

Geography

Long-term plan

Standard

Our standard Long-term plan covering the KS1 and KS2 national curriculum objectives in three units a year.

This document is regularly updated to reflect changes in our content and the most recent version can always be found [here](#).

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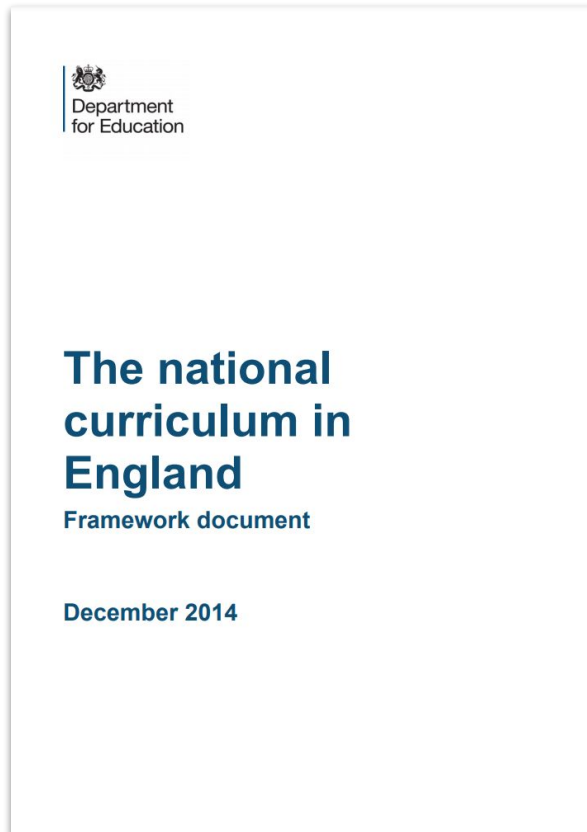
Kapow
Primary™

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How does Kapow Primary help our school to meet the statutory guidance for Geography?

Our scheme of work fulfils the statutory requirements for Geography outlined in **The national curriculum (2014)** and was created based on the principles outlined in the Ofsted Research review series: [geography](#)



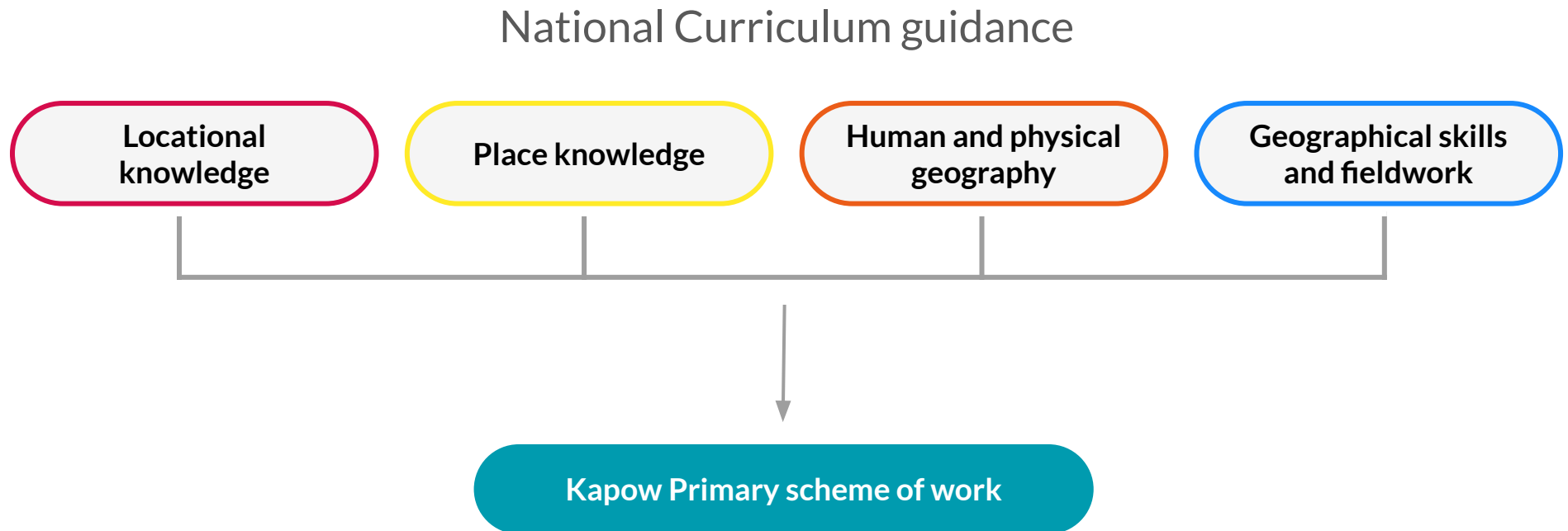
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How is the **Geography** scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge**, **Place knowledge**, **Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Is there any flexibility in the Kapow Primary Geography scheme?

