Geography Curriculum Coverage Overview 2022-2024

National Curriculum purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 should help 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.

Aims

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.

Understanding the World

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography at Cockerham

Our Geography curriculum has been designed to encourage children to be curious and knowledgeable about the world so that they become responsible citizens with a deep respect for the world around them to enable them to make positive changes. Our curriculum is derived from the National Curriculum Program of Study for Geography and has been enhanced to include engaging topics and our rich locality to help children understand key concepts, develop a broad knowledge and a range of geographical skills. Our curriculum is coherent, cumulative and connected as children build on prior learning as they progress through school, returning to key knowledge and concepts to support mastery. We return to and build on the key concepts of:

- Location and Place
- Decision-making
- Environment and Sustainability
- Cause and Effect
- Culture and Diversity.

Our progression map shows the essential prior learning to enable teachers to use this to help children master and build their understanding.

For example, taking the concept of Location and Place, we begin with our school and locality in EYFS and Key Stage 1, to develop children's understanding and to ignite an appreciation and interest in the world around them. This enables the children to take part in hands on, outdoor learning and field work so that they can understand the location of Cockerham in the world and its place as a coastal, farming area in the Morecambe Bay. We have made strong links with Patty's Barn and regularly use their grounds and 3-mile nature trail for geography fieldwork including a Bio blitz, pond dipping, biodiversity action planning, mapping, sketch-mapping and spotting walks.

In EYFS, children map their journey to school and learn where Eden Bear has travelled. In KS1, they visit their local community and the nearby town of Garstang working on mapping skills and undertaking fieldwork to make decisions. Children consider how to improve their local town and whether the Coastal Path should be extended through Cockerham. In KS2, this work is built on as children conduct

further fieldwork in Garstang, the locality and in the City of Lancaster considering how the location has shaped the place, adopting a stretch of the local canal and making decisions on how to improve the area and whether to maintain the sea defence system. By considering the advantages and disadvantages of the location and place of their home they have the knowledge to help them make comparisons and to expand their knowledge with other locations and places around the world.

Each unit begins with an enquiry question to encourage curiosity, the gathering of skills and knowledge and to enable children to work as geographers. The children then use their learning from the unit to answer and explain their thinking at the end of the unit.

Relevant and meaningful links to history learning are made. High quality texts and the explicit teaching of key vocabulary enables all children to be included and to become confident and independent geographers.

THEMES/CONCEPTS				
Cause & effect	**Decision-making**	**Culture & diversity**	**Location & place**	**Environment & Sustainability**

Year Group Cycle	**Autumn**	**Spring**	**Summer**
EYFS	**What is my journey to school like?** **Location & Place** Children begin by exploring what they can see around our school (village hall, park, church, houses, pub). **Link to seasonal changes.** Draw a map of their journey from home to school including key places that they see on their way.	**What is out there?** **Location and place** Children begin with where we live and can name Cockerham village, England and planet earth. Look at a globe/map and recognise the land and the sea. Investigate what is beyond planet earth. Compare different environments and what we know about different planets.	**What is it like to be beside the seaside?** **Location, Environment** Children make comparisons between where we live and life at the seaside. Find out about creatures that live in the sea, sky and those that live on land. Find out about sea pollution and investigate what we can do to help to protect our oceans and the creatures that live there (Someone Swallowed Stanley text).

		Consider what life would be like in space and find out about famous British astronaut Helen Sharman.	**K: To understand what maps and globes are for and know how to use them.** **K: To know where I live.** **K: To know about the local area where I live and where school is.** **K: To understand directional language (left, right, near, far).**
	What is a celebration? Culture and Diversity Children find out about celebrations and make comparisons. Diwali, bonfire night, Christmas, weddings, birthdays. Find out about weddings and Christmas celebrations around the world. **K: To understand what maps and globes are for and know how to use them.**		**Where has Eden Bear travelled?** A visit from Eden Bear. Children will learn where Eden Bear has travelled and read the amazing books which have been written on a number of settings.
Sticky Knowledge	**K: To know where I live.** **K: To know about the local area where I live and where school is.**	**K: To understand what maps and globes are for and know how to use them.** **K: To know where I live.** **K: To know about the local area where I live and where school is.** **K: To know the geography of the EYFS classroom and its outside area.** **K: To understand directional language (left, right, near, far).**	**K: To understand what maps and globes are for and know how to use them.** **K: To understand directional language (left, right, near, far).**
Enhancements	**Local Area walk** **Google Earth to locate homes and map journeys.**	**Visit from Carolyn Crook- worked for NASA and helped with rocket launches.**	**Visit to Blackpool Sealife centre to visit the coastline and learn about locality and environment.**

			The Big Book of the Blue: Yuval Zommer **Eden Bear visit.**
Reading			**Someone Swallowed Stanley: Sarah Roberts** **Eden Bear**
Vocabulary			
Fieldwork	**To know the geography of the EYFS classroom and outside areas.** **Patty's Barn – Signs of seasons sensory walk.**		
Year 1/2 – Cycle A	**What things would improve our main street and local town?** Prior knowledge: Children will have talked about and made simple linear maps of their journey to school and the things they pass on their way in EYFS. In Year 1-2 Cycle B Where Can I Walk? And, What is my school and local area like? Children will have conducted geography fieldwork looking at human and physical features of the school environment and the physical features of the nature trail at Patty's Barn to survey the biodiversity and plan how to increase biodiversity. They will have produced simple sensory maps with a title and simple key. In this unit, children use maps and walks to learn about the human and physical features of Cockerham. They conduct a survey collecting data on the human features of Main Street, Cockerham using sketch mapping, maps and diagrams. They learn how to use and interpret aerial maps and symbols to find the main features of Garstang and Cockerham. They visit the market town of Garstang and walk the High Street carrying out a	**What's outside my Window?** Prior knowledge: In EYFS, children will have observed and made a simple map of their journey to school. They will have learnt about the places Eden Bear has travelled, compared celebrations and looked at things found at the seaside. In Year 1-2, they will have made maps using basic symbols in Cycle B and used aerial maps and interpreted symbols to learn more about Cockerham Main Street and Garstang High Street in autumn term. They will have looked at the continents and oceans of the world in Cycle B and where some of their favourite animals have come from. They will have learnt the difference between human and physical features. In this unit, children will recap human and physical features and name continents and oceans. This will be new learning for some pupils. Children will interpret aerial maps of Cockerham and surrounding areas to identify land use. They will make sketch maps of the view from the school across	**What's the weather like in the UK?** Prior knowledge: EYFS: Prior knowledge – Eden Bear – Where Eden Bear has visited. Children will have already looked at how the seasons differ through observation. Children will have an understanding of where they live in the world, their local area and the country they live in. Some children will have knowledge of the surrounding seas. Some children will have knowledge of climate in hot and cold places and its impact on humans and animals that live in those regions. Children use their learning from their longitudinal Science Wanders/Wonders on weather/seasons and learn about seasonal and daily weather patterns in the UK and the varying temperatures in the four countries of the UK and capital cities. They will name the countries and capital cities and learn the key characteristics of each place. They will learn how the weather and the impact of climate change might affect the people and animals that live there. They will use

	survey to note the buildings they pass and what they are used for to help them understand the daily lives of people in the community. They will collect data on cars using the High Street to help them consider if Garstang High Street should be pedestrianised. They consider what things would improve the High Street in Garstang and Cockerham's Main Street, presenting their findings to the class. **Location & Place/ Decision-making**	to Pilling to identify how land is mainly used for farming in Cockerham and Pilling. They will learn about the Yanomani tribe who are the largest relatively isolated tribe in South America, living in the rainforests and mountains of northern Brazil and Southern Venezuela. They will locate the area on a map and its physical and human features. They will learn how the Brazilian rainforest tribal people use their natural surroundings and only take from the forest what they need to survive and how this is similar or different to us. They will identify what daily life is like for the Yanomani tribe and compare to their own lives. Children will then virtually visit a range of countries using digital maps and atlases and learn about a child's day in each including contrasting non-European cities of Rio de Janeiro, New York and Singapore. They consider the similarities and differences of the human and physical features of these places with their own village and how these affect the lives of people living there. They present the differences they have found to the class. **Culture & diversity**	maps and simple compass points to locate the four countries of the UK. They will compare the weather in the UK to that in countries near to the Equator and in Polar regions. Children will use their knowledge to make Eden Bear recounts about the four countries of the UK for EYFS. **Location & place**
Sticky Knowledge	**K: To understand aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Focus on human features.**	**K: To understand similarities and differences through studying the human and physical features of a small area of the UK (Cockerham) and of a small area in a contrasting non-**	**K: To know the four countries and capital cities of the UK and its surrounding seas, and some of their characteristics: London/England, Edinburgh/Scotland, Cardiff/Wales and Belfast/Northern Ireland.**

