

England (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding L5: What is it like in a capital city? (How similar or different is your location to a capital city?)</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch L2: How do we make decisions?</p> <p><i>Hot and cold places</i> L1: How hot and cold is our school? Explain/Explore 1, Practise, Explain/Explore 2, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore, Practise, Extend and stretch L3: Where are hot and cold places found on Earth? (Continents) L4: How does temperature affect hot and cold places? Demonstrate understanding, Explain/Explore 2 L5: What features does an animal need to live in a hot/cold place? Demonstrate understanding, Targeted activity, Summative assessment</p> <p>Location and place toolkit: <i>Hot and cold places</i> links to Waypoint 2</p>
<p>Pupils should understand basic subject-specific vocabulary relating to human and physical geography.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding L5: What is it like in a capital city? (How similar or different is your location to a capital city?)</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p>

England (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Pupils should begin to use geographical skills, including first-hand observation, to enhance their local awareness.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? (Physical and human features, City, town or village) L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) L5: What is it like in a capital city? (How similar or different is your location to a capital city?) L6: What would you write in postcard from a capital city? Summative assessment</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p> <p>Decision making toolkit: <i>Weather and fieldwork</i> unit - an example of the target board activity is used in Waypoint 2</p>
<p>Local knowledge: name and locate the world's seven continents and five oceans.</p>	<p><i>Hot and cold places</i> L3: Where are hot and cold places found on Earth? (Continents) Practise, Explain/Explore</p>
<p>Local knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise, L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p>
<p>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 non-European country.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? (Physical and human features, City, town or village) Practise, Explain/Explore, Extend and stretch</p>

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<p>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</p>	<p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p> <p><i>Hot and cold places</i> L3: Where are hot and cold places found on Earth? (Continents, Average temperatures around the world) Explain/Explore, Practise, Extend and stretch L4: How does temperature affect hot and cold places? (Comparing cities)</p>
<p>Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? (Physical and human features, City, town or village) Practise, Explain/Explore, Extend and stretch</p>
<p>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.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? Practise, Explain/Explore L3: What are capital cities of the UK? Extend and stretch</p> <p><i>Hot and cold places</i> L3: Where are hot and cold places found on Earth? (Continents, Average temperatures around the world) Explain/Explore, Practise, Extend and stretch L4: How does the temperature affect hot and cold places? (Comparing cities)</p>
<p>Geographical skills and fieldwork: use simple compass directions (North, South, East, West) and location and directional language to describe the location of features and routes on a map.</p>	<p><i>Comparing countries of the UK</i> L3: What are the capital cities of the UK? Practise 1, 2 and 3. L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p>

