

Geography



*Kapow
Primary™*

National curriculum
mapping

National curriculum by Kapow Primary's strands and units

| Key Stage 1 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's geography strands | Kapow Primary topics Key stage 1 - Year 1 | | |
|---|-----------------------------------|--|---|--|
| | | What is it like here? | What is the weather like in the UK? | How is life different in China? - Coming soon! |
| Name and locate the world's seven continents and five oceans | Locational knowledge | | | ✓ |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Locational knowledge | | ✓ | |
| Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | Place knowledge | | | ✓ |
| Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Human and physical | | ✓ | ✓ |
| Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Human and physical | ✓ | | ✓ |
| Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Human and physical | ✓ | | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 1 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 1 - Year 1 | | |
|---|--------------------------------------|--|---|--|
| | | What is it like here? | What is the weather like in the UK? | How is life different in China? - Coming soon! |
| use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Geographical skills & fieldwork | | ✓ | ✓ |
| use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Geographical skills & fieldwork | ✓ | ✓ | ✓ |
| use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | Geographical skills & fieldwork | ✓ | | ✓ |
| use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Geographical skills & fieldwork | ✓ | ✓ | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 1 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 1 - Year 2 | | |
|---|--------------------------------------|--|---|--|
| | | Would you prefer to live in a hot or cold place? | Why is our world wonderful? | What is it like to live by the coast? - Coming soon! |
| name and locate the world's seven continents and five oceans | Locational knowledge | ✓ | ✓ | |
| name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Locational knowledge | | ✓ | ✓ |
| understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | Place knowledge | ✓ | | |
| identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Human and physical | ✓ | | |
| use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Human and physical | ✓ | ✓ | ✓ |
| use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Human and physical | ✓ | ✓ | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 1 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 1 - Year 2 | | |
|---|--------------------------------------|--|---|--|
| | | Would you prefer to live in a hot or cold place? | Why is our world wonderful? | What is it like to live by the coast? - Coming soon! |
| use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Geographical skills & fieldwork | ✓ | ✓ | ✓ |
| use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Geographical skills & fieldwork | ✓ | ✓ | |
| use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | Geographical skills & fieldwork | ✓ | ✓ | ✓ |
| use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Geographical skills & fieldwork | ✓ | ✓ | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 2 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 2 - Year 3 | | | Kapow Primary topics Key stage 2 - Year 4 | | |
|--|-----------------------------------|--|--|--|--|--|---|
| | | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? - Coming soon! | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they formed? - Coming soon! |
| locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Locational knowledge | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Locational knowledge | | | ✓ | | | ✓ |
| identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | Locational knowledge | | ✓ | | ✓ | | |
| understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | Place knowledge | ✓ | | ✓ | | ✓ | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 2 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 2 - Year 3 | | | Kapow Primary topics Key stage 2 - Year 4 | | |
|---|-----------------------------------|--|--|--|--|--|---|
| | | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? - Coming soon! | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they formed? - Coming soon! |
| describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Human and physical | ✓ | ✓ | | ✓ | ✓ | ✓ |
| describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Human and physical | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Geographical skills & fieldwork | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Geographical skills & fieldwork | | ✓ | ✓ | | | ✓ |
| use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Geographical skills & fieldwork | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

National curriculum by Kapow Primary's strands and units

| Key Stage 2 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 2 - Year 5 | | | Kapow Primary topics Key stage 2 - Year 6 | | |
|--|-----------------------------------|--|---------------------------------------|--|--|--|---|
| | | What is life like in the Alps? | Why do oceans matter? | Would you like to live in the desert? - Coming soon! | Why does population change? | Where does our energy come from? | How could we make our local area more environment ally friendly? - Coming soon! |
| locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Locational knowledge | ✓ | ✓ | ✓ | ✓ | ✓ | |
| name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Locational knowledge | ✓ | ✓ | | ✓ | ✓ | ✓ |
| identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | Locational knowledge | ✓ | | ✓ | | ✓ | |
| understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | Place knowledge | ✓ | | ✓ | ✓ | ✓ | |

National curriculum by Kapow Primary's strands and units

| Key Stage 2 - National curriculum Geography content Pupils should be taught to: | Kapow Primary's Geography strands | Kapow Primary topics Key stage 2 - Year 5 | | | Kapow Primary topics Key stage 2 - Year 6 | | |
|---|-----------------------------------|--|---------------------------------------|--|--|--|--|
| | | What is life like in the Alps? | Why do oceans matter? | Would you like to live in the desert? - Coming soon! | Why does population change? | Where does our energy come from? | How could we make our local area more environmentally friendly? - Coming soon! |
| describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Human and physical | ✓ | ✓ | ✓ | | | ✓ |
| describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Human and physical | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Geographical skills & fieldwork | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Geographical skills & fieldwork | ✓ | | ✓ | | ✓ | ✓ |
| use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Geographical skills & fieldwork | ✓ | ✓ | | ✓ | ✓ | ✓ |

