

Geography Curriculum 2024

LKS2 – Cycle A	
<p>Investigating our local area What is it like to live in Bedworth and how has it developed? Case study: Bedworth coal mines</p>	<p>Volatile Volcanoes Why do people live near to Volcanoes? Case study: Mount Nyiragongo (Africa)</p>
<p>Plan Bee: https://planbee.com/products/investigating-our-local-area https://www.rgs.org/media/xbymavse/primaryfieldworksettlementandlanduse.pdf</p>	<p>Plan Bee: https://planbee.com/products/volcanoes</p>
<p>NC objectives covered</p> <ul style="list-style-type: none"> • KS2 - 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 • KS2 - 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 • KS2 - 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 • KS2 - 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>NC objectives covered</p> <ul style="list-style-type: none"> • KS2 - 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) • KS2 - 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 • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - 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 • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>English Writing Opportunities</p>	<p>English Writing Opportunities</p>
<p>Leaflet about Bedworth</p>	<p>News reports - Volcanoes</p>
<p>Wider experiences</p>	<p>Wider experiences</p>
<p>Fieldwork in the local area</p>	<p>NA</p>
<p>Lesson Sequence</p>	<p>Lesson Sequence</p>

<ol style="list-style-type: none"> 1. To be able to locate the local area on a map and to give directions. 2. To learn about physical and human features of our local area. 3. To identify different types of services in the local area. 4. To be able to collect and record evidence. 5. To be able to evaluate what the local area is like. 6. To investigate how land use has been affected by the coal industry (TES lesson) 7. To investigate the impact of coal mines on Bedworth. 	<ol style="list-style-type: none"> 1. Volcanoes: Show what you know 2. To explore what happens when a volcano erupts. 3. To explore the features of volcanoes. 4. To understand what tectonic plates are and what the 'ring of fire' is. 5. To explore life in volcanic areas. Case study lesson Mount Nyiragongo (Africa) 6. To compare a volcanic area to a non-volcanic area. 7. To research and justify why people live near active and dormant volcanoes? (link to recent ones, use news reports)
Skills covered	Skills covered
Locational Knowledge	Locational Knowledge
<ul style="list-style-type: none"> • I know that Bedworth is a town in the county of Warwickshire. • I know that Coventry is the closest city to Bedworth. 	<ul style="list-style-type: none"> • I know that the equator separates the Northern and Southern Hemispheres. • I know that the capital of Hawaii is Honolulu.
Place Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can explain the difference between human and physical geography. 	<ul style="list-style-type: none"> • I can identify similarities and differences between England and Hawaii (a nonvolcanic and volcanic area).
Human and Physical Geography	Human and Physical Geography
<ul style="list-style-type: none"> • I can give examples of human and physical geography. • I can identify human features in and around Bedworth. • I can identify physical features in and around Bedworth. • I can give examples of how land is used in Bedworth. • I can give examples of services common in Bedworth and other towns. • I can identify services in my local area. • 	<ul style="list-style-type: none"> • I can describe what a volcano is. • I know some facts, such as the height and age of some of the world's most famous volcanoes. • I can explain why a volcano erupts. • I know that ash, gas, lava and rocks are released when a volcano erupts. • I can explain how a volcano eruption affects the local people and environment. • I know some of the strategies put in place to help people survive when they are near a volcano eruption. • I can explain the difference between a composite, shield and dome volcano. • I can explain the difference between a dormant, active and extinct volcano.

	<ul style="list-style-type: none"> • I know what tectonic plates are. • I know that most world's volcanoes are found at the boundaries of tectonic plates. • I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. <ul style="list-style-type: none"> • I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • I can identify some of the animals and plants that live in volcanic areas. • I can describe some of the human and physical features of Hawaii, a volcanic area. • I can carry out my own research about a particular volcano.
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • I can use the eight points of a compass to navigate around a map. • I can locate the UK on a world map. • I can locate Warwickshire on a map. • I can locate the Midlands on a map. • I can locate Bedworth on a map. • I can locate our school on a map. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. • I can use four-figure and six-figure grid references to locate water sources in my local area. • I can collect data about how adults in my local area get to work. • I can present data using a bar chart. • I can describe patterns in data. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates.
<p>Vocabulary</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ● Land use ● Grid reference ● Water source ● County ● City ● Town ● Influence 	<ul style="list-style-type: none"> ● Tectonic plate ● Geothermal energy ● Boundary ● Dormant ● Active ● Extinct ● Equator
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LKS2 – Cycle B	
The United Kingdom Why do people settle in the UK? Case study: River Avon	Our European Neighbours How do we compare to our European neighbours? Case study: MFL Language
Plan Bee: https://planbee.com/products/the-united-kingdom	Plan Bee: https://planbee.com/products/our-european-neighbours
NC objectives covered <ul style="list-style-type: none"> ● KS2 - 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 ● KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	NC objectives covered <ul style="list-style-type: none"> ● KS2 - 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 ● KS2 - 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 ● KS2 - 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 ● KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
English Writing Opportunities Holiday brochure for the UK	English Writing Opportunities Debate focussed on the merits of a chosen European Country