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<p>Geographical skills and fieldwork: 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.</p>	<p><i>Comparing countries of the UK</i> L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p> <p><i>Weather and fieldwork</i> L3: What do we need to find out? Explain/Explore 1 and 2, Practise, L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p><i>Hot and cold places</i> L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore.</p>
<p>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.</p>	<p><i>Comparing countries of the UK</i> L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p> <p><i>Weather and fieldwork</i> L3: What do we need to find out? Explain/Explore 1 and 2, Practise, L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p><i>Hot and cold places</i> L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore.</p> <p>Cause and effect toolkit: <i>Hot and cold places</i> unit provides an example of a cause-and-effect task for Waypoint 1</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p>	<p>Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people? KQ1 Slums L2: What are the similarities between Rocinha and Dharavi? KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2 Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p> <p>Location and place toolkit</p>
<p>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.</p>	<p>Units: Rivers, Mountains, volcanoes and earthquakes, Energy and sustainability Rivers L2: How do rivers shape the land?, L3 + L4 : What landforms can rivers create?; Mountains, Volcanoes and Earthquakes L2: How are mountains and volcanoes formed?, KQ1 What are fold mountains? Energy and sustainability: Why is the environment under so much pressure today?</p>
<p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>Units: all.</p> <p>Location and place toolkit</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Local 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.</p>	<p>Rivers L1: Where are the major rivers of the world? KQ3 L3: Why is the Volga River important to people? KQ1 Slums L2: What are the similarities between Rocinha and Dharavi? KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2 Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p>
<p>Local 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.</p>	<p>Local L4: Designing tools for fieldwork; L5: Conducting fieldwork; L6: What does your fieldwork show? Villages L1: Where do people live? KQ4 Water L5: Why is the weather in the UK unpredictable? Migration L5: What caused the Windrush generation to move to Britain? Population L1: Where do people live around the world? KQ4; L2: How and why has population changed? KQ2 Natural Resources L4: What resources does the UK have?</p> <p>Change toolkit; Cause and effect toolkit</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Local 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).</p>	<p>Water L3: Why do we have seasons? Biomes L2: Why are the biomes where they are?</p>
<p>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.</p>	<p>Rivers L3: Why is the Volga River important to people? Slums L2: What are the similarities between Rocinha and Dharavi? Villages L1: Where do people live? KQ3 Water L3: Why do we have seasons? Mountains L3: How do earthquakes and volcanic eruptions happen? KQ3 Migration L4: Can I create a profile for a migrant? Population L2: How and why has population changed? Energy and Sustainability L4: What is special about Curitiba?;L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p>
<p>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.</p>	<p>Units: Rivers; Water; ; Biomes. Mountains, Volcanoes and Earthquakes: L2: How are mountains and volcanoes formed?, L3: How do earthquakes and volcanic eruptions happen?, L4: What are the effects of earthquakes and volcanic eruptions? Energy and sustainability L1: What is sustainability?, L4: What can we learn from Curitiba?</p> <p>Change toolkit; Decision making toolkit</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>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.</p>	<p>Units: Slums; Villages, towns and cities; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation Rivers L4: Why are rivers important to people?; L6: Why should we protect rivers from pollution? Mountains L5: Do the benefits of living near a volcano outweigh the risks?; L6: Imagine you are in charge of a town. How would you plan for a volcanic eruption? Biomes L3: Why are biomes under threat?; L5: How can we persuade people to protect biomes?; L6: 'It is already too late to protect biomes from climate change.' How much do you agree?</p> <p>Change toolkit; Decision making toolkit</p>
<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Rivers L1: Where are the major rivers of the world? Explain/Explore 2/3; L3: Why is the Volga River important to people? Explain/Explore 1 Slums L2: What are the similarities between Rocinha and Dharavi? Explain/Explore 1 Local L1: Why do geographers undertake fieldwork? KQ4 Villages L1: Where do people live? Demonstrate understanding 1/2; L4: What makes up a city? Explain/Explore 2 Water L2: Why does it rain? Targeted activity, L3: Why do we have seasons? Explain/Explore 2, L5: Why is the weather in the UK unpredictable? Targeted activity Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2; L3: What are the challenges of an ageing population? Explain/Explore; L5: What are the best ways to feed the planet? Demonstrate understanding Energy and Sustainability L4: What is special about Curitiba? L5: What is special about Freiburg? Natural Resources L1: Where are the world's natural resources? Task 6; L3: What resources does Chile have? Spark Globalisation L2: How has globalisation changed the way we communicate? Task 5</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Geographical skills and fieldwork: 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.</p>	<p>Local L1: How are maps used for fieldwork? KQ4; What is the purpose of fieldwork? KQ2; L2: KQ2 What is the difference between quantitative and qualitative data?, KQ1 What is a field sketch and how do geographers conduct one?</p>
<p>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.</p>	<p>Unit: Local fieldwork Population L1: Where do people live around the world? Explain/Explore 1; L2: How and why has population changed? Demonstrate understanding 1; L4: How is a population pyramid created? Villages L1: Where do people live? Explain/Explore 2 Energy and Sustainability L3: How do we produce energy? Task 1-3; L6: What does the future hold? Task 3 Natural Resources L2: How has the use of natural resources changed? Task 1/3 Globalisation L2: How has globalisation changed the way we communicate? Task 6; L3: How does Globalisation affect trade? Task 3; L6: Where will Globalisation lead us? Task 1;</p>
<p>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.</p>	<p>Units: Slums; Local fieldwork; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Change toolkit; Cause and effect toolkit</p>