Our Geography scheme of work is organised into units consisting of six lessons.

Within each unit, lessons must be taught in order as they build upon one another.

Units in Year 1 and 2 should be taught in the correct year group and in the suggested order to ensure progression.

The six units in lower key stage 2 can be taught in any order but should all be taught within Years 3 and 4. The six units in upper key stage 2 can be taught in any order but should all be taught within Year 5 and 6.

This document gives the recommended order but flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These will be built upon over time and will be featured across units where most appropriate for the enquiry question. **Please see our [Fieldwork planner](#) to ensure that you are prepared for the fieldwork lessons in advance as some of them require off-site visits.**

Observing

- Use and draw a map to follow a route & annotating findings (will eventually include a key).
- Annotated field sketch & profiles
- Use aerial photographs alongside visits to see how environments have changed over time.
- Take digital photographs
- Use digital mapping to find and map relevant data
- Using quadrants and transects

Recording

- Recording data in tally charts, bar graphs or pictograms
- Make digital audio recordings
- Sketch maps to show spatial patterns of data collected

Measuring

- Likert scale
- Questionnaires
- Surveys
- Convenience sampling
- River dipping
- Interviews
- Using a rain gauge and thermometer



Assessment in Geography

Formative assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our [Geography: Assessment spreadsheet](#) which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

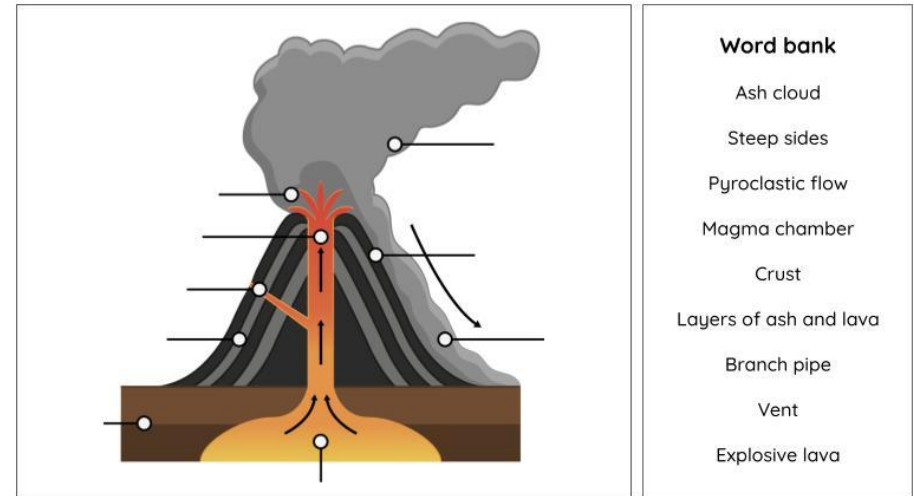
In addition, each unit uses either a skills or knowledge catcher, depending on the key [strands](#) covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.

Year 3 - Why do people live near volcanoes?

Label the diagram of a volcano using the word bank, then answer the questions below.



1 What are the negative effects of living near a volcano?

2 What are the positive effects of living near a volcano?

Other useful documentation

There are a number of key documents that can support you in planning and delivery of the Kapow Primary Geography scheme. Visit the [Subject planning page](#) for more.



[National curriculum mapping document](#)

- Shows which of the national curriculum attainment targets are covered by each unit.



[Progression of skills and knowledge document:](#)

- Shows how understanding and application of key concepts and skills builds year on year.



[Knowledge organisers - one per unit:](#)

- One page overview of the key knowledge and vocabulary from a unit to support pupils' learning.



