



INSPIRE

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CURRICULUM

# GEOGRAPHY



*“Geography is a subject which holds the key to the future” – Michael Palin*



# Geography

## Intent

At Inspire Multi-Academy Trust it is our intention that Geography will inspire pupils with a curiosity and fascination about the world. We aim to offer opportunities for children to explore and understand the human and physical world, promoting their interest and understanding about locations, physical and human features, diversity and geographical techniques. Through this, children will have a greater understanding of their place in the world, their rights, responsibilities and the impact they have.

It is our intention that the Geography curriculum will be both stimulating and motivating in order to capture the pupil's curiosity and fuel their motivation to learn, by providing them with exciting learning opportunities so as they enjoy acquiring and developing their skills and knowledge and perceive the world as an interesting place.

## Breadth of Study

The following is the breadth of study that our pupils will cover from Year One through to Year Six. All statutory requirements taken from the National Curriculum are included.

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Investigate the World's continents and oceans</li><li>• Investigate the countries and capital cities of the United Kingdom</li><li>• Compare &amp; contrast a small area of the United Kingdom with that of a non-European country</li><li>• Explore weather and climate in the United Kingdom and around the world</li></ul>	<ul style="list-style-type: none"><li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils</li><li>• Locate the world's countries, with a focus on North America and countries of particular interest to pupils</li><li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time</li><li>• Locate the geographic zones of the world</li><li>• Understand the significance of the geographic zones of the world</li></ul>

## Whole School Coverage



The following grid shows the coverage of Geography units across the Primary age range at our school. We use Kapow Primary curriculum for Geography as each unit has been carefully and progressively planned to build upon pupil’s Geographical knowledge, making relevant links to their lives and local area where possible, and includes progressive fieldwork tasks that are interwoven through the whole curriculum.

	Autumn Term	Spring Term	Summer Term
Year 1	What’s it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or a cold place?	Why is our world wonderful?	What is it like to live on the coast?
Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the Desert?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?



# Geography Learning Journey

Kapow Primary



Early Years

### Experiences:

- Coastal School
- Forest School
- Local walks
- Seasonal trails

- Basic map work
- Observations of world around them



**What's it like here?**  
Local Area, maps, UK, directions

**Fieldwork:** Investigate thoughts/feelings about playground by carrying out a survey

**What is the weather like in the UK?**  
Locate 4 UK countries, seasonal changes, compass directions, weather patterns

**Fieldwork:** Identify 4 compass directions; Investigate daily weather patterns

**What is it like to live in Shanghai?**  
Recognise continents, oceans countries outside UK, focus on China, Compare human & Physical features

**Fieldwork:** Identify 4 compass directions; Investigate daily weather patterns



**Would you prefer to live in a hot or cold place?**  
Basic intro to climate zones (map hot/cold places globally, noting features), name & locate continents

**Fieldwork:** Investigate local weather conditions

**Why is our World Wonderful?**  
Names/locations of oceans, worlds wonders, consider what is unique about the local area

**Fieldwork:** Investigate local habitats and record findings

**What is it like to live by the coast?**  
Names/locations of continents/oceans; revisit countries/cities of UK & surrounding seas; physical features of Jurassic coast & how humans use this – land use and tourism

**Fieldwork:** Investigate how people use the local coast (data collection)



**Why do people live near Volcanoes?**  
Earth is constructed in layers, crust divided into tectonic plates; study formation/distribution of mountains/earthquakes; use Mount Etna to identify impact of humans on volcanic landscapes

**Fieldwork:** Observe and record location of rocks around school & discuss findings

**Who lives in Antarctica?**  
How latitude & longitude link to climate; physical/human features of polar regions – links to the explorer, Shackleton

**Fieldwork:** Follow instruction (compass points) and map a simple route

**Are all settlements the same?**  
Explore different types of settlements, land use, difference between urban & rural; describe physical/human features in local area; make land use comparisons with New Delhi

**Fieldwork:** Discuss why human & physical features are in particular locations – in our local area



**Why are Rainforests important to us?**  
Begin to develop understanding of biomes, ecosystems & tropics; map features of Amazon rainforest (layers); investigate how communities in Manaus use Amazon's resources; human impact on Amazon; compare & contrast 2 types of forest

**Fieldwork:** Collect data from local Woodland to understand how it is used; use variety of data collection methods

**Where does our food come from?**  
Map food imports from around the world; fair trading; cocoa beans; school meals food; Local Vs Global food

**Fieldwork:** Design/use data collection methods to find where food comes from (school dinners)

**What are rivers & how are they used?**  
Rivers, water cycle, name/locate major rivers – how they are used

**Fieldwork:** Collect data on features of River Wear



**What is life like in the Alps?**  
Consider climate & why ppl visit; human/physical features that attract tourists; tourism & local area, map recreational land use; compare Alps to local area

**Fieldwork:** Collect data to investigate what there is to do in local area

**Why do Oceans matter?**  
Importance of oceans; how change over time, Great Barrier Reef, Climate change & Pollution

**Fieldwork:** Collect data on different types of litter in marine environment



**Would you like to live in the Desert?**  
Explore hot biomes; phys features of desert – how humans interact with this environment

**Why does population change?**  
Birth rates, population in different places, Social, economic & environmental factors

**Fieldwork:** Collect data – how population impacts traffic/litter

**Where does our energy come from?**  
Renewable and non-renew sources, impact on society, economy & environment

**Fieldwork:** Collect/present data – best place for a solar panel non the school grounds

**Can I carry out an independent fieldwork enquiry??**  
Observe, Measure, record, present own fieldwork study of local area.



Ready for Key Stage 3