	K: To know some human and physical features of the school and Cockerham (see Cycle B). Plus church, pub, ice cream shop/café, two schools, nursery, hairdressers, village hall, bowling green, skydiving centre and pet shop. **To know how the buildings are used on Garstang High street.** **Year 1: To understand basic symbols in a key.** **Year 2: To know how to devise a simple map with basic symbols.** **K: To understand simple compass directions (N, S, E and W), and locational and directional language to describe the location of features and routes on a map.** **To know the difference between urban and rural.** **To know how to identify some basic Ordnance survey map symbols.** **The name of the main street in Cockerham's main street is called Main Street.** **Cockerham is a village in the area of Lancaster in the County of Lancashire.** **Garstang is a market town in the county of Lancashire.** **The main street in Garstang is called High Street.** **Garstang was the world's first ever Fairtrade Town.** **The High Street in Garstang includes lots of shops and public houses.** **Fair trade is a way of buying and selling produces that allow farmers to**	**European country (Rio de Janeiro, Brazilian rainforests).** **K: To know the names and location of the seven continents and five oceans.** **K: To know where to find the seven continents and five oceans on maps and globes, and in atlases.** **The seven continents of the world are: Europe, North America, South America, Africa, Asia, Antarctica and Australia.** **The UK is in Europe.** **The five oceans of the world are: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern Ocean.** **K: To know the four countries and capital cities of the UK and its surrounding seas, and some of their characteristics: London/England, Edinburgh/Scotland, Cardiff/Wales and Belfast/Northern Ireland.** **The equator is an imaginary line around the middle of the Earth and it is always closest to the sun.** **Cockerham is a village in the county of Lancashire, in the country of England.** **The Yanomami tribe live in the Amazon rainforest in Brazil.** **The Yanomami are Brazilian rainforest tribal people.** **Brazil is in South America.** **Rio de Janeiro is a popular seaside city in Brazil.** **New York is the most populated city in the USA.** **New York is the state of New York.**	**K: To know about seasonal and daily weather patterns in the UK.** **The four seasons are winter, spring, summer and autumn.** **The weather affects what people wear.** **K: To know where to find the UK and its four countries on a world map, atlas and globe.** **K: To understand simple compass directions (N, S, E and W), and locational and directional language to describe the location of features and routes on a map.** **Year 1: To understand basic symbols in a key.** **Year 2: To know how to devise a simple map with basic symbols.** **To know examples of different types of weather.** **To describe how our behavior changes with the weather and seasons.** **To know how to measure, record and compare a range of data.** **Know how to measure and record the wind, rainfall and temperature over time.**

	be paid a fair price for their produce, and have better working conditions. **Villages are small settlements with a small number of houses for a few hundred people.** **A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.** **A city is a large settlement.** **The main physical and human features of Garstang: Old railway track, canal, river, high street, park, car parks, supermarkets, restaurants, shops, library, public houses, churches, woodland.**	**New York is in the USA.** **The USA is in North America.** **Singapore is in Asia.** **Singapore is one of the most densely populated places in the world.**	
Reading	**Window by Jeannie Baker.**	**Islandborn by Junot Diaz.** **Belonging by Jeannie Baker.** **This Is How We Do It: One DAY in the Lives of Seven Kids from around the World by Matt Lamothe.**	**Meerkat Mail by Emily Gravett**
Vocabulary	**Year 1: Use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather.** **Use basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop.** **Year 2: Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.** **Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port and harbour.**		
Fieldwork	**To know the geography of the school and its grounds through simple fieldwork and observational skills.** **To know the key human and physical features of the local environment through simple fieldwork and observational skills (School grounds and view, Patty's Barn, Cockerham main street).** **Using a simple map of Cockerham Main Street.** **Identifying human and physical features.**		

Enhancements	**Walk and fieldwork in Garstang.** **Walk and fieldwork on Cockerham main street.**	**Singapore Day or Rio de Janeiro Carnival.** **Books: This is how we do it. What's Where on Earth Atlas.** **Window.** **Amazon Rainforest Magic: The adventures of Namowë, a Yanomami boy**	**Science Wanders/Wonders photographing, measuring, recording in school grounds.**
Year 1/2 – Cycle B	**What is my school and local area like?** Prior knowledge: Children will have mapped their journey to school in EYFS and some children will have identified the main land use in Cockerham and surrounding areas and know the difference between human and physical features. Some children will have knowledge of the human features of Cockerham Main Street and Garstang Hight Street. Children will identify and develop their understanding of key human and physical features through fieldwork in the school grounds and in Cockerham village using aerial maps, plan perspectives and walks. They will compare old and modern maps of the school and learn how the school has changed and use the maps to label the key rooms in school. They will conduct fieldwork with a visit to the nature trail at Patty's Barn, learning basic navigational and mapping knowledge to create a journey book of those things they have observed on a sensory walk. They will learn how to transfer their sketch maps into their own sensory maps with basic keys using Purple Mash software. They learn how to	**Where do our favourite animals live?** Prior knowledge: IN EYFS. Children will have learnt about where we live and where we are in the world. In Cycle A, in Year 1-2 some children will have learnt knowledge of the human and physical features of the locality and of countries around the world knowing how to compare life in two different areas. They will have knowledge of the differing weather in the UK and how the weather and the impact of climate change affects the people and animals living there. This unit begins with Cockerham, home to the natterjack toad and the great crested newt. Children will use maps to investigate the migration of the Whooper Swan and pink-footed goose to Cockerham marshes for winter from the Arctic and consider why these birds travel to warmer climates. They will use maps to look at the migration of the swan from Africa to the UK. Children understand the position of the UK in the world by zooming out to find the world's continents and oceans. They then look at the hottest and coldest places on Earth in relation to the Equator.	**Where can I walk?** Prior knowledge: Children will have used aerial maps of Cockerham and identified the coastline and some children will know the names of the UK's surrounding seas and oceans. They will know the difference between physical and human features and understand how humans have impacted their environment through fieldwork on the human features of the main streets in Cockerham and Garstang. Children will now use maps to identify the UK's coastline. They will consider how the coastline differs to the town of Garstang, comparing human and physical features. They will use maps to identify the route of the England Coastal Path and the names and location of seas surrounding the UK. They will identify which organisations have the authority to protect a particular environment and the challenges and successes they face. They will learn about considerations when routing the England Coastal Path from Glasson Bridge, past Cockerham to Pilling Amenity Area by looking at maps, talking to the Environment Agency and local land owners and considering land

