



GEOGRAPHY

‘Geography is not a narrow academic subject for the few. It is fundamental for everyone. It starts very early, when a young child encounters and begins to discover the world. Geography can nourish and enrich a whole lifetime of learning.’

A Different View, Geographical Association 2009

Purpose and aims of Geography

Through our geography curriculum, we aim to inspire in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

EARLY YEARS

Geography skills are linked to the early learning goals for Understanding The World, specifically, The Natural World and People, Culture and Communities.

UTW - NATURAL WORLD:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand the effect of the changing weather on the natural world around them.

UTW - PEOPLE CULTURE & COMMUNITIES:

- Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries.

Continuous Provision & Daily Routines: Daily weather chart, world map and globe in environment, small world figures of different nationalities, during Forest School sessions spotting the changes in the forest as the seasons change. Non-fiction and fiction books that feature a range of countries, climates and customs.

Autumn	Spring	Summer
Explore the features/landmarks of their school and village. Talk about key features of a basic map. Follow directions on a map of the school. Introduce globe and map of the world (linked to journeys topic)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about and make comparisons between two contrasting localities including animals and the weather. Know that people in other countries speak	Know that there are 4 seasons. Explore appropriate clothes and accessories needed for different types of weather. Understands some effects that humans can have on the environment. Continue to develop positive attitudes

<u>Vocabulary</u> Features, village, town, city, globe, land/sea, directions, shops, houses, places of worship, schools	different languages and may have different customs. <u>Vocabulary</u> Countries, language, travel, nationality, weather, temperature, similar, different, same.	about the differences between people (including challenging gender stereotypes) <u>Vocabulary</u> Spring, summer, autumn, winter, environment, pollution, weather,
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KEY STAGE 1 - Cycle A

Autumn	Spring	Summer
<i>Is Caton a village or a town?</i> Change - links to Caton past and present Location and Place NC: <i>Name and locate the world's seven continents and oceans (Europe and the Atlantic Ocean). Use world maps, atlases and globes. Use simple compass directions and locational and directional language 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 of its surrounding environment. 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. Communicate geographical information through maps.</i> <u>Visits / Visitors</u> Local fieldwork around Caton	<i>Fieldwork Unit - The Weather</i> Change Decision Making NC: <i>Identify seasonal and daily weather patterns in the United Kingdom Use world maps, atlases and globes. Communicate geographical information through numerical and quantitative skills - children set up a weather station.</i> <u>Key Questions</u> What are the seasons? What are the different ways in which we can describe the weather? Why does the weather vary? How does the weather affect human behaviour? <u>End of unit assessment</u> Present the findings from the weather station fieldwork, explaining why the weather varies day to day and season to season.	<i>Hot and cold places</i> Cause and Effect Location and Place NC: <i>Name and locate the world's seven continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes.</i> <u>Key Questions</u> What are the seven continents and where are they located? What are the five oceans and where are they located? Why do temperatures vary around the world? What and where are the hottest countries? What and where are the coldest countries? Why do temperatures vary within countries? How does the weather affect plants and animals? <u>End of unit assessment</u> Write a postcard from a hot place and a cold place of choice with information about

<u>Key Questions</u> What is a settlement? What is a village? Where is Caton situated? What is a valley? What type of settlement is Caton? What amenities are there in Caton? <u>End of unit assessment</u> Create a map with a key of Caton village centre.		weather, human activity and wildlife / vegetation.
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KEY STAGE 1 - Cycle B