Cross-curricular links - Key Stage 1

| National curriculum subjects | Kapow Primary topics Key stage 1- Year 1 | | | Kapow Primary topics Key stage 1- Year 2 | | |
|------------------------------|--|---|---|---|--|---|
| | What is it like here? | What is the weather like in the UK? | How is life different in China? | Would you prefer to live in a hot or cold place? | Why is our world wonderful? | What is it like to live by the coast? |
| English | Spoken language: Participating actively in collaborative conversations about their local area; working collaboratively to create a messy map, considering the viewpoints of others when discussing feelings about their playground. | Spoken language: Participating actively in collaborative conversations about maps. | Coming soon! | Spoken language: Participating actively in collaborative conversations about maps and atlases; listening and responding appropriately when sharing what they have learnt about hot and cold places; explaining whether they would prefer to live in a hot or cold place and expressing their feelings. | Spoken language: Sorting human and physical features collaboratively; listening and responding appropriately to adults and their peers to share what they have learnt about oceans. | Coming soon! |
| Maths | Geometry - position and direction: Using directional language to locate features on a map of the playground. | Geometry - position and direction: Using compass directions to describe the location of features. | | Geometry - position and direction: Using directional language; recognising North, East, South and West on a map. | | |
| Science | | Seasonal changes: Observing changes in the school grounds across the four seasons; keeping a weather diary and describing weather associated with the seasons. | | | Living things and their habitats: identifying that most living things live in habitats to which they are suited; describing how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. | |
| Art and design | Drawing to develop and share their ideas, experiences and imagination. | Sketching their observations of the weather in the school grounds; making a wind streamer. | | | Drawing a sketch map using symbols for human and physical features. | |
| RSE/PSHE | Thinking about things they can do to help look after their playground. | | | | | |

Cross-curricular links - Lower key Stage 2

| National curriculum subjects | Kapow Primary topics Year 3 | | |
|------------------------------|---|--|---|
| | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? |
| English | <p>Spoken language: Listening and responding appropriately to adults and their peers whilst analysing rocks during fieldwork; asking relevant questions about rocks and where they have come from; articulating and justifying arguments on whether they would live near a volcano; describing the properties of the layers of the Earth; verbally exploring ideas for their own earthquake-proof building.</p> <p>Reading: Retrieving and recording information from non-fiction texts on volcano classification.</p> | <p>Spoken language: Articulating and justifying their ideas around the similarities and differences between the UK and Antarctica; listening and responding appropriately to their peers when following instructions to map a route in the school grounds.</p> | Coming soon! |
| Maths | | <p>Measurement: Converting between centimetres and kilometres to find the length of Antarctica using a ruler and calculator (greater depth only).</p> <p>Geometry - position and direction: Using coordinates on a 2D grid to find a position on a world map and plotting a point.</p> | |
| Science | <p>States of matter: Understanding that the Earth's crust changes state when heated to extreme temperatures.</p> <p>Rocks: Exploring how rocks change over time to form mountains and volcanoes and where rocks originally come from; learning that rocks break down into fertile soils in a volcanic environment; grouping and comparing rocks based on their appearance and properties; observing crystals and grains in a rock during their fieldwork.</p> <p>Living things and their habitats: Recognising how volcanoes can change a landscape and realising the impact this may have on living things.</p> <p>Forces: Noticing that earthquakes occur because of forces at tectonic plate boundaries.</p> | <p>States of matter: Understanding that the sea around Antarctica can freeze and melt depending on the season and temperature.</p> | |
| Art and design | Practising their control of materials through crafting a model of the Earth. | | |
| Computing | Using search technologies effectively when researching volcano classification. | Using a digital device to record and present information on the experience of a researcher in Antarctica (optional); Understanding how the internet can provide useful services such as Google Earth to explore their locality. | |
| History | | Studying a famous Antarctic explorer from British history. | |
| PE | Taking part in outdoor adventurous activity as part of a team during geology fieldwork on the school grounds. | Planning and taking part in an outdoor adventurous activity around the school grounds. | |