	use a basic map and key with symbols. They ask 'What?', 'Who?' and 'Where?' questions and consider aspects to improve the nature reserve (Patty's Barn) for wildlife for a later DT project. They learn that Cockerham is a rural village on the coast and some of the advantages and disadvantages of this location in terms of wildlife, farming, amenities and flooding. **Location & place**	They learn about the continents of the Earth and in more detail how temperature affects these places and the people and animals which live there, spotting similarities and differences. The children then research animals from all continents of the globe and consider their natural habitats. **Location & Place**	use. They will consider access to nature versus environmental impact for animals, plants and farming and decide if people should be able to walk the Cockerham and English Coastline. They will briefly learn about the importance of the Morecambe Bay mud flats and salt marshes as a Site of Special Scientific Interest (SSSI) and the beauty and unique habitats in our locality. **Decision-making**
Sticky Knowledge	**K: To know some human and physical features of the school and Cockerham.** **In the school, there are 4 classrooms, a hall, two offices, a staff room and a Peace Room.** **In our playground, there are human features: climbing equipment, benches, planters, vegetable patch, shed, path. There are physical features; trees, grass, hedges.** **A human feature is made by people.** **A physical feature is made naturally.** **Cockerham is a village, in the county of Lancashire, in the country of England.** **K: To understand aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Focus on physical features.** **An aerial view is a view from above.** **A map is used to find places.** **A key on a map tells people what the symbols mean.**	**K: To know the names and location of the seven continents and five oceans.** **K: To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (London, Death Valley – California and Antarctica).** **K: To know where to find the seven continents and five oceans on maps and globes, and in atlases.** **The equator is an imaginary line around the middle of Earth.** **Countries near the equator are hot because the sun shines on them directly.** **Rainforests are often closer to the Equator. They are hot, with lots of rain.** **Some hot countries have deserts.** **Some cold countries are icy and snowy.** **The North Pole is at the top of Earth.** **The South Pole is at the bottom of Earth.** **The North and South Pole are the coldest places on Earth.**	**K: To know some human and physical features of the school and Cockerham.** **K: To understand aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Focus on physical features.** **K: To know the four countries and capital cities of the UK and its surrounding seas, and some of their characteristics: London/England, Edinburgh/Scotland, Cardiff/Wales and Belfast/Northern Ireland.** **To recognise the shape of the four countries of the UK.** **To know the sea to the East of the UK is the North Sea, to the West is the Irish Sea and the Atlantic Ocean and to the South is the English Channel, which separates England from continental Europe.** **To know how area and population vary between countries of the UK.**

	Year 1: To understand basic symbols in a key. **Year 2: To know how to devise a simple map with basic symbols.** **Google Maps is a digital tool which can be used to find an aerial view of our school and Cockerham.** **K: To understand simple compass directions (N, S, E and W), and locational and directional language to describe the location of features and routes on a map (left, right, down, forwards, backwards).** **A compass is a piece of equipment that tells you which direction you are facing.**	**The Earth goes around the sun.** **The seven continents of the world are: Europe, North America, South America, Africa, Asia, Antarctica and Australia.** **Year 2: The five oceans of the world are: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern Ocean.** **California is a hot country because it is close to the equator.** **Antarctica is cold because it is located at the South Pole.** **To know that the coldest temperatures fall below zero.** **To know how to make simple measurements.** **The Whooper Swan and Pink-Footed Goose migrate from the Arctic.** **To know how and why animals have adapted to live in different places.**	**K: To understand simple compass directions (N, S, E and W), and locational and directional language to describe the location of features and routes on a map.** **Year 1: To understand basic symbols in a key.** **Year 2: To know how to devise a simple map with basic symbols.** **To know how to order settlements based on size: farmstead, village, town, city).** **What a marsh is.** **A brief overview (covered more in-depth in Year 3-4) of why Cockerham sands are part of the SSSI (Special Site of Scientific Interest).** **Location & place**
Reading	**Window by Jeanie Baker** **My Map Book by Sarah Fanelli**	**What's Where on Earth Atlas** **An Anthology of Intriguing Animals** **Meerkat Mail**	**What it's like to be a Bird** **Belonging by Jeannie Baker**
Vocabulary	**Year 1: Use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather.** **Use basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop. Migration.** **Year 2: Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.** **(School grounds and view, Patty's Barn, Cockerham main street).** **Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port and harbour. Migration.** **Sensory walk, journey book beginning mapping.** **Habitats - Where are key animal homes on the nature trail? Simple map and key.** **Bioblitz – What wildlife is here?** **How can I increase wildlife in an area? Biodiversity**		

	Recap EYFS vocab: left, right, near, far, behind, in front. New vocab: north, south, east, west, place, location, record, map, sketch map, weather, seasons, nature, trail, senses, scales, smell, hear, sounds, feel, act, human, nature, physical, features, route, symbols, key, title, oblique view, bird's eye view, aerial, village, town, city, urban, rural.	Positional language: near, far, between, next to, left, right, in front of, compass points. climate, weather, temperature, Oc, degrees centigrade, N America, S America, Europe, Asia, Antarctica, Oceania and Australasia, Africa, Pacific, Atlantic, Indian, Arctic Southern Ocean, country, continent, sea, ocean, equator, pole, imaginary line, globe.	
Fieldwork	**Year 1: To know the geography of the school and its grounds through simple fieldwork and observational skills.** **Year 2: To know the key human and physical features of the local environment through simple fieldwork and observational skills (Patty's Barn, Main Street, Cockerham).**		
Enhancements	**Fieldwork – Patty's Barn Nature Trail** **Fieldwork School grounds** **Maps: Lancashire archives** **Coastal Litter pick – Patty's Barn** **Focus Children: My favourite place.**	**Books: An anthology of intriguing animals.** **What it's like to be a bird.** **Launch of RSPB Wild Challenge.** **Photos of birds from Cockerham marshes and Focus children photos.**	**Visit to Patty's Barn and walk along stretch of coastal path.** **Coastal litter-picking at Patty's Barn.** **Whole School Bio blitz.** **Zoo visit – Habitats workshop.** **Hot and cold animals – Hot and cold climates.**
Year 3/4 – Cycle A	**What causes people to migrate?** Prior learning: Children will have learnt about the origin of their names from around the world in history in EYFS. They will know about the migration of the Whooper swan, swallow and pink-footed goose from the Arctic and Africa in Year 1-2 Cycle B and how the birds migrate according to the season and weather. Children learn what migration is and consider why people migrate (push and pull factors) and how migration affects people and places. They recap their learning from EYFS, considering the statement ' We are all migrants' to	**Should we maintain the sea defence system around Cockerham?** Prior learning; Children will have learnt about the physical and human features of Cockerham and its surrounding areas and about Cockerham as a coastal, farming village. They will understand the historical significance of some of its landmarks and appreciate and understand the biodiversity of its position in the Morecambe Bay and the salt marshes. Children will have learnt about a tribe in a country who live sustainable by only taking from the forest, that which they need to survive.	**Why are canals important to communities and how can we improve ours?** Prior learning: Children understand Cockerham's location in the world and its main human and physical features. They understand Cockerham is a rural, farming village by the coast and they understand how people have adapted their home according to weather, climate and location. Children build on their learning from Yr. 1-2 on the human features of the locality of Cockerham and Garstang. Children will need to understand the difference between a river and a canal.