Autumn	Spring	Summer
COMPARISON BETWEEN PLACES Comparing life in Caton Location and Place NC: <i>Geographical skills and fieldwork</i> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries</i> <i>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</i> <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i> <i>devise a simple map and use and construct basic symbols in a key</i> <i>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> <u>Key Questions</u> What is my location in Caton Primary School? What is the location of Caton Primary	NC: <i>Geographical skills and fieldwork</i> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries</i> <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i> <u>Key Questions</u> What are the countries of the United Kingdom? Where are they located? How does the population vary from country to country? What are the capital cities of each country? What are some of the key features that define each country's national identity?	A Study of a small area of a contrasting non-European country - Port Douglas Location and place Decision making Change - history unit - Morecambe past and present NC: <i>Understand geographical similarities and differences though studying the human and physical geography of a small area of the United Kingdom, and of a small area of a contrasting non-European country.</i> <i>Name and locate the world's seven continents and five oceans (Europe, Atlantic Ocean, Oceania, Pacific Ocean)</i> <i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i> <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of its surrounding environment.</i> <u>Visits and Visitors</u> Link with a primary school in Port Douglas

School? What is the location of Caton? How does the location of a settlement affect the way that humans behave in their everyday life? What are the similarities and differences between the physical and human features of Caton and Torridon/Bunessan? What examples of physical and human geography can we give? What are the compass points? <u>End of unit assessment</u> Create a presentation summarising what has been learnt about the partner school, including how its location affects the pupils' way of life.		<u>Key Questions</u> Where in the world is Australia located? What are the bodies of water surrounding Australia? Where is Queensland? What is Cairns like? What is Port Douglas like? What is special about the Great Barrier Reef? Where is Morecambe located? What are the similarities and differences between the physical and human features of Morecambe and Port Douglas? <u>End of unit assessment</u> Record a class presentation about the similarities and differences between Morecambe and Port Douglas to send to the school in PD.
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LOWER KEY STAGE 2 - Cycle A

Autumn	Spring	Summer
Villages, towns and cities (including a place study of the Ile de France) Decision Making Location and Place NC: <i>Describe and understand different types of settlements and land use patterns and how some of these aspects have changed over time.</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>Name and locate counties and cities of the UK.</i> <u>Visits and visitors</u> Visit from the local council planning department Visit to Lancaster to compare to Paris. <u>Key questions</u> • How many people live on our planet? • What do 'sparsely populated' and 'densely populated' mean? • Which countries in the world are densely populated? • How did early humans begin to settle	Earthquakes and Volcanoes - A place study of Montserrat Cause and Effect Location and Place Decision Making NC: <i>Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes.</i> <u>Key questions</u> • What are the four layers of the Earth? • What are the different types of crust? • Where are the major tectonic plates? • What are fold mountains? • What are the two types of volcanoes? • Where are volcanoes located? • How do earthquakes happen? • How do volcanoes erupt? • Why don't we have earthquakes or volcanic eruptions in the UK? • What can people do to deal with earthquakes? • What can people do to deal with volcanic explosions? • What are the immediate and secondary effects of earthquakes and volcanic eruptions?	A place study of a region of the United Kingdom (the Lake District) and a region in the Rocky Mountains Location and Place NC: <i>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> <i>Name and locate UK geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns</i> <i>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.</i> <i>Land use</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>Use the eight points of a compass,</i>

and farm? • Which natural resources are useful for a settlement? • What are the positive and negative factors that can affect a settlement? • What are the different types of settlement? • What are the features of the different types of settlement? • What types of employment, shopping, leisure and transport are found in villages, towns and cities? • What are the features of cities? • How is land used in cities? • What are megacities? • What would your ideal settlement be like? • What important features would it have? • Can you describe and draw your ideal settlement? Place study - Ile de France and Paris (a megacity). <u>End of unit assessment</u> Consider a megacity. Are there any advantages or disadvantages to living in a megacity (e.g. Paris) compared to a 'regular' city (e.g. Lancaster)?	• What are the benefits of living near a volcano? • What are the risks of living near a volcano? • Where is Montserrat located and what are its key features? <u>End of unit assessment</u> • To write an answer to the question: Imagine you are in charge of a town in Montserrat. How would you plan for a volcanic eruption? • Extension opportunity: Discuss whether you would be prepared to live near a volcano.	<i>four-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.</i> <i>Use fieldwork to observe, measure, record and present the physical and human features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.</i> <u>Visits and Visitors</u> Keswick field trip <u>Key questions</u> • What is the difference between a hill and a mountain? • What are the mountain ranges in the UK? • Where are they located? • What are the main mountain ranges around the world? • How does life in Keswick compare to Sandpoint, Idaho. <u>End of unit assessment</u> Compare life in Keswick to life in Sandpoint.
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LOWER KEY STAGE 2 - Cycle B