Wider experiences	Wider experiences
NA	Link to language and MFL
Lesson Sequence	Lesson Sequence
<ol style="list-style-type: none"> To be able to identify and describe key geographical features of the United Kingdom. To be able to identify and locate the counties of the United Kingdom. To be able to locate and identify towns and cities in the UK. To find out about the hills and mountains of the UK. To find out about the seas and coasts of the UK. To be able to identify and explore the major rivers of the UK. To create a persuasive holiday brochure for the UK. 	<ol style="list-style-type: none"> To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe To be able to compare two European capital cities. London vs Paris. To find out about the human and physical features of a European country. To research and debate the merits of a European country.
Skills covered	Skills covered
Locational Knowledge	Locational Knowledge
<ul style="list-style-type: none"> I can describe key geographical features of the UK and its countries. I know that the UK can be split into regions and that each region contains several counties. I can identify and name the counties of the UK. 	<ul style="list-style-type: none"> I can name different countries in Europe. I can name the seas and oceans surrounding Europe.
Place Knowledge	Place Knowledge
NA	<ul style="list-style-type: none"> I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris.
Human and Physical Geography	Human and Physical Geography
<p>I can explore the human and physical features of a particular town or city in the UK.</p> <ul style="list-style-type: none"> I know the difference between a hill and a mountain. I can describe how different mountains are formed. I can name and locate mountain ranges of the UK. I know the difference between a sea and an ocean. I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. 	<ul style="list-style-type: none"> I can identify European countries based on human features, such as language, flag and currency. I can identify the capital cities of Europe. I can compare two European capital cities according to their human and physical features. I can use independent research to explore the human and physical features of a particular European country.

<ul style="list-style-type: none"> • I can name and locate the major rivers of the UK. • I know that rivers start their journey at the source and end their journey at the mouth. 		
Geographical skills and fieldwork		Geographical skills and fieldwork
<ul style="list-style-type: none"> • I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. • I can use given clues to locate the counties of England on a map. • I can use a map to answer true or false questions about the location of a county. • I can locate the major towns and cities of the UK on a map. 		<ul style="list-style-type: none"> • I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.
Vocabulary		Vocabulary
<ul style="list-style-type: none"> • County • Town • City • Erosion • Coastal stacks • Cliffs 	<ul style="list-style-type: none"> • Source • Mouth • Meander • Mountain range • Region 	<ul style="list-style-type: none"> • City • Human feature • Physical feature • Europe • Compare • Climate • Population

UKS2 – Cycle A	
Investigating India (includes rivers and mountains) How is life different for a child in the UK compared to a child in India? Case study: The Ganges	South America (includes the Andes) What are the geographical similarities and differences between the UK and South America? Case study of Brazil/the Amazon/Deforestation
Plan Bee: https://planbee.com/products/investigating-india	Plan Bee: https://planbee.com/products/south-america
NC objectives covered	NC objectives covered

<ul style="list-style-type: none"> ● KS2 - 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 ● KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● KS2 - 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 ● KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ● KS2 - 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 ● KS2 - 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) ● KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● KS2 - 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
English Writing Opportunities	English Writing Opportunities
Information text comparing India to the UK	Report about the impact of the Orangutan and deforestation– use this unit to support https://planbee.com/products/save-the-orangutan-ks2-geography
Wider experiences	Wider experiences
Food tasting to link with culture and influence	NA
Lesson Sequence	Lesson Sequence
<ol style="list-style-type: none"> 1. To explore India and where it is in the world. 2. To explore the mountain ranges found in India 3. To explore some of the major rivers in India. 4. Case Study: The Ganges 5. To explore the human and physical features of cities in India. 6. To explore India's culture and its influence on other countries. 7. To be able to compare India to the United Kingdom. 	<ol style="list-style-type: none"> 1. To find out about the location and countries of South America. 2. To find out about the climate in South America. 3. To find out about the major mountain ranges of South America. 4. To find out about the human geography of South America. 5. To find out about trade and industry in South America. 6. To be able to carry out an in-depth study of a South American country. Case study of Brazil/the Amazon. 7. To compare an area of South America with the UK.
Skills covered	Skills covered
Locational Knowledge	Locational Knowledge