	understand people have migrated between places for thousands of years. They consider the advantages and disadvantages of migration for the host and source countries. They locate countries studied on maps and look at links to migration with Lancaster University. They consider children whose families have migrated to join the school and other local schools. They learn what a refugee is. Children learn why people migrated from the Carribean to Britain in the Windrush generation and the benefits they brought to Britain. Children will use 4 figure coordinates to locate features on maps. **SUPPLEMENTED WITH PEARSON UNIT 'MIGRATION'.** **Culture & diversity**	Children will learn about renewable and non-renewable resources, how the use of natural resources has changed in recent times and the advantages and disadvantages of using non-renewable natural resources. They will learn about the threat of flooding for the local area and how the sea defence system is managed. They will consider whether Knott End should have a tidal barrage and whether the sea defence system should be maintained or moved back in Cockerham, Thurnham and Pilling. They will have workshops with the Canal and River Trust to learn about natural flood management and hydro power. They use maps and comments from consultations to consider the human and environmental impact of decisions from the Environment Agency and the local steering group before deciding for themselves. They consider the biome of the sand dunes and mud flats of the area and its significance as a Site of Special Scientific Interest. **Environment & sustainability/ Decision-making** **Sea defence – place in Europe** **Local fieldwork – access to nature**	In this unit, children use maps and walks to learn about the human and physical features of the Lancaster Canal and a stretch of the canal in Cockerham. They have an overview of the habitats (linked to Science), history and geography of the canal. They use maps to learn where canals go from and to and historical maps to find out when they were built. They learn how the canals were used to transport goods from the sea to Kendal, Lancaster and Preston. They visit the canal basin and aquaduct at Garstang and consider how the canal is used today by surveying towpath users. They visit and adopt a stretch of the Lancaster Canal in Cockerham, visit a lock, survey towpath users on present use, collect data and consider improvements to their adopted stretch before presenting their ideas to staff at the Canal and River Trust. Children will locate Europe on a world map and identify some major cities/capital cities and their characteristics. They will look at countries in Europe which have a canal system and how they use their canal and the importance of their canal system. Bruges canal in Belgium, Canal Grande in Venice, Amsterdamn, Rhine-Main-Danube Canal in Germany and Corinth Canal in Greece. They will look at geographical similarities and differences between where they live and the canal use and that of other countries in Europe.

			They locate the Panama Canal and find out how it is used and its importance. **Location & Place/ Decision-making** LINK TO PEARSON UNIT 'VILLAGES, TOWNS AND CITIES.'
Enhancements	**Books: The Journey** **Visitor from Lancaster University**	**Visit from the Environment Agency.** **Walk along the sea defence system.** **Litter picking at Patty's Barn.** **Visit from the Canal and Rivers Trust**	**Visit to Garstang acquaduct and Preston acquaduct.** **Visit to canal with Lancaster Canal and River Trust.** **Adopting a stretch of the canal.**
Sticky Knowledge	**K: To understand aspects of human geography – types of settlement and land use and economic activity including trade links.** **K: To know the locations of the world's countries, using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe and North and South America.** **K: To know how to use maps, atlases and globes to locate countries studied and describe their features.** **To know humans have migrated from one place to another for thousands of years. (Recap 'What's in a name' unit from EYFS).** **In 2020, 281 million people globally were migrants (United Nations).** **The USA has the most migrants.** **The UK has the fifth most migrants – 9 million immigrants.** **Most international migrants are migrant workers moving to higher income countries.**	**K: To understand key aspects of human geography – types of settlement and land use and the distribution of natural resources including energy and minerals.** **K: To understand key aspects of physical geography – biomes.** **K: Year 3: To understand the eight points of a compass to build their knowledge of the UK. Year 4: As Year 3 plus to understand symbols and keys.** **K: To know how to use Ordnance Survey maps to build their knowledge of the UK.** **Natural resources are materials used by humans that are formed naturally: light, air, soil, water, animals and plants, oil, gas and coal.** **Non-renewable natural resources (e.g. Coal) have limited reserves so can be used up.** **Renewable natural resources cannot be used up: wind. They can be replaced within a human generation: timber.** **Water and air are Earth's most vital resource.**	**K: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.** **K: To know the locations of the world's countries, using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe.** **K: To know the names and locations of counties, cities and geographical regions of the UK, and their identifying human and physical features.** **K: Year 3: To understand the eight points of a compass to build their knowledge of the UK.** **Year 4: As Year 3 plus to understand symbols and keys.** **K: To know how to use maps, atlases and globes to locate countries studied and describe their features.** **To know the names of the countries and some capital cities in Europe.**

	80 million people around the world have been forced to flee their home. **26 m are under 18.** **Advantages and disadvantages of migration for source and host countries.** **Our Migration Story is a digital collection of stories of migration to Britain from 43DE to present.** **The ship Empire Windrush (1948) started a period of migration from the Caribbean to Britain between 1948 and 1971 – The Windrush Generation.** **Jamaica was part of the British Empire and the Commonwealth.** **Jamaicans were British citizens and could live and work in the UK.** **The 2012 British government policy on illegal immigration and the 2018 national scandal.**	**Freshwater is not evenly distributed around the world.** **How the use of natural resources has changed.** **How burning fossil fuels leads to climate change.** **What natural resources does Cockerham and surrounding areas have; wind farm, potential tidal barrage.** **Over 50% of UK's electricity is generated from renewable sources.** **Wind power 25%.** **Know features of the unique biome of mud flats in Morecambe Bay.** **Understand why Morecambe Bay is a SSSI.** **Know why the sea defence system was built.** **Know and understand the cost, environmental and human implications of maintaining, pulling back and/or leaving the sea defence system at Cockerham.** **Know the advantages and disadvantages of the sea defence system at Blackpool.** **The sea defence system at Blackpool cost 61.2m and will protect 3,631 households.**	**K: To know the physical features of a canal: towpath, benches, canal, and bridges.** **The Lancaster Canal links Preston to Kendal.** **Canals are different from rivers.** **It is one of the country's few coastal canals.** **It has 41 miles of lock free cruising – the longest stretch in the country.** **The canal is used for walking, cycling, canoeing and paddle boarding.** **The Lune Aqueduct was built by John Rennie.** **The canal meets the sea at the Glasson Basin.** **The canal's main purpose was to transport coal north from Lancashire Coalfields, and limestone South from Cumbria. It allowed cargo transfer from sea going vessels that could not navigate the shallow Lune Estuary into Lancaster.** **Know the names of some canal habitats: hedgerows and trees, grassland (towpath), marginal fringe, open water, scrubland, buildings** **Know different locations have natural advantages and disadvantages in terms of resources and terrain, which make them more suitable for different types of settlement.**
Reading			
Vocabulary			

Fieldwork	**Year 3: To use fieldwork to observe and measure the human and physical features of the local environment.** **Year 4: To use fieldwork to observe, measure and record the human and physical features in the local environment.**		
Year 3/4 – Cycle B	**Why are rivers important to people?** Prior learning: Children will have learned about the UK's surrounding seas, oceans and four countries and capital cities in Year 1-2. They will have looked at aerial maps of the UK and understand how to use a simple key and know some of the symbols. Some children will know the difference between rivers and canals from Cycle A and used maps to find canals. They will revisit learning on UK countries and capital cities to look at maps of the main rivers in the UK and will learn how to recognise these land features on the map. They will use atlases and digital maps to look at the major rivers of the world and learn about erosion, transportation and depositation. They will learn the names of and about the key features of a river and the water cycle. They learn about the physical features of the Yellow River Valley (linked to Shang Dynasty in history) and the River Cocker leading to the Estuary of the River Lune focusing on vegetation belts and aquatic biomes. They learn about good river management and why rivers are so important to people around them focusing on the Volga River in Russia and the River Cocker. LINK TO PEARSON UNIT WATER, WEATHER AND RIVERS. **Cause & effect**	**What is the Earth made of?** Prior learning: Children will have experience of using and interpreting a range of maps and atlases. Children will learn an overview of mountains, volcanoes and earthquakes, the key features of mountains and volcanoes and the structure of the Earth. Children learn what mountains and volcanoes are and how mountains and volcanoes are formed. They will learn what a mountain is, its climate, the main features of mountains, and the four types of mountains. They will learn how to recognise contour lines on maps and build various contours to show the four kinds of mountains, their height and slopes. They learn about the four highest mountain peaks in the UK and the highest mountain in the world- Everest. They locate famous volcanoes on a map. They conduct an in-depth study of mountains focusing on Scafell Pike in the Lake District and the Himalayas mountain region, home to Everest understanding the impact of tourism on the Himalayas and the Lake District and consider what is needed to ensure the environment is not impacted further. (Links to Ice age/ Stone age in history and rocks in science). LINK TO PEARSON UNIT MOUNTAINS, VOLCANOES AND EARTHQUAKES.	**What are the challenges of nature?** Prior learning: Children will have learnt about the challenges Cockerham and surrounding areas face because of flooding and threats posed to other communities in other countries due to climate change and location. They will be secure in physical features of environments and know some of the threats these pose. They will understand the structure of the Earth and its layers from Spring term and have some understanding of how land is formed Children learn about how people have adapted to live in areas where nature poses a challenge. Children recap the challenges facing the residents of Cockerham and surrounding areas due to flooding (3/4 Cycle A) and briefly look at the coastal defences at Morecambe. They learn about earthquakes and the Earth's plates and boundaries. They learn how an earthquake happens and locate famous earthquakes in the past, identifying their impact. They identify how earthquakes and volcanoes are linked. They consider the challenges for the North American city of San Francisco due to Earthquakes. They explore the differing human geography and some of San Francisco's super structures linked to DT (Autumn term). They learn how people deal with