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<p>Starting with knowledge of their own home children might talk about where they live, make a model with construction equipment or draw their house, progressing to different types of transport, describing and recording their journey to school pictorially.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L6: What would you write in a postcard from a capital city? Explain/Explore 1, Extend and stretch</p>
<p>A walk in the local area can be followed by sequencing the journey using photographs, expressing preferences for particular features of the environment and drawing a plan of the local area with symbols to represent particular features.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? Explain/Explore 1 L4: Which UK countries have we visited? Explain/Explore 1</p> <p>Location and place toolkit: <i>Hot and cold places</i> unit links to Waypoint 2</p>

Wales (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Children should start with knowledge and understanding gained from visits in their locality when comparing and contrasting places such as the beach, town or country.</p> <p>Visits to contrasting places should allow children to develop their skills of enquiry, become competent in identifying and discussing geographical features, and have first-hand experiences of a range of different environments.</p>	<p><i>Comparing countries of the UK</i></p> <p>L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch</p> <p>L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch</p> <p>L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise</p> <p>L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p><i>Hot and cold places</i></p> <p>L1: How hot or cold is our school? Explain/Explore 1, Practise 1, Explain/Explore 2</p> <p>L2: What do hot and cold places feel like? Explain/Explore 1, Extend and stretch</p> <p>L3: Where are hot and cold places found on Earth? (Continents) Explain/Explore 2, Extend and stretch</p>

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<p>Regular observations and discussions about the weather will enable children to appreciate the effects of the weather on daily life in different environments. As they progress children will be able to set up experiments and carry out investigations, for example to gather data about wind and rainfall and then represent the results graphically using ICT.</p>	<p><i>Weather and fieldwork skills</i> L1: What is weather? Explain/Explore 1, Explain/Explore 2, Extend and stretch</p> <p><i>Hot and cold places</i> L1: How hot or cold is our school? Explain/Explore 1, Explain/Explore 2, Explain/Explore 3, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore 2, Extend and stretch L3: Where are hot and cold places found on Earth? Explain/Explore 2, Extend and stretch L4: How does temperature affect hot and cold places? Explain/Explore 1, Explain/Explore 2 L5: What features does an animal need to live in a hot/cold place? Summative assessment, Extend and stretch L6: How have real animals adapted to hot/cold places? Targeted activity 1, Targeted activity 2, Extend and stretch</p>
<p>Children could create small world scenarios or record their experiences by drawing, painting, model making or using appropriate computer software.</p>	<p><i>Weather and fieldwork skills</i> L2: How do we make decisions? Explain/Explore 1, Explain/Explore 2 L3: What do we need to find out? Explain/Explore 1, Explain/Explore 2</p>
<p>Programmable floor toys and remote-controlled equipment can be used to enable children to learn to follow directions and routes, as well as promoting skills at using technology.</p>	

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<p>Aerial photographs of the locality will help children to begin to understand how different places relate to each other and how to use relevant geographical terms to describe particular features.</p> <p>Building on earlier recording skills children should progress to producing their own maps, and using large-scale maps and plans.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? Explain/Explore 2, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK)</p> <p>Cause and effect toolkit: <i>Hot and cold places</i> unit provides an example of a cause-and-effect task for Waypoint 1</p>
<p>Through listening to stories, examining photographs, and asking and answering questions, children can learn about places that are further away, the people who live there, the types of food produced, the different types of travel and transport and how to use atlases and globes to locate places.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? Explain/Explore 1 L4: Which UK countries have we visited? Explain/Explore 1 L5: What is it like in a capital city? Explain/Explore 1, Demonstrate understanding</p>

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<p>As children develop knowledge about workplaces and roles of people in their locality, they will act out roles, be able to listen to visitors and question them about their roles, record what they find out, and progress to carrying out a survey enquiring about the occupations other children would like when they grow up.</p>	<p><i>Weather and fieldwork skills</i> L4: How can we use criteria to help us decide? Explain/Explore 1, Targeted activity L5: How can data help us decide? L6: How can you present your decision?</p> <p>Decision making toolkit: <i>Weather and fieldwork</i> unit - an example of the target board activity is used in Waypoint 2</p>
<p>Through observing the work people do, discovering the different types of transport used locally, and how buildings are used, children will begin to understand how a locality changes and the way in which people's actions lead to a change in the environment.</p>	<p><i>Weather and fieldwork skills</i> L5: How can data help us decide? Explain/explore, Targeted activity L6: How can you present your decision? Summative assessment</p>