[Equipment list - coming soon!](#)

- Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.



[Intent, Implementation, Impact statement](#)

	Autumn	Spring	Summer
Year 1	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>How is life different in China?</u> - Coming soon!
Year 2	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u> - Coming soon!
Year 3 (LKS2)	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u> - Coming soon!
Year 4 (LKS2)	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they formed?</u> - Coming soon!
Year 5 (UKS2)	<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u> - Coming soon!
Year 6 (UKS2)	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>How could we make our local area more environmentally friendly?</u> - Coming soon!

*Please note that the six Lower key stage 2 units can be taught in **any** order to suit your school, as can the six Upper key stage 2 units.

	Year 1	Year 2
Autumn	<u>What is it like here?</u> (6 lessons) Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	<u>Would you prefer to live in a hot or cold place?</u> (6 lessons) Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.
Spring	<u>What is the weather like in the UK?</u> (6 lessons) Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	<u>Why is our world wonderful?</u> (6 lessons) Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.
Summer	<u>How is life different in China?</u> (6 lessons) - Coming soon! Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.	<u>What is it like to live by the coast?</u> (6 lessons) - Coming soon! Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

	Year 3	Year 4
Autumn	<u>Why do people live near volcanoes?</u> (6 lessons) Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	<u>Why are rainforests important to us?</u> (6 lessons) Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.
Spring	<u>Who lives in Antarctica?</u> (6 lessons) Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	<u>Where does our food come from?</u> (6 lessons) Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.
Summer	<u>Are all settlements the same?</u> (6 lessons) - Coming soon! Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons with India to find key similarities and differences between these contrasting areas.	<u>What are rivers and how are they formed?</u> (6 lessons) - Coming soon! Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.

*Please note that, although this is the recommended order, the six lower key stage 2 units can be taught in **any** order to suit your school.

	Year 5	Year 6
Autumn	<u>What is life like in the Alps?</u> (6 lessons) Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	<u>Why does population change?</u> (6 lessons) Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.
Spring	<u>Why do oceans matter?</u> (6 lessons) Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	<u>Where does our energy come from?</u> (6 lessons) Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.
Summer	<u>Would you like to live in the desert?</u> (6 lessons) - Coming soon! Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.	<u>How could we make our local area more environmentally friendly?</u> (6 lessons) - Coming soon! Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment. *This unit could be a good transition project for children to work alongside secondary school pupils.
*Please note that, although this is the recommended order, the six upper key stage 2 units can be taught in any order to suit your school.		

We know that it is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so we have linked to the lessons involving fieldwork and the suggested locations to carry out this fieldwork below.

	Autumn	Spring	Summer
Year 1	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>How is life different in China?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 3: What can we find in our school grounds? Location: School grounds Lesson 4: Where are the different places in our school? Location: School grounds	Lessons involving fieldwork: Lesson 2: What are the four seasons? Location: School grounds Lesson 3: What are the compass directions? Location: School grounds Lesson 4: What is the weather like today? Location: School grounds	
Year 2	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 5: Do we live in a hot or cold place? Location: School grounds	Lessons involving fieldwork: Lesson 5: Why are natural habitats special? Location: Local woodland or green space in the school grounds	

	Autumn	Spring	Summer
Year 3 (LKS2)	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 6: Where have the rocks around school come from? Location: School grounds	Lessons involving fieldwork: Lesson 6: How did our expedition go? Location: School grounds	
Year 4 (LKS2)	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they formed?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 5: How is our local woodland used?: Data collection Location: Local woodland (or park)	Lessons involving fieldwork: Lesson 5: Are our school dinners locally sourced? Location: School grounds	
Year 5 (UKS2)	<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 4: What is there to do in our local area? Location: Local area – focus on recreational land use (tourism)	Lessons involving fieldwork: Lesson 5: How littered is our marine environment?: Data collection Location: Marine environment (beach, river, reservoir, lake or pond)	
Year 6 (UKS2)	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>How could we make our local area more environmentally friendly?</u> - Coming soon!
	Lessons involving fieldwork: Lesson 5: How is population impacting our local environment?: Data collection Location: Urban area (e.g. town centre)	Lessons involving fieldwork: Lesson 6: Where is the best place for a solar panel on the school grounds? Location: School grounds	