	Combine with canals **Morecambe – Is Morecambe a good place for the Eden project or the Eden Project good for Morecambe?**	**Cause & effect/ Location & Place**	earthquakes and the immediate and secondary effects of earthquakes. LINK TO PEARSON UNIT MOUNTAINS, VOLCANOES AND EARTHQUAKES. **K: To know how to use maps, atlases and globes to locate countries studied and describe their features.** **Location & place** **Maps studied in History looking at the local Cotton Mill Industry and links to the Transatlantic Slave Trade.**
Enhancements	**Rivers workshop – Canal and River Trust** **Sand trays – making the river and labelling its key features.**	**Visitor – climbing mountains** **RSPB Whole school Wildlife Challenge Launch**	**Fieldwork study day at Patty's Barn: The Lost Words, What it's like to be a bird.** **Litter-picking.** **Whole school Bio blitz.**
Sticky Knowledge	**K: To understand key aspects of physical geography – rivers and vegetation belts.** **K: To know the names and locations of counties, cities and geographical regions of the UK, and their identifying human and physical features.** **K: Year 3: To understand the eight points of a compass to build their knowledge of the UK.** **Year 4: As Year 3 plus to understand symbols and keys.** **K: To know how to use maps, atlases and globes to locate countries studied and describe their features.** **A river is a large, natural stream of flowing water.**	**K: To understand key aspects of physical geography – mountains.** **K: To know the locations of the world's countries, using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe.** **K: To know how to use maps, atlases and globes to locate countries studied and describe their features.** **Know the four layers of the Earth: outer, mantle, outer core, inner core.** **The Earth's crust is divided into 17 tectonic plates. The names of the seven major tectonic plates.** **What causes tectonic plates to move – Earth's hot core.**	**K: To understand key aspects of physical geography – earthquakes and volcanoes.** **K: To know the locations of the world's countries, using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe.** **Know that tectonic plates are constantly moving and the release of energy as they move past each other causes an earthquake.** **Earthquakes range in severity.** **The focus is the place deep underground where the plates move past each other.**

	A river flows from its source to its mouth. The course of a river can be divided into upper, middle, lower. **The Huanh He (Yellow River) is one of the longest in the world – 5,464km, and is found in China.** **The River Lune is located in Cumbria and Lancashire It is 85km long. Its source is at the northern brow of Ravenstonedale Common on the edge of the Pennine Hills and its mouth at Plover Scar.** **To know what erosion, transportation and deposition are.** **To know what good and bad river management means.** **To understand pollution in The Huanh He (Yellow River) and know its importance as a source of fresh water, fertile soil, food and transportation and its part in art and literature.** **To understand the importance of the River Lune as a source of drinking water and drainage as well as a habitat – aquatic biome.** **To understand waterfalls, meanders and deltas.** **To know the water cycle describes how water evaporates from the surface of the Earth into the atmosphere, then condenses into rain or snow in clouds as it cools, and falls to the surface as precipitation, to flow back to the oceans via rivers or as groundwater.**	**Fold mountains are most common.** **How fold mountains are formed.** **Volcanoes are formed by tectonic plate movement.** **How Stratovolcanoes and Shield volcanoes are formed.** **Wasdale is located in the Wasdale Valley in Cumbria.** **The mountain was formed as a volcano and are the outcome of glaciation during the last Ice Age, which ended 10,000 years ago.** **Wasdale is the main access point to England's highest mountain, Scafell Pike (978m).** **Know that people visit for tourism for recreation, scenery, wildlife, history, culture, walking and water sports.** **Mount Everest is the tallest mountain in the world – 8,848m.** **Around 800 people try to climb Mount Everest each year.** **Mount Everest is located in the Himalayan mountain range between Nepal and Tibet in China, in Asia.** **Mount Everest is a fold mountain.**	**The epicentre is the point on the Earth's surface directly above the focus.** **The greatest intensity of an earthquake is felt at the epicentre.** **Volcanoes erupt when the pressure in a magma chamber becomes too great.** **Scientists monitor earthquake activity and can sometimes predict volcanic eruptions by studying gas emissions or observing changes in volcano shape.** **The Richter scale used to be used for measuring earthquakes but now scientists use the more accurate moment magnitude scale.** **The immediate and secondary effects of earthquakes and volcanic eruptions.** **Benefits of living near a volcano: enriched soil, increased rainfall, geothermal energy, tourism.** **Mount Vesuvius is located in Italy and has fertile soil around it.** **Geothermal energy is used in New Zealand, Iceland and Japan.** **The Ring of Fire contains 75% of the world's volcanoes.** **The Ring of Fire is the meeting point of many tectonic plates.** **The Tohoku earthquake happened in Japan, Asia in 2011.** **The Fuego eruption happened in Guatemala, S. America in 2018.** **The Kahramanmaras earthquake happened in Turkey and Syria, in Europe in 2023.**
Reading	**The Journey of a Raindrop.** **The River.**	**Everest by Sangma Francis & Lisk Feng.**	**Earth-shattering Events.**

		The Street Beneath my Feet by Charlotte Guillain **What's Where on Earth Atlas**	
Vocabulary			
Fieldwork	**Year 3: To use fieldwork to observe and measure the human and physical features of the local environment.** **Year 4: To use fieldwork to observe, measure and record the human and physical features in the local environment.**		
Year 5/6 – Cycle A	**Local geography study - How do rivers and canals shape the land around them?** Prior learning: Children will understand the difference between a river and a canal as a physical and human feature. They will know how to locate the main rivers and canal systems of the UK and have knowledge of how canals were used generally in the past to transport goods from the port and will know how rivers are formed. They will know how canals and rivers are used in other countries. Building on the work from Year 1/2 on the human features of Cockerham and Garstang, Year 3/4 work on the Lancaster Canal, canals around Europe and rivers and Year 5/6 on the Transatlantic slave trade in cycle B. Children will consider the human and physical features of the city of Lancaster and how the River Lune and Lancaster Canal contributed to the city's wealth through trade and traders giving back to the city through buildings and institutions. They consider how the city of Lancaster fits into the wider world and compare with national statistics on other nearby	**Globalisation or Localisation?** Prior learning: Children will have used a range of maps, atlases and globes to locate continents and areas studied across the globe. They will have an understanding of human and physical features and how people have adapted and adapted to their location. Some children will understand migration and the push and pull factors. Children learn about globalisation - how connections have increased around the world between people and places including cultural exchanges, trade and politics, helped by technology and transport. They will learn what globalisation is, where it began and how containers have contributed to it. They will consider how globalisation affects trade and look at Transnational Corporations (TNCs). They will look at some of the costs of fast fashion. They will learn about localisation and the work of Helena Noberg-Hodge and Local Futures. They will learn advantages and disadvantages of globalisation vs localisation. They will take a tour of Lancaster City and learn how the river and canal shaped its fortune and shaped	**What are the features of your favourite biome?** Prior learning: Children will have some knowledge of aquatic habitats in years 1-4 from an overview of the Morecambe Bay mud flats and will have learned about physical features of the environment such as rivers, deserts, woodlands, mountains and volcanoes. They will have knowledge of seasons, temperatures and climates around the world and how these impact the people and animals that live there. Children investigate what Earth's biomes are and understand key aspects of them, why they are where they are and why they are under threat. Children will be introduced to six major biomes: tropical rainforest, savanna, desert, temperate deciduous forest, coniferous forest and tundra. They also learn about the unique habitat of the Morecambe Bay area to help them understand the importance of caring for the world's biomes. Children will consider climate zones and 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