Wales (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.</p>	<p>Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people? KQ1 Slums L2: What are the similarities between Rocinha and Dharavi? KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2 Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p>
<p>Pupils should be given opportunities to: Describe and explain physical and human features, e.g. the features of a river, characteristics of economic activity.</p>	<p>Units: Rivers, Mountains, volcanoes and earthquakes, Energy and sustainability Rivers L2: How do rivers shape the land?, L3 + L4 : What landforms can rivers create?; Mountains, Volcanoes and Earthquakes L2: How are mountains and volcanoes formed?, KQ1 What are fold mountains? Energy and sustainability: Why is the environment under so much pressure today?</p>
<p>Identify similarities and differences to describe, compare and contrast places and environments.</p>	<p>Units: all. Cause and effect toolkit; Change toolkit</p>
<p>Pupils should be given opportunities to study: - living in Wales: their local area and an investigation of at least one aspect of the geography of the whole of Wales, e.g. national parks, where people live.</p>	<p>Local L4: Designing tools for fieldwork; L5: Conducting fieldwork; L6: What does your fieldwork show? Villages L1: Where do people live? KQ4 Water L5: Why is the weather in the UK unpredictable? Migration L5: What caused the Windrush generation to move to Britain? Population L1: Where do people live around the world? KQ4; L2: How and why has population changed? KQ2 Natural Resources L4: What resources does the UK have? Location and place toolkit</p>

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<p>Pupils should be given opportunities to: Identify similarities and differences to describe, compare and contrast places and environments - living in other countries: two contrasting localities in countries at different levels of economic development outside the United Kingdom.</p>	<p>Rivers L3: Why is the Volga River important to people? Slums L2: What are the similarities between Rocinha and Dharavi? Villages L1: Where do people live? KQ3 Water L3: Why do we have seasons? Mountains L3: How do earthquakes and volcanic eruptions happen? KQ3 Migration L4: Can I create a profile for a migrant? Population L2: How and why has population changed? Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p> <p>Location and place toolkit</p>
<p>Pupils should be given opportunities to: Identify and describe natural and human features, e.g. weather conditions, types of buildings describe the causes and consequences of how places and environments change, e.g. by season; from past to present; the need for sustainability.</p>	<p>Units: Rivers; Water; ; Biomes. Mountains, Volcanoes and Earthquakes: L2: How are mountains and volcanoes formed?, L3: How do earthquakes and volcanic eruptions happen?, L4: What are the effects of earthquakes and volcanic eruptions? Energy and sustainability L1: What is sustainability?, L4: What can we learn from Curitiba?</p> <p>Cause and effect toolkit</p>

Wales (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>- Living in my world: caring for places and environments and the importance of being a global citizen carry out: - Investigations of 'geography in the news', topical events and issues in the local area and the wider world.</p>	<p>Units: Slums; Villages, towns and cities; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation Rivers L4: Why are rivers important to people?; L6: Why should we protect rivers from pollution? Mountains L5: Do the benefits of living near a volcano outweigh the risks?; L6: Imagine you are in charge of a town. How would you plan for a volcanic eruption? Biomes L3: Why are biomes under threat?; L5: How can we persuade people to protect biomes?; L6: 'It is already too late to protect biomes from climate change.' How much do you agree? Decision making toolkit</p>
<p>Pupils should be given opportunities to: Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. Measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, e.g. use instruments to measure rainfall, use GIS, design questionnaires.</p>	<p>Rivers L1: Where are the major rivers of the world? Explain/Explore 2/3; L3: Why is the Volga River important to people? Explain/Explore 1 Slums L2: What are the similarities between Rocinha and Dharavi? Explain/Explore 1 Local L1: Why do geographers undertake fieldwork? KQ4 Villages L1: Where do people live? Demonstrate understanding 1/2; L4: What makes up a city? Explain/Explore 2 Water L2: Why does it rain? Targeted activity, L3: Why do we have seasons? Explain/Explore 2, L5: Why is the weather in the UK unpredictable? Targeted activity Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2; L3: What are the challenges of an ageing population? Explain/Explore; L5: What are the best ways to feed the planet? Demonstrate understanding Energy and Sustainability L4: What is special about Curitiba? L5: What is special about Freiburg? Natural Resources L1: Where are the world's natural resources? Task 6; L3: What resources does Chile have? Spark Globalisation L2: How has globalisation changed the way we communicate? Task 5 Decision making toolkit</p>
<p>Pupils should be given opportunities to: Follow directions, estimate and calculate distances, e.g. follow map and ground routes, calculate map-to-ground distances</p>	<p>Local L1: How are maps used for fieldwork? KQ4; What is the purpose of fieldwork? KQ2; L2: KQ2 What is the difference between quantitative and qualitative data?, KQ1 What is a field sketch and how do geographers conduct one?</p>