<ul style="list-style-type: none"> • I know that India is a country in Asia. • I know that New Delhi is the capital of India. • I know that India is in the Northern Hemisphere 	<ul style="list-style-type: none"> • I can name the countries of South America. • I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.
Place Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can identify similarities and differences in the human and physical geography of the UK and India. 	<ul style="list-style-type: none"> • I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. • I can compare and contrast the human and physical features of Brazil and the UK.
Human and Physical Geography	Human and Physical Geography
<ul style="list-style-type: none"> • I know that India is one of the most populated countries in the world. • I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like. • I know what a monsoon is. <ul style="list-style-type: none"> • I can explain how a mountain is formed. • I know that there are five different types of mountain formations. • I can name and locate some of the major mountain ranges in India, and explore facts about each one. • I know that the Ganges River and Narmada River are two of the major rivers in India. • I can explain some of the features of the Ganges and Narmada rivers. • I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. • I can explore and describe some features of Indian culture and how this has influenced the wider world. 	<ul style="list-style-type: none"> • I can identify and describe the different climate zones of South America. • I know that the Andes are the major mountain range of South America. • I can use plate tectonics to describe how mountains are formed. • I know what a volcano is and how they are formed. • I know the differences between the three types of volcanos. • I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. • I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. • I know that the main industries of South America are agriculture and timber. • I can name some key industries in different South American countries. • I can use independent research to find out key details of the human and physical geography of a particular South American country.
Geographical skills and fieldwork	Geographical skills and fieldwork

<ul style="list-style-type: none"> • I can locate India on a world map. • I can use a climate map with a key to identify different climates in India. • I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. • I can use the street view function on Google maps to explore the human and physical features of cities in India. • I can use population density maps to compare the populations of India and the UK. 		<ul style="list-style-type: none"> • I can locate the countries of South America on a map. • I can use political maps and climate maps to identify the climate zones of South America. • I can use a topographical map to locate the mountain ranges of South America. • I can use a map of plate tectonics to identify the location of the Andes. • I can create a colour key on a map of South America to denote key industries. 	
Vocabulary		Vocabulary	
<ul style="list-style-type: none"> • Climate • City • Population • Density • Monsoon • culture 	<ul style="list-style-type: none"> • Highland • Humid sub-tropical • Semi-arid • Arid 	<ul style="list-style-type: none"> • Political map • Climate map • Climate zone • Topographical map • Tectonics • Industry • Climate zone • Natural resources • Tropic of Cancer • Tropic of Capricorn 	

UKS2 – Cycle B	
<p align="center">North America</p> <p align="center">What are the geographical similarities and differences between the UK and North America?</p> <p align="center">Case study: Middle of UK (B'ham) and Middle of America</p>	<p align="center">Japan Today</p> <p align="center">How is life different for a child in the UK compared to a child in Japan?</p> <p align="center">Case study: Tsunami's - Tōhoku, Japan, 2011.</p>
<p align="center">Plan Bee:</p> <p align="center">https://planbee.com/products/north-america</p>	<p align="center">Plan Bee:</p> <p align="center">https://planbee.com/products/japan-today</p>
NC objectives covered	NC objectives covered

<ul style="list-style-type: none"> ● KS2 - 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 ● KS2 - 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) ● KS2 - 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 ● KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ● KS2 - 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) ● KS2 - 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 ● KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
English Writing Opportunities	English Writing Opportunities
Create a presentation to compare the UK and North America	Explanation text around Earthquakes
Wider experiences	Wider experiences
NA	STEM link to making structures.
Lesson Sequence	Lesson Sequence
<ol style="list-style-type: none"> 1. To identify the countries of North America. 2. To investigate and compare climates in North America. 3. To explore the geographical features of North America. 4. To explore the capital cities of North America. 5. To explore the various time zones of North America and how these compare to other time zones around the world. 6. DOUBLE LESSON To research and compare a region in the UK with a region in North America. (case study link) (include the human and physical geography) 	<ol style="list-style-type: none"> 1. To know where Japan is in the world 2. To use latitude and longitude to describe the position of Japan, and other countries on a map 3. To learn about how earthquakes occur and the impact they have on a location. (STEM link to structures, houses that have been built). 4. Case study: Tsunami's 5. To identify the physical geography of Japan 6. To explore the human geography of Japan 7. To compare the life of a Japanese school child with a UK school child
Skills covered	Skills covered
Locational Knowledge	Locational Knowledge

