region and the South Aegean, Greece?	physical geography of a region of the United Kingdom, a region in a European country **Locational knowledge** locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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)	**Locational knowledge** **Space** I know and can locate the continents of the world. I know some key physical features and settlements in South Aegean. I know the location of my region in England and the key human and physical features. I know the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. Scale I know my region is an area within England with different-sized settlements. I know that South Aegean is a region within Greece, with settlements of different sizes. I know that England and Greece are countries within the continent of Europe. **Human and physical geography**	(Google Earth) to locate countries and describe features studied use maps to identify some of the countries of Europe and their capital cities. Use maps to find my location and key features	latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.

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	Human and physical geography 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	I know that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in South Aegean, Greece. I understand human processes in my region and South Aegean, including settlements and economic activity. Cultural I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres. I know how to use atlases, maps and globes to locate places and describe features studied.	use atlases, maps and globes to locate places and describe features studied.	

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Spring N/A		Skills and knowledge will be recalled during dedicated recall slots		
Summer How can I use map skills to learn about my locality?	Key geographical knowledge of the United Kingdom **Human and physical geography** 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 **Locational knowledge** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	**Place knowledge** I know that people can choose to use land in different ways, depending on the land's physical geography. **Human and physical** I understand human processes in my local settlement, including land use, types of settlements and economic activity. **Locational knowledge** I can identify the location of my settlement and region in England and the key human and physical features. **Geographical skills and fieldwork**	I know that places can have meaning to people and make some suggestions or examples. Use maps to locate locality Use maps to locate settlements and identify key feature	annotation, cardinal directions, compass, coordinates, grid code, grid references, key, map symbols, National Grid, Ordnance Survey, Ordnance Survey map, scale, sketch map

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	Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.	Use maps to locate locality Use digimaps	
Year group 5	National Curriculum	Knowledge	Skills	Vocab
Autumn What trees, plants and animals are in our local ecosystem?	**Place knowledge** Key geographical knowledge of the United Kingdom **Locational knowledge** 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	I know the location of the United Kingdom. I know the countries of the United Kingdom. **Locational knowledge** I know and can name biomes and vegetation belts that are found across the world. I know and can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest. I know that you can find different ecosystems, vegetation belts and biomes within countries.	Use maps to locate the United Kingdom and my local area Use maps to locate key biomes and vegetation belts.	Longitude, latitude biome, climate, ecosystem, habitat, species, vegetation, vegetation belt

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	Human and Physical describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Geographical skills and fieldwork** 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 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	Human and physical I know how the climate impacts the landscape through biomes and vegetation belts. I know what animals, plants and habitats can be found in a woodland ecosystem in the UK. **Geographical skills and fieldwork** I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can use compass points and six-figures and references to build my knowledge of the world.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills Use compass	analyse, classify, compass, data, eastings, fieldwork, grid references, identification, measuring, northings, observing, present, qualitative, quantitative, recording

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Spring What are the similarities and differences between my region and Northern Brazil?	**Place knowledge** 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 **Locational knowledge** 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) 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	I know location of my region in England and the key human and physical features. Locational knowledge I know how physical geography and climate can affect the type and location of settlements in my region and Northern Brazil. I can make comparisons between my country and Brazil in terms of the size of the land and the population. I know how the landscape in the Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I know some of the countries of North/South America and their capital cities. I know some key settlements in the Northern Brazil. I can make comparisons between my country and Brazil in terms of the size of the land and the population.	Use maps to locate my region. Use maps to locate Brazil I can identify the Prime/Greenwich Meridian and time zones, including day and night. Apply previous knowledge of England and the United Kingdom	Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, time zone, tropic of Cancer, tropic of Capricorn, village accumulation, biodiverse, biome, characteristic, climate, climate zone, condensation, desert, earthquake, ecologically diverse, economic activity, economy, environment, erosion, gross

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	Human and physical geography 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Human and physical geography** I know physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in Northern Brazil. I know understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Northern Brazil, including settlements and economic activity. **Geographical skills and fieldwork** I can use atlases, maps and globes to locate places and describe features studied.	Locate key features using maps. Apply map skills	domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, water cycle, weather
Summer	**Locational knowledge**	**Locational knowledge**	Use maps to identify the names and locations of the rivers.	analyse, channel, confluence, course, data,

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	Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. **Human and physical geography** describe and understand key aspects of physical geography, including rivers. **Geographical skills and fieldwork** use fieldwork to observe, measure, record and present the physical features in the local area.	I know the location of a river in my region. I know the names and locations of the five longest rivers in England. **Human and physical geography** I know what rivers are. I know how rivers are formed. I know the features of rivers. **Geographical skills and fieldwork** I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills	delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley
Year group 6	National Curriculum	Knowledge	Skills	Vocab
Autumn How can our school reduce its plastic waste?	**Place knowledge** Key geographical knowledge of the United Kingdom	**Place** I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	Consider human feelings	biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw

	Physical and human geography 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 **Geographical skills and fieldwork** use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods,	**Physical and human geography** I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact. **Geographical skills and fieldwork** I can plan a geographical enquiry using fieldwork and observational skills.	Understanding the world around.	materials, refinery, synthetic audit, database, formulate, graph, implement, innovative, survey

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	including sketch maps, plans and graphs, and digital technologies	I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can use compass points and six-figures and references to build my knowledge of the world.	Use equipment to collect and record data Present and analyse data Carry out fieldwork using observational skills	
Spring What is the economic activity of the UK and how sustainable is it?	**Locational knowledge** 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 **Physical and Human Geography**	**Locational Knowledge** Space I know location of my region within England. I know my region's key human and physical geographical features and landmarks. Scale I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe. **Physical and Human Geography**	Use clues to identify regions human and physical geography features	agriculture, artificial intelligence, automation, capture, consumption, contaminate, desalination, disposal, drought, economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented,

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	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	I know and can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I know can explain how economic activity in the United Kingdom has changed over time.	Spot patterns and changes overtime. Understand the processes I can use facts and evidence to judge the sustainability of economic activity in the UK.	import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste
Summer	Recall			