	places (Manchester/Preston) looking at employment, health, population, life expectancy, etc. They locate the major features of the region of Lancaster and understand how the environment has changed over time and why change may have taken place. Children investigate the quality of the environment and decide if this is a place fit for people by conducting fieldwork on how the region is meeting people's needs. They create a needs maps of the places they have visited and communicate geographical information about the region using maps. **Location & place**	a caring community. They will design and conduct fieldwork in Lancaster to find out how globalisation/localisation affects the High Street. They will analyse and present data then decide what action they will take to improve people's choices. **Cause & effect** **Lancaster Field work – globalisation affects on the high street. Has Lancaster's high street retained its authentic local character or become a globalised clone?** **National/Global brands versus authentic unique shops.** **GDP measuring progress versus localization – Local Futures website Helena Nordberg Hodge** **Fairfield Association Local Nature Reserve**	Meridian and time zones (including day and night). Children will learn features of their favourite biome and make an in-depth study of temperate deciduous forests (thought to be more threatened than rainforests) in the UK and tropical rainforests. **Environment & Sustainability**
Enhancements	**Lancaster Lune Walking Trail** **Exchange day/blog with Preston inner-city school.**		**Fieldwork Trip – Patty's Barn.** **Children investigate the specific biome: sand dunes and mud flats of the local area and the amazing habitats these create (links to Science) and the deciduous woodland.**
Sticky Knowledge	**K: To know the names, locations and land-use patterns of counties, cities and geographical regions of the UK, and their identifying human, physical, and key topographical features including hills, mountains, coasts and rivers.** **K: To understand and explain key aspects of human geography – types**	**K: To understand and explain key aspects of human geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	**K: To understand and explain key aspects of physical geography – climate zones, biomes and human impact of marine biomes.** **K: To know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and**

	of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water. **K: To know how to use Ordnance Survey maps to build their knowledge of the UK.** **K: To understand four and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the UK.** **K: To know how to use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.** **K: To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.** **K: To understand how some of these aspects have changed over time.** **To know that Lancaster used the waterways to make a living and invested the profits to create community wealth.** **To know Lancaster's first wealth was through its port with ships travelling across the Atlantic to West Africa and plantations of West Indies importing mahogany, sugar and flax, which made traders wealthy.**	**Globalisation is the increase in connections between places and people around the world.** **Connections are made through cultural exchanges, trade and politics, and are helped by technology and transport.** **Major social, political and cultural aspects affect globalisation too.** **Disneyland Paris is an example of cultural globalisation. US culture in France attracts more tourists than some attractions in Paris.** **Some see globalisation beginning in 3000BCE with the Indus Valley civilisation (now Pakistan) and the Sumerians (now Iraq).** **The Sumerians invented a type of writing called cuneiform.** **Globalisation increases trade and over last 20 years it has increased at an av. Rate of 6% a year.** **The advantages of globalisation are that countries can trade something that can produce more quickly, higher quantity or of a better quality. This can improve their living standards.** **Disadvantages are some developing countries, such as Africa, have not benefited.** **Fast fashion is cheap, trendy clothing.** **The environmental costs of fast fashion are 10% of greenhouses gases are emitted by the industry and uses 1.5 trillion litres of water and 70 million barrels of oil in polyester production.**	**Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night.** **K: Know the locations of the world's countries using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe including Russia.** **K: To understand geographical similarities and differences through the study of human and physical geography (comparable biomes and climate zones).** **A biome is a large-scale ecosystem: a collection or community of distinctive plants and animals in a (large) region with a certain climate pattern.** **Each biome is named after the type of plant that is the dominant vegetation type.** **Plants and animals are adapted to the distinctive climates of their respective biomes so changes in climate patterns negatively affect them.** **The 6 major biomes are: tropical rainforest, savanna, desert, temperate deciduous forest, coniferous forest (taiga) and tundra.** **Climate is the main factor in the location of biomes.** **Latitude is the distance from the Equator measured in degrees.** **Lines of latitude run around the Earth at increasing number of degrees from the Equator.** **The term 'weather' refers to the day-to-day weather in any one location.**

	Mahogany was used by Gillow's fine furniture company. **To know coal and limestone were cargo for canal barges and were used by Lancaster's mills and factories to produce furniture, stained glass windows and linoleum which were exported nationally and internationally.** **To know the production of oilcloth, linoleum and wall coverings made the Williamson and Storey family wealthy and the returned the wealth to the community through buildings and institutions. These families employed 1/3 of the men in Lancaster.**	**The human costs of fast fashion – 80% workers women and 60% of them under 18.** **Localisation is the process of making something local.** **Local Futures is an international non-profit organisation dedicated to renewing ecological and social well-being by strengthening communities and local economies worldwide.** **Advantages of localisation include happiness, community, sense of place, reduces inequality, cuts down pollution, provides more and better jobs, connects us with life and each other, tackles climate change.** **Localisation is already happening.**	**A location's weather will depend on its climate.** **The term 'climate' refers to the longer term, average, weather of a larger area. It is an average based over approx.. 30 years.** **The world is split into climate zones due to distances from the Equator: Tropical, arid, Mediterranean, temperate and polar.** **Human activity has increased carbon in the atmosphere above useful levels, increasing global temperature causing a climate emergency.** **Climate emergency is shifting climate patterns, putting stress on biomes: warming tundra, drying tropical rainforest and desertifying the savanna.** **Climate emergency will cause some animals and plants to be extinct.** **Location of the 6 major Biomes.** **Know how people can reduce their personal contribution to climate change.** **Know some companies have made progress to zero emissions by offsetting or reducing emissions.** **Governments are engaging in setting zero-emission targets.** **Ways to protect and repair biomes include leaving fossil fuels in the ground, protecting areas of biomes from development and repairing damaged biome areas.**

