

## Inspire Curriculum Synopses: Geography

<p>In Year 3, pupils look at the different land uses of the local area of Derby. A local area walk helps to consolidate learning and support the children in identifying how land uses have changed over time. Prior work from KS1 is consolidated to help pupils place Derby within the United Kingdom as pupils are able to understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>During the Violent Earth topic, pupils in Year 3 build on previous knowledge from KS1 where they locate and compare different holiday destinations across Europe, moving on in Year 3 to focus on different geographical features and land uses in their comparisons, as well as locating volcanoes across the world and researching the Ring of Fire. This moves the children on, ready for comparing other geographical areas of the world in Year 4.</p> <p>In the Noble Nile topic, pupils build upon KS1 studies where they focus on human and physical features of Egypt, exploring the features of the River Nile and how this has impacted the land use and lives of people living on the Nile over the years. How geographical features impact those living around them is continued in Year 4 during their Beneath the Canopy studies. Building skills necessary for Year 5, children learn geographical terms for river features.</p>	<p>During the 'Euro-vision' topic, pupils in Year 4 begin by reviewing their past learning from Year 3 and Key Stage 1 through studying the immediate local area before branching out to Greater Manchester, England and Great Britain to acquire a sense of place within the continent of Europe. Where in Year 3, the children looked at land-use and key landmarks in the UK, in Year 4, they look further afield, comparing and contrasting the features of major towns and cities across Europe, making links to their own experiences, where appropriate. This all feeds into the work Year 5 do on Spain.</p> <p>Year 4's 'Beneath the canopy' topic further develops children's geographical knowledge. The topic begins with a day with the ZooLab, meeting and learning about some of the animals indigenous to the rainforests of the world. This creates a cross-curricular link where we investigate deforestation, layers of the rainforest, the habitats of the animals that live there, indigenous tribes and all the issues surrounding deforestation. The children learn to map the tropics of Cancer and Capricorn and learn why certain tropical and temperate rainforests fall in certain places around the globe.</p>	<p>In Year 5, we look at how different cultures and civilisations have historically impacted their natural surroundings by looking at Tudor exploration. This involves looking at how factors such as trade, religion and war have affected global travel.</p> <p>This also involves looking at maps and people's knowledge of the world, how this has changed through time and the reasons that have affected this. This links to our English worked based around The Pirate Queen, a true based story of a real-life thorn in the English Tudor side.</p> <p>We build on the previous knowledge the children have obtained in earlier years on topics such as the River Nile and the rainforest.</p> <p>This builds on our physical geography skills by looking at topics including how rivers are formed, the water cycle and pollution. This forms part of our English work on Wind in the Willows.</p> <p>We gain first-hand experience of using the geographical skills by visiting a river and taking water samples on a trip to Castleshaw.</p> <p>In this unit, Year 5 look at geography at a more human perspective, studying the country of Spain. Having previously looked at the continent of Europe, Year 5 now do a more detailed study of a European country before moving on to another Spanish speaking country in another continent in Year 6.</p> <p>This unit involves looking at features such as the culture (and links to English novel of Ferdinand), economy, cuisine and climate of the country, comparing this to other countries we have previously studied.</p>	<p>Don't cry for me... Argentina!.....</p> <p>During this topic, the children begin by taking part in a 'WOW Starter' where they experience a virtual trip to Argentina including a tour of Buenos Aires. The weekly sessions begin with key map skills, identifying oceans, continents and countries of South America before focusing specifically on Argentina as a Spanish-speaking country. A series of lessons follow that feature a heavy presence of human geography: cuisine, climate, land use and tourism. The children compare Argentina's human geography to that of the UK throughout these sessions, utilising knowledge gained from their study of Spain in Year 5. The English Writing focuses on the narrative within 'The Explorer' by Katherine Rundell. This leads to some work on the Amazon rainforest (recalling prior learning from Year 4's 'Beneath the canopy' topic). The 'Fantastic Finish' involves the children showcasing their work from the topic with parents and carers being invited to enjoy some Spanish food created by the children.</p>
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