Cross-curricular links - Lower key Stage 2

| National curriculum subjects | Kapow Primary topics Year 4 | | |
|------------------------------|--|--|--|
| | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they formed? |
| English | <p>Spoken language: Using manners when carrying out questionnaires during woodland fieldwork; participating in collaborative conversations about what maps and photographs can tell us about the Amazon rainforest; justifying their arguments for saving the Amazon rainforest; asking relevant questions to understand how plants have adapted to living in a tropical rainforest; giving well-structured descriptions and explanations on how indigenous tribes use the Amazon rainforest to survive; presenting their findings from their woodland fieldwork.</p> <p>Writing: Planning and writing a fact file on the indigenous peoples and a letter about saving the rainforest by discussing and recording ideas and organising them into paragraphs; writing a letter to the Brazilian government.</p> | <p>Spoken language: Articulating and justifying ways in which a particular food choice can negatively impact the environment and what can be done to make a positive difference; asking questions during an interview to extend their understanding of where school dinners come from; gaining and maintaining interests of the listeners when presenting reports on where it is best to shop and why.</p> <p>Reading: Reading non-fiction texts and summarising key ideas to present to the class about how different foods impact the environment.</p> <p>Writing: Writing a balanced argument on where best to buy food by discussing and recording ideas and organising them into paragraphs.</p> | Coming soon! |
| Maths | <p>Statistics: Completing, interpreting and presenting data on how people use the local woodland using tally charts and bar charts.</p> | <p>Measurement: Converting centimetres to kilometres using a scale bar on a map and a calculator.</p> <p>Statistics: Interpreting data from a tally chart showing where household food comes from.</p> | |
| Science | <p>Plants: Identifying and describing the functions of different parts of tropical rainforest plants: roots, trunk and leaves, exploring how plants have adapted in the Amazon rainforest to ensure they can access the requirements they need to survive (air, light, water, nutrients and room to grow).</p> <p>Animals including humans: Interpreting and identifying where producers, predators and prey live in the rainforest and why.</p> <p>Living things and their habitats: Exploring the human impact on the Amazon rainforest particularly deforestation; studying and raising questions about their local environment during woodland fieldwork; recognising that the Amazon rainforest is changing and is posing a danger to the humans, plants and animals that live there.</p> | <p>Living things and their habitats: Recognising how climate change may impact food sources.</p> <p>Properties and changes of materials: Recognising that chocolate comes from a cocoa bean and goes through a process where it changes state to become chocolate.</p> | |
| Computing | | Using a digital device to create content to present to an audience that informs them of the relationship between food and the environment. | |
| D & T | | Describing how seasons can impact food grown. | |
| History | Devising historically valid questions on changes, causes and significance to the indigenous peoples when logging and mining groups entered the Amazon rainforest. | | |
| PE | Taking part in outdoor activities as part of a team during fieldwork to their local woodland. | | |

Cross-curricular links - Upper key Stage 2

| National curriculum subjects | Kapow Primary topics Year 5 | | |
|------------------------------|---|---|---|
| | What is life like in the Alps? | Why do oceans matter? | Would you like to live in the desert? |
| English | <p>Spoken language: Maintaining attention and participating actively in collaborative conversations about the human and physical characteristics of the Alps; listening and responding appropriately to adults and their peers when completing fieldwork in the local area; presenting their findings when comparing the local area with an Alpine area.</p> <p>Writing - composition: Writing a tourist brochure which includes information about the human and physical features of the Alps.</p> | <p>Spoken language: Using sentence stems and word banks to help verbalise ideas around threats to oceans and coral reefs.</p> <p>Writing - composition: Planning and writing a piece of information writing about ocean environments by developing initial ideas drawing on reading and research.</p> | Coming soon! |
| Maths | | | |
| Science | Rocks: exploring how rocks change over time to form mountains. | | |
| Computing | | Using search technologies and digital content to research the Great Barrier Reef. | |
| PE | | Taking part in outdoor activities as part of a team during fieldwork in their local marine environment. | |
| RSE/PSHE | Discussing things they can do to help look after their environment. | | |

Cross-curricular links - Upper key Stage 2

| National curriculum subjects | Kapow Primary topics Year 6 | | |
|------------------------------|--|---|---|
| | Why does population change? | Where does our energy come from? | How could we make our local area more environmentally friendly? |
| English | <p>Spoken language: Giving descriptions and expressing opinions on how hospitable an environment is. Playing a vocabulary game to show an understanding of new words. Contributing their viewpoint on why people may choose to migrate. Presenting a poster to explain the impact of climate change on the population. Using the correct command of Standard English and responding appropriately when speaking to the general public during fieldwork. Reading a report to present and analyse their fieldwork data.</p> <p>Writing: Identifying an audience, developing initial idea and drawing on their research to create a typed report of their fieldwork findings.</p> | | Coming soon! |
| Maths | <p>Statistics: Interpreting a population pie chart and drawing a line graph to show population growth; interpreting population data from a table to calculate natural increase.</p> <p>Number: Using population data to calculate natural increase.</p> | | |
| Computing | Understanding that the internet can be a tool for communicating and presenting data through digital map making; using a digital device to create content that explains what climate change is, why it is happening, its impact and how we can fight it. | | |
| History | Noting population trends over time and addressing questions on the cause of these. | | |
| PE | Taking part in outdoor activities as part of a team during fieldwork in their local urban area. | Taking part in outdoor activities as part of a team during fieldwork in their school grounds. | |