Wales (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should be given opportunities to:</p> <p>Use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys.</p> <p>Interpret maps, and photographs including oblique, aerial and satellite images Identify and describe the spatial patterns (distributions) of places and environments and how they are connected, e.g. a line of towns in a valley, the pattern of areas affected by a tsunami.</p> <p>- fieldwork to observe and investigate real places and processes.</p>	<p>Unit: Local fieldwork</p> <p>Population L1: Where do people live around the world? Explain/Explore 1; L2: How and why has population changed? Demonstrate understanding 1; L4: How is a population pyramid created?</p> <p>Villages L1: Where do people live? Explain/Explore 2</p> <p>Energy and Sustainability L3: How do we produce energy? Task 1-3; L6: What does the future hold? Task 3</p> <p>Natural Resources L2: How has the use of natural resources changed? Task 1/3</p> <p>Globalisation L2: How has globalisation changed the way we communicate? Task 6; L3: How does Globalisation affect trade? Task 3; L6: Where will Globalisation lead us? Task 1</p>
<p>Pupils should be given opportunities to study tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen</p>	<p>Units: Slums; Local fieldwork; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Cause and effect toolkit</p>

Scotland (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. [SOC 1-13a]</p>	<p><i>Comparing countries of the UK</i> L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p> <p><i>Weather and fieldwork</i> L3: What do we need to find out? Explain/Explore 1 and 2, Practise, L4: How can we use criteria to help us decide? (Collecting Data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p>Location and place toolkit: <i>Hot and cold places</i> unit links to Waypoint 2</p>
<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. [SOC 1-07a]</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p>

Scotland (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. [SOC 1-13a]</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. [SOC 1-13b]</p>	<p><i>Comparing countries of the UK</i></p> <p>L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch</p> <p>L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch</p> <p>L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise</p> <p>L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p>L5: What is it like in a capital city? (How similar or different is your location to a capital city?) Demonstrate understanding 1 and 2</p> <p><i>Weather and fieldwork</i></p> <p>L1: What is weather? Explain/Explore, Extend and stretch</p> <p>L2: How do we make decisions?</p> <p><i>Hot and cold places</i></p> <p>L1: How hot and cold is our school? Explain/Explore, Practise, Explain/Explore 2, Extend and stretch</p> <p>L2: What do hot and cold places feel like? Explain/Explore, Practise, Extend and stretch.</p> <p>L3: Where are hot and cold places found on Earth? (Continents)</p> <p>L4: How does temperature affect Hot and cold places? Demonstrate understanding, Explain/Explore 2</p> <p>L5: What features does an animal need to live in a hot/cold place? Demonstrate understanding, Targeted activity, Summative assessment</p> <p>L6: How have real animals adapted to hot/cold places?</p> <p>Decision making toolkit: <i>Weather and fieldwork</i> unit - an example of the target board activity is used in Waypoint 2</p>

