INSPIRE

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
• Investigate the World's continents and oceans • Investigate the countries and capital cities of the United Kingdom • Compare & contrast a small area of the United Kingdom with that of a non-European country • Explore weather and climate in the United Kingdom and around the world	• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils • Locate the world's countries, with a focus on North America and countries of particular interest to pupils • 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 • Locate the geographic zones of the world • Understand the significance of the geographic zones of the world

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



Experiences:
Coastal School
Forest School
Local walks
Seasonal trails

Basic map work
Observations of world around them

Year 1

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

Year 2

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 findirgs

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)

Year 3

Why do people live near Volcanoes?
Earth is constructed in layers, crust divided into tectonic plates; study formation/distribution of mountains/earth quakes; 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

Year 4

Why are Rainforests important to us?
Begin to develop understanding of biomes, ecosystems & tropics; map features of Amazon rainforest (layers); investigates 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

Year 5

What is life like in the Alps?
Consider climate & why ppl visit; human/phys 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

Year 6

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

Ready for Key Stage 3

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.