			Patty's Barn uses a circular economy in its production to offset its carbon emissions.
Reading		**Kick by Mitch Johnson**	**No One is too Small to Make a Difference by Greta Thurnberg.** **Moth by Isabel Thomas and Daniel Egneus.**
Vocabulary			**Adapted, biome, climate, drought, extinct, fossil fuels, greenhouse gases, permafrost, wildfires.**
Fieldwork			
Year 5/6 – Cycle B	**What challenges are faced by people living in slums?** Prior learning: Children will have used maps, atlases and globes to find places studied and will have a deep understanding of human and physical features. They will understand how people and animals adapt to where they live and the advantages and problems of physical processes. They will have been involved in decision-making processes to be able to solve geographical problems related to land-use and have considered different viewpoints. Children will use maps to locate Rochina in South America and Dharavi in India and 6 figure coordinates to zoom in on key features comparing the settlements. They look at the human features and the city's infrastructure. They consider the use of the word 'slums' to describe the type of settlement. They learn about land use, economic activity including trade links	**How can we live more sustainably?** Prior learning: Children will understand the threats posed to coastal areas, such as Cockerham, through flooding and the threats of other physical processes such as earthquakes and volcanoes. They will have learnt about the Yanomami tribe and how they live sustainably by only taking from the forest, that which they need to survive. They will have considered viewpoints in increasing human access to nature while preserving natural areas looking at the local sea defence system, considered the use of hydro-power and know the importance of the Morecambe Bay area. They will have visited local areas and considered the advantages and disadvantages of living there and suggested improvements. They will have considered the pedestrianisation of Garstang High Street and the benefits and disadvantages of this. In Year 3-4, they	**Where do people live around the world?** Prior learning: Focusing on population. Building on previous study of Cockerham, Garstang and Lancaster. Children learn about the population density around the world, the most populous regions and the population density and distribution around the UK. Children consider how and why population has changed, the challenges of an aging population, how a population pyramid is created and what we can learn from it and the best ways to feed the planet in the future. Children will learn about the population around the world including N. America, S. America and Russian and the UK. They will look at the human and physical characteristics of counties in the UK and land use patterns. They will learn about statistics on population and what birth rates and death rates mean.

	and the distribution of natural resources including energy, food, minerals and water. They consider and compare the challenges faced by people living in slums, the advantages and disadvantages of improvements and what is next for the people in Dharavi. Children will consider specific challenges for people living in Dharavi and propose solutions considering budget constraints. Finally, pupils will be asked how far they agree with the statement: 'Governments around the world should clear all slums away' for which they will need to use all their knowledge of slums to explain their answer. Mindful of presenting simplistic, single-view images of countries or whole continents. Pearson Unit **Culture & diversity**	will have learnt the difference between renewable and non-renewable resources, how the use of natural resources has changes and the problems of non-renewable resources. In this unit, children will recap an overview of renewable and non-renewable resources. They will learn more about sustainability on a global scale, if fossil fuels are sustainable and learn about renewable sources of energy from case studies of Freiburg in Southern Germany and Curitiba in the Brazilian state of Parana. They will learn how these places are living more sustainably through changes pedestrian areas, transport and increasing circular economies. They will learn how Patty's Barn are using a circular economy similar to the bio gas digester in Freiburg. Children will consider the relationship between humans, environment and the economy. They will draw on the UN report 'Our Common Future' to consider how people can continue to grow the economy while protecting resources. They will look at a case study using Tesla. Children will visit the wind turbine at Lancaster University and learn how this, and the solar panel farm are helping them to reach their carbon reduction target. Children consider the use of wind energy locally with the Morecambe Bay wind farm learning how offshore wind turbines work, permitting regulations and views	They will look at Japan, considering its aging population and the problems this causes in terms of health care and a small population in the workforce. They will learn about the distribution of food around the world and how we can ensure the food we produce globally meets the need. Children will consider how we can meet the challenge of feeding the world. **Cause and effect**

		on impact of wind turbines on the landscape, the cost of wind energy. Children will consider whether wind is the energy of the future. Children make anemometers to measure wind or a wind turbine to understand how a wind turbine works. Finally they consider and explain if and how we can live more sustainably globally and nationally. Pearson Unit supplemented with local fieldwork on wind energy https://windeurope.org/about-wind/learnwind/primary-education/ **Environment & sustainability**	
		Fieldwork day – Patty's Barn – Litter-picking and circular economy overview. **Making an anemometer or wind turbine.** **Visit to Lancaster University wind turbine and proposed solar farm.** **Visit to Morecambe Bay Wind farm.** **Visit to visitor centre EDF Heysham Nuclear Power Station.** **RSPB Whole school Wildlife Challenge Launch.**	**Books: What's Where on Earth Atlas. Prisoners of Geography.** **Lancaster fieldwork session combines with Transatlantic Slave Trade.** **Patty's Barn – Bio blitz.**
Sticky Knowledge	**K: Know the locations of the world's countries using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe including Russia.** **K: To understand geographical similarities and differences through the study of human and physical geography (slums).**	**Sustainability means not being harmful to the environment or using up natural resources, therefore supporting a long-term ecological balance.** **Single-use (disposable) plastics are used once, then thrown away or recycled, e.g. plastic bags, straws, coffee stirrers, water bottles, and food packaging. The UK and EU banned**	**K: To understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.** **K: To know the names, locations and land-use patterns of counties, cities and geographical regions of the UK, and their identifying human, physical,**

	K: Know how to use maps, atlases, globes and digital or computer mapping to locate countries and describe features studies. **K: To understand and explain key aspects of human geography – types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.** **Slums are defined as residential areas with unsafe housing, overcrowding, limited or no access to basic services, and no legal rights for residents to live where they do (meaning landowners and developers can easily evict them).** **It is estimated between 900 million and 1.6 billion people are living in slums.** **While slums are not exclusively a phenomenon of the developing world, the proportion of the population living in slums is highest in sub-Saharan Africa, and highest of all countries is the Central African Republic.** **Dharavi slum is located close to the centre of Mumbai, a thriving city with some of the highest property prices in the world. Dharavi's illegal settlement has relatively cheap rents, making it extremely attractive to poor migrants as an affordable central location.** **Rocinha is Brazil's largest 'favela' (slum), situated on the southern edge of Rio de Janeiro. In contrast to Dharavi, it is now relatively developed.**	**most single-use plastic items in July 2021.** **Plastics that are not recycled create large quantities of refuse, require landfills to dispose of, and often harm wildlife. Recycling petroleum-based plastics requires additional chemicals and materials. Globally, we produce 300 million tons of plastic every year.** **The extraction and combustion of fossil fuels damages the planet and releases harmful chemicals into the atmosphere. Electric cars produce no pollution from fuel combustion.** **Renewable energy can be produced and stored without the expense or damage of extracting and expending fuel.** **Humans have invested a lot of time and money into researching how to generate power, and this is still the case.** **Before the Industrial Revolution (1750–1900), generating power was mainly done by wind and water. The steam engine was improved and this produced new inventions, such as steam-powered mills and factories, and using steam to generate electricity.** **Fossil fuels are cheap to use and produce a lot of energy. They cost a lot to extract, with mining operations needed for coal, drilling for oil and fracking for gas. These methods risk or cause damage to the environment, e.g. oil spills or landscape destruction.**	**and key topographical features including hills, mountains, coasts and rivers.** **K: To understand how some of these aspects have changed over time.** **K: Know the locations of the world's countries using maps to focus on the environmental regions, key physical and human features, countries and major cities of Europe including Russia.** **K: To understand geographical similarities and differences through the study of human and physical geography (population).** **K: Know how to use maps, atlases, globes and digital or computer mapping to locate countries and describe features studies.** **K: To understand and explain key aspects of human geography – types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.** **It was estimated that the world population reached 7.6 billion people by May 2018. It took over 200,000 years for the world's population to reach 1 billion. However, it only took 200 years more to reach 7 billion.** **Since the 1950s, access to contraception and modern medicines have helped keep birth rates and death rates low in some countries.** **Populations that are expanding rapidly can lead to challenges such as**

