

Tarporley C of E Primary School Geography Curriculum Intent

Curriculum Statement



At Tarporley C of E Primary, we believe that '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.' (The National Curriculum in England Framework Document (DfE) 2014) The study of Geography fulfils the requirements of the National Curriculum by providing a curriculum that is broad, ambitious, planned sequentially and has clear progression. Our curriculum provides a sequential development of both substantive and disciplinary knowledge alongside the progressive development of key geographical concepts.

From Reception to Year 6, pupils learn to look beyond their immediate environment to the wider world. Place studies start within our locality and increase in scale to regional, national, and global studies, allowing children to revisit, develop, and challenge existing ideas and concepts.

Kapow Primary

We have carefully chosen a scheme of work published by Kapow Primary. Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through this scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. For EYFS, the activities allow pupils to work towards the Understanding the World Development Matters statements and Early Learning Goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Due to our mixed-age class structure, we have a two-year rolling programme, and pupils will cover all relevant objectives by the end of each key stage. Meaningful thematic links have been made with other areas of the curriculum, however Geography is taught as a discrete subject.

Early Years Foundation Stage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Outdoor Adventures Activity 4: Senses in nature To use the senses to observe and talk about experiences whilst outside.</p> <p>Outdoor Adventures Activity 5: Exploring the seasons To begin to notice some of the features of the changing seasons. (Autumn)</p> <p>Outdoor Adventures Activity 1: Nature catchers To explore natural objects using the senses.</p>	<p>Outdoor Adventures Activity 3: Exploring the weather To describe the effects of different weather conditions.</p>	<p>Exploring Maps Activity 2: Our school from above To consider shapes and positions of features when making a map.</p> <p>Activity 3: Let's build a map! To build and describe a model of a familiar place.</p> <p>Activity 5: Investigating maps To explore a range of maps.</p> <p>Activity 6: Map making To apply their knowledge of maps to make their own.</p>	<p>Exploring Maps Activity 1: Pirate map bingo To find and name familiar features on maps.</p> <p>Outdoor Adventures Activity 2: Observational painting To explore and make observations of the world around them.</p> <p>Outdoor Adventures Activity 5: Exploring the seasons To begin to notice some of the features of the changing seasons. (Spring)</p>	<p>Outdoor Adventures Activity 6: Dress the teddy To begin to recognise seasonal weather conditions.</p>	<p>Outdoor Adventures Activity 5: Exploring the seasons To begin to notice some of the features of the changing seasons. (Summer)</p>

Key Stage 1

	Autumn	Spring	Summer
Cycle A 2023-2024	History focus	<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none">• What can we see in our local area?• Can we map our local area?• Where in the world is China?• What can you see in China?• What is Shanghai like?• How is Shanghai different from our local area? <p>Vocabulary: continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol</p>	<p>What is the weather like in the UK?</p> <ul style="list-style-type: none">• Where is the UK?• What are the four seasons?• What are the compass directions?• What is the weather like today?• Is the weather the same everywhere in the UK?• How do people prepare for the weather? <p>Vocabulary: atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane</p> <p>What can you see at the coast?</p> <ul style="list-style-type: none">• What are some of the UK's most amazing features and landmarks?• Where are the seas and oceans surrounding the UK?• What is the coast?

			<ul style="list-style-type: none"> • How do people use our local coast? • Where are our oceans?
Cycle B 2024-2025	<p>Where am I?</p> <ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? <p>Vocabulary: aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</p>	<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> • Where are the continents? • Where are the coldest places on Earth? • Where is the Equator? • What is life like in a hot place? • Do we live in a hot or cold place? • Would you prefer to live in a hot or cold place? <p>Vocabulary: arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather</p>	<p>What is it like here?</p> <ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? <p>Vocabulary: aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</p>

Lower Key Stage 2

	Autumn	Spring	Summer
Cycle A 2023-2024	<p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> • What is climate? 	<p>Where does our food come from?</p>	<p>What are rivers and how are they used?</p>

	<ul style="list-style-type: none"> • Where is Antarctica? • Who lives in Antarctica? • Who was Shackleton? • Can we plan an expedition around school? • How did our expedition go? <p>Vocabulary: climate, climate zone, compass points, direction, drifting, ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty</p>	<ul style="list-style-type: none"> • How can our food choices impact the environment? • What does it mean to trade responsibly? • How do we get our chocolate? • Where does our food come from? • Are our school dinners locally sourced? • Is it better to buy local or imported food? <p>Vocabulary: air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend</p>	<ul style="list-style-type: none"> • What is the water cycle? • How is a river formed? • Where can we find rivers? • How are rivers used? • What can we find out about our local river? • What features does our local river have? <p>Vocabulary: condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall</p>
<p>Cycle B 2024-2025</p>	<p>Why are rainforests important to us?</p> <ul style="list-style-type: none"> • Where in the world are tropical rainforests? • What is the Amazon rainforest like? • Who lives in the rainforest? • How are rainforests changing? • How is our local woodland used? 	<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> • How is the Earth constructed? • Where are mountains found? • Why and where do we get volcanoes? • What are the effects of a volcanic eruption? 	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> • What is a settlement? • How is land used in my local area? • Can I explain the location of features in my local area? • How has my local area changed over time? • How is land used in New Delhi?

	<ul style="list-style-type: none"> • How is our local woodland used? <p>Vocabulary: analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts</p>	<ul style="list-style-type: none"> • What are earthquakes and where do we get them? • Where have the rocks around school come from? <p>Vocabulary: active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs</p>	<ul style="list-style-type: none"> • How does land use in New Delhi compare with my local area? <p>Vocabulary: agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation</p>
--	--	--	---

Upper Key Stage 2

	Autumn	Spring	Summer
Cycle A 2023-2024	<p>Would you like to live in the desert?</p> <ul style="list-style-type: none"> • What is a hot desert biome? • Where are deserts located? 	History focus	<p>Why do oceans matter?</p> <ul style="list-style-type: none"> • How do we use our oceans? • What is the Great Barrier Reef? • Why are our oceans suffering?

- What physical features are found in a desert?
- How can people use deserts?
- What are the threats to deserts?
- Would you like to live in the desert?

Vocabulary: agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather

What is life like in the Alps?

- Where are the Alps?
- What is it like in the Alps?
- Why do people visit the Alps?
- What is there to do in our local area?
- How are the Alps different from our local area?
- What is life like in the Alps?

Vocabulary: atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold

- What can we do to help our oceans?
- How littered is our marine environment?
- How littered is our marine environment?

Vocabulary: atmosphere, biodegradable, buffer, coral, bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle

	<p>mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate, forest, tourism, tourist, vegetation</p>		
<p>Cycle B 2024-2025</p>	<p>Where does our energy come from?</p> <ul style="list-style-type: none"> • Why is energy important? • What is renewable energy? • How does the United States generate energy? • How does the United Kingdom generate energy? • What is the best way to generate energy? • Where is the best place for a solar panel on the school grounds? <p>Vocabulary: biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level,</p>	<p>Why does population change?</p> <ul style="list-style-type: none"> • How is the global population changing? • What are birth and death rates? • Why do people migrate? • How is climate change impacting the population? • How is population impacting our environment? <p>Vocabulary: air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors,</p>	<p>Can I carry out an independent fieldwork enquiry?</p> <ul style="list-style-type: none"> • Developing an enquiry question • Creating data collection methods • Mapping a route • Collecting the data • Analysing the data • Presenting the data <p>Vocabulary: analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint</p>

	solar power, time zone, urban planner, windpower, six-figure grid reference	push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	
--	---	---	--