Autumn	Spring	Summer
Rivers - Why are rivers important? Decision Making Location and place NC: <i>Describe and understand key aspects of physical geography including: rivers.</i> <i>Location of different major rivers, how they are formed and interact with the land around them.</i> <i>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> <i>European case study - the relationship between humans and rivers.</i> <i>Land use</i> <i>Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</i> <u>Visits and visitors</u> Local fieldwork in the River Lune.	Natural resources (including a place study of Sewell in Chile) Change Decision Making Location and place NC: <i>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> <i>South American case study - Sewell, Chile</i> <i>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> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <u>Key Questions</u> • What are the world's natural resources? • How has the use of natural resources changed?	Water and weather Cause and Effect Change NC: <i>Describe and understand key aspects of physical geography including: climate zones and the water cycle.</i> <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn, Arctic and Antarctic Circle</i> <u>Key Questions</u> • Where is most of the water located on Earth? • How does water turn from a liquid into a solid or a gas? • What is the water cycle? (for some, this will be a revision from science in Cycle B) • How does warm air behave? • What happens when water cools? • How does rain form over mountains? • What are the seasons? • Why are the seasons different in the northern and southern hemispheres? • How does the tilt of the Earth affect

<u>Key Questions</u> • What is a river? • What are the parts of a river called? • Where are the major rivers of the world located? • What is river erosion? • Where is the Volga River located? • How do people use the Volga River? • Why is the Volga River in danger? • Why are rivers important to people? • What are the most important uses of rivers? • How do rivers form waterfalls? • How do rivers form meanders and oxbow lakes? • What is a delta? <u>End of unit assessment</u> • Extended writing task: Why should we protect rivers from pollution? • Extension opportunity: What are the similarities and differences between the River Lune and the River Volga?	• How can using natural resources cause problems? • What natural resources does Chile have? • What are the key features of Sewell? • What natural resources does the UK have? <u>End of unit assessment</u> • To compose an answer to this question: 'Every country should stop mining natural resources.' How much do you agree with this statement? • Extension opportunity: What natural resources can we use for energy instead of fossil fuels?	the seasons? • What is a weather forecast? • What do the symbols on a weather forecast mean? • Why is it important to have a weather forecast? • What types of weather do we experience in the UK? • Which air masses affect the UK? • What air mass is affecting the weather today? <u>End of unit assessment</u> • To compose an answer to the question: Why does it rain? This could be a diagram or narrative. • Extension opportunity: Why does the weather vary in different parts of the world at different times of year?
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UPPER KEY STAGE 2 - Cycle A

AUTUMN	SPRING	SUMMER
Globalisation and Fair Trade Decision making Location and Place NC: <i>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water.</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>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> <u>Visits and Visitors</u> Visit from a local business person who trades internationally or a representative from the Chamber of Commerce. <u>Key Questions</u> • What is globalisation? • How does globalisation affect trade? • How do people and goods travel around Europe and the world?	Population and Migration Change Location and Place NC: <i>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> <i>Locate the world's countries, using maps to focus on Europe and North America</i> <i>Identify the position and significance of the Prime / Greenwich Meridian and time zones (including day and night).</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>Land use</i> <i>Links: UKS2 history on the slave trade; PSHE migration</i> <u>Visits and Visitors</u> Visit from a refugee / immigrant <u>Key Questions</u> • How many people live on the planet? • What is the population density and	A study of Rochina (Rio de Janeiro) and Dharavi (Mumbai) Decision Making Location and Place NC: <i>Describe and understand key aspects of human geography, including: types of settlement and land use.</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>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> <i>Land use</i> <u>Key Questions</u> • What is a slum? • How has the United Kingdom addressed slums? • What are the similarities between Rocinha and Dharavi? • What challenges are faced by people living in slums? • What improvements can be made for

- How has technology changed the way we communicate? (link to history learning)
- What are the costs of fast fashion?
- Why do a few companies control most of the world's food?
- What is fair trade?
- How can the choices we make change the lives of people across the globe?