	However, its site on steep slopes is challenging, it is overcrowded, and it suffers from violent gang- and drug-related crime. **Challenges faced for people living in slums include national and city governments not providing basic services to them.** **In Rocinha, the government-backed self-improvement schemes, for example, almost all houses in Rocinha are made of breeze blocks, cement and tiles.** **Dharavi was once outside Mumbai, where it developed as a centre for trades such as leather tanning and pottery. It is now located on high-value land next to a new business district. There is therefore much less incentive for the government to provide services, and Dharavi's living conditions remain very challenging.** **Slum clearance has been a popular model for dealing with slums for many decades. It is often combined with building new, higher-quality apartment accommodation for slum residents in the suburbs of the city.** **Slum clearance advantages: the area becomes available for development, and slum residents are rehoused in safer and more secure accommodation, with good sanitation and power.** **Disadvantages: new housing often doesn't have the location benefits of the slum. It is often on the outskirts of**	**All of these fuels produce significant amounts of carbon dioxide and other nitrogen-based pollutants, which reduce air quality, impact health and contribute to global warming.** **Types of renewable energy:** **Solar cells are devices that convert light energy into electrical energy.** **Biomass is organic material from plants and animals, which stores energy from the sun as chemicals.** **Wind energy is the process by which wind is used to generate electricity.** **Geothermal energy is the heat from the Earth. It is clean and sustainable.** **Hydroelectric power is electricity generated from water stored in dams and rivers.** **Types of non-renewable energy:** **Coal, oil and gas are called 'fossil fuels' because they have been formed from the fossilised remains of prehistoric plants and animals.** **The UK is reliant on a variety of energy types, and the demand varies seasonally. In 2015, the UK used fossil fuels for 80% of its energy mix. In 2019, the UK used fossil fuels for 65% of its energy mix.** **Curitiba is the capital and largest city in the Brazilian state of Paraná.** **Freiburg is in southern Germany and is held up as the single best city for sustainable urban development.** **The cities of Curitiba and Freiburg have both employed major sustainable practices. Curitiba has a pedestrianised**	**increasing air pollution and the creation of slums.** **In the future, it is unlikely that enough food will be produced to feed the global population unless the problems of distribution and wastage are addressed.** **China is the world's most populated country, followed by India. The majority of the world's population lives in urban areas (cities) rather than rural areas. An 'ageing population' is a population where the proportion of elderly people is increasing.** **There are many challenges associated with ageing populations: more elderly people means more investment is required in healthcare, there are not enough younger people to care for the elderly, there are fewer people working and paying taxes, so less money is available, this results in an increased level of poverty among the elderly.** **Other countries with an ageing population include Italy, Finland, Portugal and Spain.** **A population pyramid is a graph that shows the distribution of various age groups in a population (usually of a country or region of the world).** **Possible solutions to world food shortage include: using irrigation to make more land available for farming; providing farmers with affordable technology; using advanced farming systems such as hydroponics and**

	the city, without transport infrastructure, so people don't have easy access to city-centre employment or space for workshops and factories. **Many slum residents tend to prefer schemes to improve the slum. These include self-help schemes to upgrade housing.** **Residents are concerned that the plans to renovate Dharavi do not include workshop spaces and the vibrant street life and community would be impacted.**	**city centre, a regular overground public transport system and extensive interconnected green space. Freiburg has built its local employment around sustainable industries and technologies, and uses money saved from renewable energy and lack of pollution to fund incentives for sustainable living.** **Wind is caused by the heating of the atmosphere by the sun, the rotation of the Earth and irregularities in the Earth's surface.** **Wind turbines capture the energy of the wind and convert it to electricity.** **Wind energy comes from a natural and renewable resource.**	**aeroponics; governments and charities supporting small scale farmers.**
Reading	**Kick by Mitch Johnson**	**Greta Thurnberg – No One is too Small to Make a Difference**	
Vocabulary	**Developers, drug trafficking, extreme weather, landslide, living conditions, residents, sanitation, sewage, slums, working conditions.**		
Fieldwork			

Geography End Points				
Work likely in…	**Early Years**	**KS1**	**LKS2**	**UKS2**
Locational knowledge	Develop knowledge about their immediate locality: know where they live and how they travel to school.	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries	Name and locate counties and cities of the United Kingdom. Begin to locate areas studied in Europe and North America, e.g. Italy, Caribbean.	Name and locate the world's counties including United Kingdom, Europe and North and South America.

	Explore the natural world around them, making observations and drawing pictures of animals.	and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of Cockerham and surrounding areas.	Locate the world's countries, using maps to focus on Europe (including the location of Russia), Africa (non-statutory) and North and South America. Identify the Northern Hemisphere and the Southern Hemisphere.	Locate the world's countries, using maps to focus on North and South America. Recall, name and locate counties and cities of the United Kingdom. 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).
Place knowledge	Talk about some of the differences they notice when they are in different places. Talk about places when looking at books and watching clips. Talk about places they have been to. Talk about places in stories. Use language that refers to place.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe. Make links to Africa through history themes.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America and South America. Make links to Africa, Americas and Europe through history themes and Transatlantic Slave Trade.
Vocabulary	House, road, school, street, garden, pathway, season, weather, rain, snow, sun, warm, cold, near, far, bigger, smaller.	City, town, village, factory, farm, house, office, port, harbour, canal, bridge, railway, park, shop, coastal, beach, marshes, nature trail, season, weather, country, continent, sea, ocean, near, far, left, right, North Pole, South Pole, Equator, globe, map, plan perspective, aerial perspective, key, symbol, compass, compass points, beach, cliff, hill, mountain, river, sand, tide, capital city, North, South, East, West, Amazon, indigenous, human, physical, natural, sustainable.	Coastline, hills, river, sea, country, capital city, region, county, Europe, North America, Caribbean, Windrush, migration, valley, mountains, volcanoes, dormant, active, extinct, earthquakes, continent, tourism, forest, climate zone, settlement, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Scandinavia, Africa, settlement, vegetation belt, temperate deciduous forests, aquatic, grassland, desert, tundra.	Commerce, fuel, population, globalisation, tourism, migration, Tropics of Cancer 7 Capricorn, Arctic & Antarctic Circle, Time zone, longitude, latitude, Prime/Greenwich Meridian.
Human & physical geography	Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the	Describe and understand key aspects of:	Describe and understand key aspects of:

	Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. Recognise elements of their environment that are manmade and natural.	Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Plus key human features, including: city, town, village, factory, farm, house, office, port, harbour, railway, bridge, canal, and towpath.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Skills & fieldwork	Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. *Make maps from stories.* *Follow simple maps in play.*	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Year 2 – Use maps at different scales. Know that maps give information about places in the world (what/where?) Use simple compass directions – Year 2 - (North, South, East, West) and locational and directional language to describe the location of features and routes on maps. Follow a route on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key and give the map a title. Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment. Find given basic OS symbols on a map with support.	Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Make and use simple route maps. Use 4 figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Link features on maps to photos and aerial views. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use plan views. Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods	Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use the scale bar on maps. Read and compare map scales. Draw measured plans. Use six figure coordinates. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e. contours and slopes Use eight cardinal points to give directions and instructions. Observe, measure and record

		Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and our local environment. Recognise differences between their lives and lives of others. Investigate through observation and description. Give and follow simple instructions to get from one place to another using positional and directional language.	including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos. Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. Express opinions and personal views about what they like and don't like about specific geographical features and situations.	human and physical features using a range of methods including sketch maps, cameras and other digital technologies. Interpret data collected and present the information in a variety of ways including charts and graphs. Make predictions and test simple hypotheses about people and places. Ask and answer questions that are more causal (e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?) Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to wider local and world geographical concerns and issues.
Use of Technology		Use a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys/sprites to move around a course/screen following simple directional instructions. Complete simple searches with specific geographical applications. Use a postcode to find a place on a digital map. Make a sketch map using digital software.	Use the zoom facility on digital maps to locate places at different scales. View a range of satellite images. Draw and follow routes on digital maps. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news, online reports & websites.	Use appropriate search facilities when locating places on digital/online maps and websites. Use and interpret live data e.g. weather patterns. Communicate geographical information electronically (e.g. multimedia software, webpage, blog, poster or app). Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery.