



Geography

Mighty Oaks (Y5&6)

YEAR A

All about our capital- City fieldwork skills: Most of the children do not have the opportunity to visit London during their time at primary school and many of them have not spent any significant amount of time in a larger city (see York work). Visiting the UK's largest city is important for numerous reasons, particularly to assist the children in developing confidence in larger places. During the visit we don't rely on coaches and guides, we do it ourselves. We travel using London transport (especially the underground), the children plan the journeys by navigating road and tube maps; they work out whether it is more efficient to walk, bus or tube from a to b. We stay in Elephant and Castle where children get to experience the busy, diverse and vibrant atmosphere. They learn about map representation back in the classroom comparing the schematic transport map to the actual map tracks of the underground. We look down drains to see how the modern skyscrapers are built over what was once a Victorian street. We travel along the Thames to compare the older and the new buildings. Most importantly we ensure the children enjoy learning about and visiting London so when they are older and may have the opportunity to move away, study at university, the idea of moving to a bigger city is less daunting and maybe even a little bit exciting.

Mountains, Volcanoes and natural disasters (team with Mountain leader work in Forest sessions): Whilst the children have already explored much physical Geography through their other units, linking in mountains and moving on to volcanoes and other natural disasters is something that we included, not just because of links to the national curriculum but also to enable children to make sense of what they see in the natural world. Whilst the teachers must link this unit to the skills and knowledge progression work, it is expected that the unit will change picking up more recent and/or relevant natural disasters with the children. This unit is always discussed as a whole team before any teaching is planned to ensure this is done compassionately for all families involved. The mountain element always involves the children planning their own child-led expedition up Whinfell so they can wave at the rest of the school from the cairn at the top.





From the Tiny Acorns....

Impact of the fashion industry: Building on the fair trade and plastic learning in LKS2, the children begin to explore the impact of the fashion industry- hopefully before they are pulled into the world of influencers and expectations in their teenage years. Children begin to explore fair pay and trade within the textile industry (in an age appropriate way) whilst also learning the impact of “throw away fashion!” and the need for the next pair of trainers when the trainers you have are perfectly good. This study is taught hand in hand with the DT textiles project where the children visit charity shops and purchase outfits to upcycle and put on a fashion show where they use the knowledge they have gained to talk to their parents and adults about the impact of fast fashion on our Earth.

YEAR B

All about maps: With the introduction of google maps and google earth, children have instant access to the modern world. We want them to view this world with curiosity: How does this world change physically (from the landmass of Pangea to the disappearing island in the Indian ocean today) but also politically. During this unit of work, we explore the world map in different formats that may look unusual to the children but are actually the same world as that presented on the eurocentric view. Most importantly we look at different projections to enable them to see a more accurate scale of size. This also enables them to understand how information can be misleading. We will then look more closely at continents in atlases from different time periods and what differences we can spot. In the children’s lifetime they will see the changing county boundaries of cumbria to Westmorland and Cumberland so exploring this in the wider world shows another element of human impact on the world. This will also help children understand conflict that is happening today and help them develop empathy and understanding for those innocent civilians whose lives are impacted by this.

All about continents: Over the years we have realised that children can develop relatively stereotypical views of continents and often associate them with one country or small group of close countries rather than the whole continent. Through this unit of work the children research in groups and produce a google site for their continent. In this work they explore the physical and human Geography ensuring they have a sound understanding of the knowledge and skills stated above. These are then used in the world quiz where the children are challenged to answer questions and learn about each other's continents using the websites to inform them.

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Carbon Footprint and renewable energy: We felt it is important that all our children have the opportunity to learn about the issues related to climate change as they will be the people who shape the future. As part of this they will analyse their own carbon footprint but also look at bigger issues such as sources of energy. Children will research the forms of renewable energy sources and look at the positives and negatives of these compared to non-renewable sources. This will build on their understanding of the continents and considering what the barriers and potentially successes are of different sources in different places. They will help school leaders work towards becoming a carbon neutral building.