End of unit assessment

- To present an answer to the question: 'Globalisation has made the world a better place. How much do you agree?'

- distribution around the world?
- What is the population density and distribution around the UK?
- How has the global population risen over the last several centuries?
- Why has the population of the UK risen over the last several centuries?
- How can improved healthcare affect population?
- What is an ageing population?
- How does an ageing population develop within a country?
- How has Japan attempted to address its ageing population?
- What is a population pyramid?
- What are the challenges to global food security?
- What terms are used to describe types of migration?
- Which continents have the most emigrants and immigrants?
- What are push and pull factors?
- What are the advantages and disadvantages of migration for source countries?
- What are the advantages and disadvantages of migration for host countries?
- Why did people migrate from the Caribbean to Britain?
- What happened to the Windrush migrants?
- Do we appreciate the contribution of

people living in slums?

- What next for Dharavi?

End of unit assessment

- Prepare for and carry out a debate on: How far do you agree with the statement "Governments around the world should clear slums away"?

migrants enough?

- Why are there so many migrants in London, New York and Sydney?
- Why is the time not the same in these cities and other places around the world?

End of unit assessment

- To write an answer to the question:
 - 'Population increase is one of the greatest risks to the planet.' Do you agree?
- To prepare for a debate on the following:
 - 'Migration has more disadvantages than advantages.' Do you agree?
- Extension opportunity: Give an example of population increase and its challenges in a chosen country.

UPPER KEY STAGE 2 - Cycle B

AUTUMN	SPRING	SUMMER
Climate Change Decision making Change NC: <i>Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use map, atlases and globes and digital / computer mapping.</i> <u>Visits and Visitors</u> Heysham Power Station and Littledale Windfarm <u>Key questions</u> • Why is the environment under so much pressure today? • What are examples of sustainable and unsustainable practices? • What new technology is encouraging sustainability? • What are the ways humans can generate energy? • What are 'renewable' and 'non-renewable' forms of energy?	Local Fieldwork - Our School Should Become More Environmentally Friendly Location and Place Decision Making NC: <i>Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</i> <u>Visits and Visitors</u> Road traffic survey <u>Key Questions</u> Why do geographers carry out fieldwork? What tools do geographers use for fieldwork? How do geographers collect and present data? How can our school become more environmentally friendly? <u>End of Unit Assessment</u> Write a persuasive letter / record a persuasive speech to tell parents how they can become more environmentally friendly.	Biomes Change Cause and Effect Location and Place NC: <i>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. 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). Use map, atlases and globes and digital / computer mapping. Land use</i> <u>Visits and Visitors</u> The Eden Project <u>Key Questions</u> • What is a biome? • What are the names of six of the Earth's biomes? • What are these six biomes like?

- What are fossil fuels?
- Which countries rely a lot on renewable energy? (Produce a graph of energy suppliers around the world)
- What kinds of renewable energy are there?
- How is renewable energy generated?

End of unit assessment

- To write an answer to the question: 'Humans cannot live sustainably.' How much do you agree with this statement?
- Extension opportunity: Produce an explanation of / plan the location of a windfarm / solar farm / power station

- Why are some parts of the Earth hotter than others?
- Why are some parts of the Earth drier than others?
- Why are deserts so hot and dry?
- Why is there a climate emergency?
- Why are some animals and plants vulnerable to climate change?
- How might biomes change?
- Where are cocoa trees grown?
- How is the production of chocolate in West Africa affecting its biome? What are some possible solutions?
- What are good reasons for protecting biomes?

End of unit assessment

- Ask pupils to write an answer to this question: How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'
- Extension opportunity: What are the ways in which biomes can be protected from climate change?