<ul style="list-style-type: none"> • I can identify the countries of North America. • I can match North American capital cities with their correct country. 	<ul style="list-style-type: none"> • I can identify the Japan is a part of Asia. • I can identify the capital city and other major cities of Japan. • I can explain what a meridian line is. • I am able to use latitude and longitude to pinpoint the location of Japan and other countries.
<p>Place Knowledge</p>	<p>Place Knowledge</p>
<ul style="list-style-type: none"> • I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. 	<ul style="list-style-type: none"> • I can compare my experience of school in the UK, with that of school in Japan.
<p>Human and Physical Geography</p>	<p>Human and Physical Geography</p>
<ul style="list-style-type: none"> • I can compare the climates of different parts of North America using graphs. • I can match a description of a climate to a corresponding bar graph. • I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. • I can compare the features of North American capital cities, and order cities by population and area. • I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> • I know that an earthquake is an example of physical geography. • I can describe how an earthquake occurs. • I can explain why Japan has more earthquakes than the UK • I can make comparisons between the UK and Japan • I can identify hazards and safety precautions that could be put in place during an earthquake. • I can define physical geography and human geography, including the difference between them. • I can identify physical features of Japan and compare them to physical features of the UK. • I can investigate mountains and volcanoes in Japan. • I can describe the climate in Japan. • I can compare the population of Japan with other countries. • I can describe reasons for a countries population being affected.
<p>Geographical skills and fieldwork</p>	<p>Geographical skills and fieldwork</p>

<ul style="list-style-type: none"> • I can use given information about the location of North American countries to label a map of North America. • I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa. 	<ul style="list-style-type: none"> • I can use a world map to locate Japan. • I can use a map to locate surrounding seas and oceans of Japan. • I can identify the capital city and other major cities of Japan. • I can identify Japan and Asia on a global map. • I can use population density maps to compare the populations of Japan and the UK.
Vocabulary	Vocabulary
<ul style="list-style-type: none"> • Time zone • Climates • Population • Glacier • 	<ul style="list-style-type: none"> • Hazard • Precaution • Earthquake • Population • Climate • Meridian Line • Longitude • Latitude

Additional Unit for Year 6 Post SATs

Our Local Area
Plan Bee: https://planbee.com/products/our-local-area
NC objectives covered
<ul style="list-style-type: none"> • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - 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 • KS2 - 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 • KS2 - 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

- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

English Text Links

Wider experiences

Lesson Sequence

1. To explore economic activity as part of a local area study
2. To explore land use as part of a local area study.
3. To explore settlements as part of a local area study
4. To explore climate zones as part of a local area study
5. To explore rivers as part of a local area study
6. To explore mountains and hills as part of a local area study

Skills covered

Locational Knowledge

- I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time.
- I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.

Place Knowledge

NA

Human and Physical Geography

- I know the difference between high-order and low-order services in a settlement.
- I know which products are exported from the UK, their value, their share of UK exports and the main importer countries.
- I can name many of the natural resources that are found in the UK.
- I can identify UK commodities that are made or produced in my local area.
- I can describe land use around my school, explaining how I feel about different areas and what I would change.

- I can compare local climate data with climate data for other parts of the UK.
- I know how different winds can affect the climate of different parts of the UK.

Geographical skills and fieldwork

- I can use fieldwork to observe where some of the UK's natural resources can be found.
- I can use fieldwork to identify different examples of land use in my local area.
- I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.
- I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.
- I can use fieldwork to gather information about the vegetation and wildlife of a local river.
- I can use fieldwork to gather weather data about my local area.
- I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.
- I can use a topographical map to identify the major mountain ranges of the UK.

Vocabulary

- Settlements
- Natural resources
- Land use
- Vegetation
- Climate
- Export
- Import
- Commodities