Scotland (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. [SOC 1-12a]</p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things. [SOC 1-12b]</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? Practise, Explain/Explore L3: What are capital cities of the UK? Extend and stretch</p> <p><i>Weather and fieldwork</i> L3: What do we need to find out? Explain/Explore 1 and 2, Practise L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p><i>Hot and cold places</i> L3: Where are hot and cold places found on Earth? (Continents, Average temperatures around the world) Explain/Explore, Practise, Extend and stretch L4: How does temperature affect hot and cold places? (Comparing cities)</p> <p>Cause and effect toolkit: <i>Hot and cold places</i> unit provides an example of a cause-and-effect task for Waypoint 1</p>
<p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. [SOC 1-14a]</p>	<p><i>Comparing countries of the UK</i> L3: What are the capital cities of the UK? Practise 1, 2 and 3 L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p> <p><i>Weather and fieldwork</i> L3: What do we need to find out? Explain/Explore 1 and 2, Practise L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p><i>Hot and cold places</i> L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore</p>

Scotland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond SOC 3-07a</p>	<p>Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people? KQ1 Slums L2: What are the similarities between Rocinha and Dharavi? KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2 Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p> <p>Cause and effect toolkit</p>
<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape, SOC 1-07a</p>	<p>Units: Rivers, Mountains, volcanoes and earthquakes, Energy and sustainability Rivers L2: How do rivers shape the land?, L3 + L4 : What landforms can rivers create?; Mountains, Volcanoes and Earthquakes L2: How are mountains and volcanoes formed?, KQ1 What are fold mountains? Energy and sustainability: Why is the environment under so much pressure today?</p>
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p>	<p>Units: all.</p>

Scotland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a</p> <p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a</p>	<p>Local L4: Designing tools for fieldwork; L5: Conducting fieldwork; L6: What does your fieldwork show?</p> <p>Villages L1: Where do people live? KQ4</p> <p>Water L5: Why is the weather in the UK unpredictable?</p> <p>Migration L5: What caused the Windrush generation to move to Britain?</p> <p>Population L1: Where do people live around the world? KQ4; L2: How and why has population changed? KQ2</p> <p>Natural Resources L4: What resources does the UK have?</p> <p>Location and place toolkit</p>
<p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a</p>	<p>Rivers L3: Why is the Volga River important to people?</p> <p>Slums L2: What are the similarities between Rocinha and Dharavi?</p> <p>Villages L1: Where do people live? KQ3</p> <p>Water L3: Why do we have seasons?</p> <p>Mountains L3: How do earthquakes and volcanic eruptions happen? KQ3</p> <p>Migration L4: Can I create a profile for a migrant?</p> <p>Population L2: How and why has population changed?</p> <p>Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg?</p> <p>Natural Resources L3: What resources does Chile have?</p>
<p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p> <p>I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. SOC 3-10a</p>	<p>Units: Rivers; Water; ; Biomes. Mountains, Volcanoes and Earthquakes: L2: How are mountains and volcanoes formed?, L3: How do earthquakes and volcanic eruptions happen?, L4: What are the effects of earthquakes and volcanic eruptions? Energy and sustainability L1: What is sustainability?, L4: What can we learn from Curitiba?</p> <p>Cause and effect toolkit</p>

Scotland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b</p> <p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p> <p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a</p>	<p>Units: Slums; Villages, towns and cities; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Rivers L4: Why are rivers important to people?; L6: Why should we protect rivers from pollution?</p> <p>Mountains L5: Do the benefits of living near a volcano outweigh the risks?; L6: Imagine you are in charge of a town. How would you plan for a volcanic eruption?</p> <p>Biomes L3: Why are biomes under threat?; L5: How can we persuade people to protect biomes?; L6: 'It is already too late to protect biomes from climate change.' How much do you agree?</p> <p>Decision making toolkit; Cause and effect toolkit; Change toolkit</p>