Oaks (Years 3 & 4)

YEAR A

Fair Trade: The first of the ethical studies exploring fair trade, tracking sugar, bananas and other foods to see how we can ensure trade is fair and just. For the children, this may be the first time they have considered the number of people and stages there are in getting these food items to our supermarkets. With local links, there is a good understanding of farm to fork for locally sourced produce but considering that our climate is not suitable for many things helps them develop an understanding of why we are connected and that we are all dependent for many things on people from far away. Understanding that different rules, laws, cultures and expectations are at play as well as greed and that everyone deserves to be treated with respect. Children will engage in a memorised presentation using props to share the journey of their food groups and how fair trade works.

The Impact Plastic: This unit is included to ensure children begin to consider, in an accessible way, the impact humans have on the natural world. They can explore this in their own local environment by taking a walk and finding litter on the local walks or in the Lake district. In addition they begin to explore reduce, reuse, recycle. Discussions with pupils at the start of this unit often shows that the first thing they think about is recycling, through this unit we aim to show them that first we should reduce and aim to reuse plastic before throwing things in the recycling. Children are tasked with looking at ways we can reduce the use of plastic (see what happens to pencil pots as they move classes) in school, seeking ways we can reuse the things we don't want and developing effective ways to ensure plastic in school gets recycled. As part of this they will write a letter of their suggestions to the governors for

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consideration. In the past this unit has resulted in the banning of laminating unless absolutely necessary, the banning of throwing our perfectly good plastic boxes because they aren't "aesthetically pleasing" and the introduction of received pen pots as they move into the Mighty Oaks.

City Vs Country: Many of the children have not spent any significant amount of time in a larger city so York was chosen as the perfect first venture away from home overnight in a larger place. Although many of the curricular links are Historical, this visit is used to explore and compare York with our own locality. Travelling is done via train, changing at Manchester Piccadilly- a first train trip for children with a change (building on visits using a single train in KS1 to either Carlisle or Edinburgh). They can compare pedestrian foot counts and make other comparisons e.g. number of sirens heard but comparing this to population statistics. The children also explore using simple maps to navigate the city and plan routes. For some children it is the first time they have been met with more complex traffic light systems and islands in the middle of the road so lots of learning to navigate a busier place.

YEAR B

Europe: Their first deeper independent study into a continent is Europe, mostly because there are more family links to this continent and it is the continent we are part of. We have families from some European countries and some children have visited places such as Spain, France and Italy on their holidays. This is the first time the children will prepare a presentation to educate others as this will be taught through a mixture of teacher led and independent learning. Children will begin to understand borders and coastlines and ask the big question about the biggest country in Europe- Is Russia part of Europe or Asia? This is always a great way to first show them that Google does not have all the answers!

Africa: After studying their own continent, Europe, children need to learn about other continents. There are many misconceptions regarding Africa that we have noted in the school e.g. it is a poor place, that is mainly desert and nothing ever grows, or it is a place to go on safari. The children never consider how green some parts of Africa are e.g. Uganda and Malawi. As a continent, it enables embedding and development of learning in KS1 with the continent spanning the equator: Seven out of thirteen countries on the equator are in Africa. It's also a great continent to explore time zones and tropics of Cancer and Capricorn . There is also the more

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recent discovery that all our DNA can be traced back to Africa therefore we all have African heritage which excites the children and motivates their learning.

Rivers: Rivers are named as a specific physical feature in the NC- they are one of the first physical features we look at in detail as a river is something that children are familiar with. This unit follows on from the History topic about Ancient Egypt due to the Geographical- both human and physical, importance of the River Nile. Children are able to then use the better weather (summer term) to explore local rivers with the Source (just above) Kentmere Reservoir which meets the sea at the north of Morecambe bay (between Arnside and Grange)

Acorns (Years 1 & 2)

YEAR A

Travelling by road: In Grayrigg we only have one bus that doesn't run every day, through this work the children will plan a bus journey visiting places in our local area. They may choose to travel north or south on their bus trip and look at where they can get to on a bus from Grayrigg. Through this work they will look at the local area and consider what they see on their bus journey, making simple maps and collecting simple data.

Travelling by train: As part of this work the children will plan a journey by train, this may be to Lancaster or Carlisle. They will compare the stations of Kendal, Oxenholme and Lancaster/Carlisle. They will look at the places they visit and carry out simple field work.

Travelling internationally:

YEAR B

Learning about the Lakes:

Learning about UK:

Learning about the world:

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