Scotland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>	<p>Rivers L1: Where are the major rivers of the world? Explain/Explore 2/3; L3: Why is the Volga River important to people? Explain/Explore 1 Slums L2: What are the similarities between Rocinha and Dharavi? Explain/Explore 1 Local L1: Why do geographers undertake fieldwork? KQ4 Villages L1: Where do people live? Demonstrate understanding 1/2; L4: What makes up a city? Explain/Explore 2 Water L2: Why does it rain? Targeted activity, L3: Why do we have seasons? Explain/Explore 2, L5: Why is the weather in the UK unpredictable? Targeted activity Mountains L1: What is the Earth made of? Demonstrate understanding Biomes L1: What are the Earth's biomes? Explain/Explore 2 Migration L1: What is migration? Explain/Explore 2 Population L1: Where do people live around the world? Explain/Explore 2; L3: What are the challenges of an ageing population? Explain/Explore; L5: What are the best ways to feed the planet? Demonstrate understanding Energy and Sustainability L4: What is special about Curitiba? L5: What is special about Freiburg? Natural Resources L1: Where are the world's natural resources? Task 6; L3: What resources does Chile have? Spark Globalisation L2: How has globalisation changed the way we communicate? Task 5 Local L1: How are maps used for fieldwork? KQ4; What is the purpose of fieldwork? KQ2; L2: KQ2 What is the difference between quantitative and qualitative data?, KQ1 What is a field sketch and how do geographers conduct one?</p>

Scotland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a</p> <p>I can use a range of maps and geographical systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 2-14a</p> <p>I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes. SOC 4-14a</p>	<p>Unit: Local fieldwork</p> <p>Population L1: Where do people live around the world? Explain/Explore 1; L2: How and why has population changed? Demonstrate understanding 1; L4: How is a population pyramid created?</p> <p>Villages L1: Where do people live? Explain/Explore 2</p> <p>Energy and Sustainability L3: How do we produce energy? Task 1-3; L6: What does the future hold? Task 3</p> <p>Natural Resources L2: How has the use of natural resources changed? Task 1/3</p> <p>Globalisation L2: How has globalisation changed the way we communicate? Task 6; L3: How does Globalisation affect trade? Task 3; L6: Where will Globalisation lead us? Task 1;</p> <p>Cause and effect toolkit</p>
<p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a</p> <p>I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies. SOC 4-11c</p>	<p>Units: Slums; Local fieldwork; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Decision making toolkit</p>

Northern Ireland (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Pupils should be enabled to explore <i>where do I live?</i></p> <p>Pupils should be enabled to be aware of the local natural and built environment and their place in it.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p>Location and place toolkit: <i>Hot and cold places</i> unit links to Waypoint 2</p>
<p>Pupils should be enabled to explore <i>what is in my world?</i></p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p><i>Hot and cold places</i> L2: What do hot and cold places feel like? Explain/Explore, Practise, Extend and stretch. L3: Where are hot and cold places found on Earth? (Continents) L4: How does temperature affect hot and cold places? Demonstrate understanding, Explain/Explore 2.</p>
<p>Pupils should be enabled to explore comparisons between the local area and a contrasting place, for example weather, transport, landscape features.</p>	<p><i>Comparing countries of the UK</i> L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L5: What is it like in a capital city? (How similar or different is your location to a capital city?) Demonstrate understanding 1 and 2</p> <p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch</p> <p><i>Hot and cold places</i> L2: What do hot and cold places feel like? Explain/Explore, Practise, Extend and stretch. L3: Where are hot and cold places found on Earth? (Continents) L4: How does temperature affect hot and cold places? Demonstrate understanding, Explain/Explore 2 L5: What features does an animal need to live in a hot/cold place? Demonstrate understanding, Targeted activity, Summative assessment</p> <p>Cause and effect toolkit: <i>Hot and cold places</i> unit provides an example of a cause-and-effect task for Waypoint 1</p>

Northern Ireland (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Pupils should be enabled to explore aspects of their own immediate world, including, different features of town and countryside.</p>	<p><i>Comparing countries of the UK</i> L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p>
<p>Pupils should be enabled to explore aspects of change that have occurred over time in the local area, for example seasonal change.</p>	<p><i>Weather and fieldwork</i> L1: What is weather? Explain/Explore, Extend and stretch L3: What do we need to find out? Explain/Explore 1 and 2, Practise L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p><i>Hot and cold places</i> L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore L4: How does temperature affect hot and cold places? (Comparing cities)</p> <p>Decision making toolkit: <i>Weather and fieldwork</i> unit - an example of the target board activity is used in Waypoint 2</p>

Northern Ireland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should be enabled to explore features of, and variations in places, including physical, human, climatic, vegetation and animal life</p> <p>How we are interdependent with other parts of Europe and the wider world for some of our goods and services, including jobs associated with the journey of a product from raw material to consumer</p>	<p>Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people? KQ1</p> <p>Slums L2: What are the similarities between Rocinha and Dharavi? KQ1</p> <p>Mountains L1: What is the Earth made of? Demonstrate understanding</p> <p>Biomes L1: What are the Earth's biomes? Explain/Explore 2</p> <p>Migration L1: What is migration? Explain/Explore 2</p> <p>Population L1: Where do people live around the world? Explain/Explore 2</p> <p>Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg?</p> <p>Natural Resources L3: What resources does Chile have?</p>
<p>Pupils should be enabled to explore ways in which change occurs in the natural world</p>	<p>Units: Rivers, Mountains, volcanoes and earthquakes, Energy and sustainability</p> <p>Rivers L2: How do rivers shape the land?, L3 + L4 : What landforms can rivers create?; Mountains, Volcanoes and Earthquakes L2: How are mountains and volcanoes formed?, KQ1 What are fold mountains?</p> <p>Energy and sustainability: Why is the environment under so much pressure today?</p> <p>Cause and effect toolkit; Change toolkit</p>
<p>Pupils should be enabled to explore features of the immediate world and comparison between places.</p>	<p>Units: all.</p>
<p>Pupils should be enabled to explore local habitats, for example, <i>woodland, lake, river, seashore, protected area or pond.</i></p>	<p>Local L4: Designing tools for fieldwork; L5: Conducting fieldwork; L6: What does your fieldwork show?</p> <p>Villages L1: Where do people live? KQ4</p> <p>Water L5: Why is the weather in the UK unpredictable?</p> <p>Migration L5: What caused the Windrush generation to move to Britain?</p> <p>Population L1: Where do people live around the world? KQ4; L2: How and why has population changed? KQ2</p> <p>Natural Resources L4: What resources does the UK have?</p> <p>Location and place toolkit</p>

Northern Ireland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should be enabled to explore features of the immediate world and comparison between places.</p>	<p>Rivers L3: Why is the Volga River important to people? Slums L2: What are the similarities between Rocinha and Dharavi? Villages L1: Where do people live? KQ3 Water L3: Why do we have seasons? Mountains L3: How do earthquakes and volcanic eruptions happen? KQ3 Migration L4: Can I create a profile for a migrant? Population L2: How and why has population changed? Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Resources L3: What resources does Chile have?</p> <p>Location and place toolkit</p>
<p>Pupils should be enabled to explore positive and negative effects of natural and human events upon a place over time. Pupils should be able to explore how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods.</p>	<p>Units: Rivers; Water; ; Biomes. Mountains, Volcanoes and Earthquakes: L2: How are mountains and volcanoes formed?, L3: How do earthquakes and volcanic eruptions happen?, L4: What are the effects of earthquakes and volcanic eruptions? Energy and sustainability L1: What is sustainability?, L4: What can we learn from Curitiba?</p> <p>Cause and effect toolkit</p>

Northern Ireland (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should be enabled to explore how they and others interact in the world.</p> <p>Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications.</p> <p>The effect of people on the natural and built environment over time.</p>	<p>Units: Slums; Villages, towns and cities; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Rivers L4: Why are rivers important to people?; L6: Why should we protect rivers from pollution?</p> <p>Mountains L5: Do the benefits of living near a volcano outweigh the risks?; L6: Imagine you are in charge of a town. How would you plan for a volcanic eruption?</p> <p>Biomes L3: Why are biomes under threat?; L5: How can we persuade people to protect biomes?; L6: 'It is already too late to protect biomes from climate change.' How much do you agree?</p>
<p>Pupils should be enabled to explore the effects of positive and negative changes globally and how we contribute to some of these changes.</p> <p>Positive and negative effects of natural and human events upon a place over time.</p> <p>Comparisons between people and places, for example, location, size, resources, lifestyles, housing, transport or education.</p>	<p>Units: Slums; Local fieldwork; Migration; Population; Energy and Sustainability; Natural Resources; Globalisation</p> <p>Change toolkit; Decision making toolkit</p>