

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](#).

This version was created on 23.08.22

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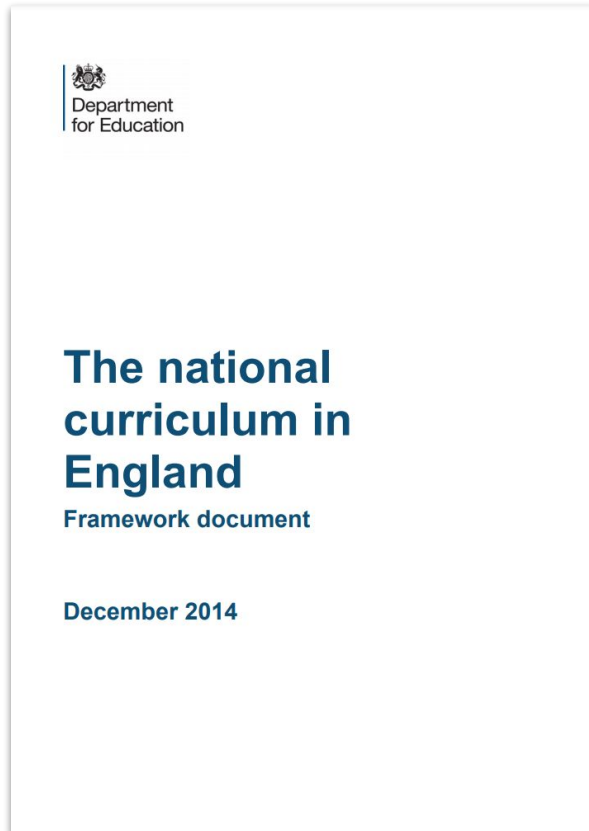
Kapow
Primary™

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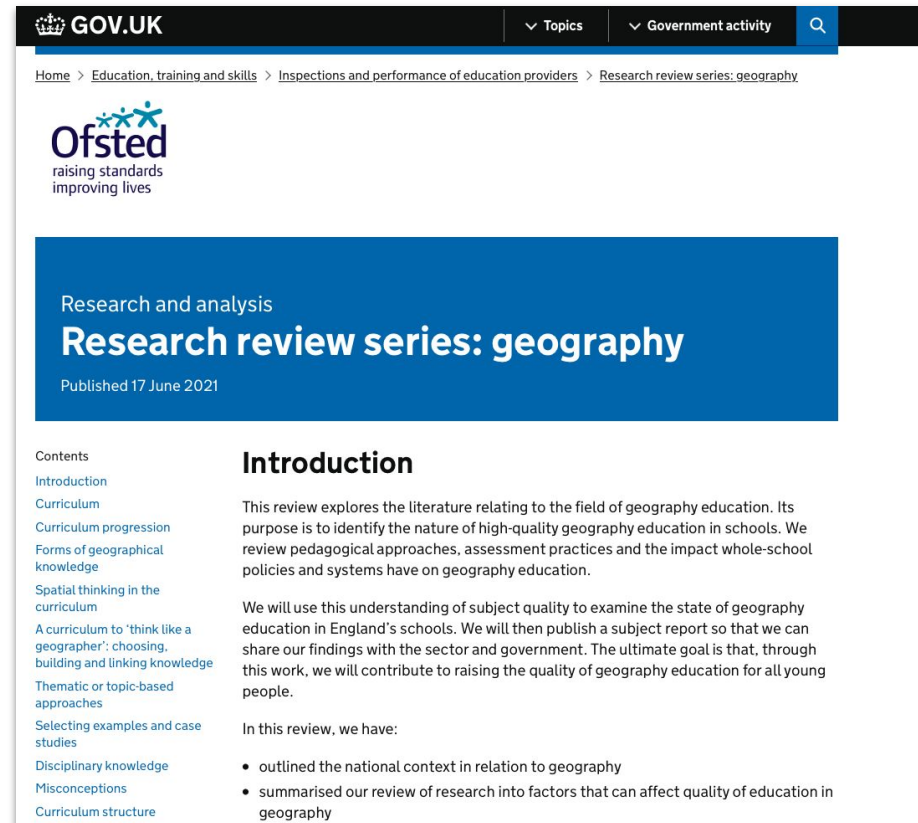
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How does Kapow Primary help our school to meet the statutory guidance for **Geography**?

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](#)



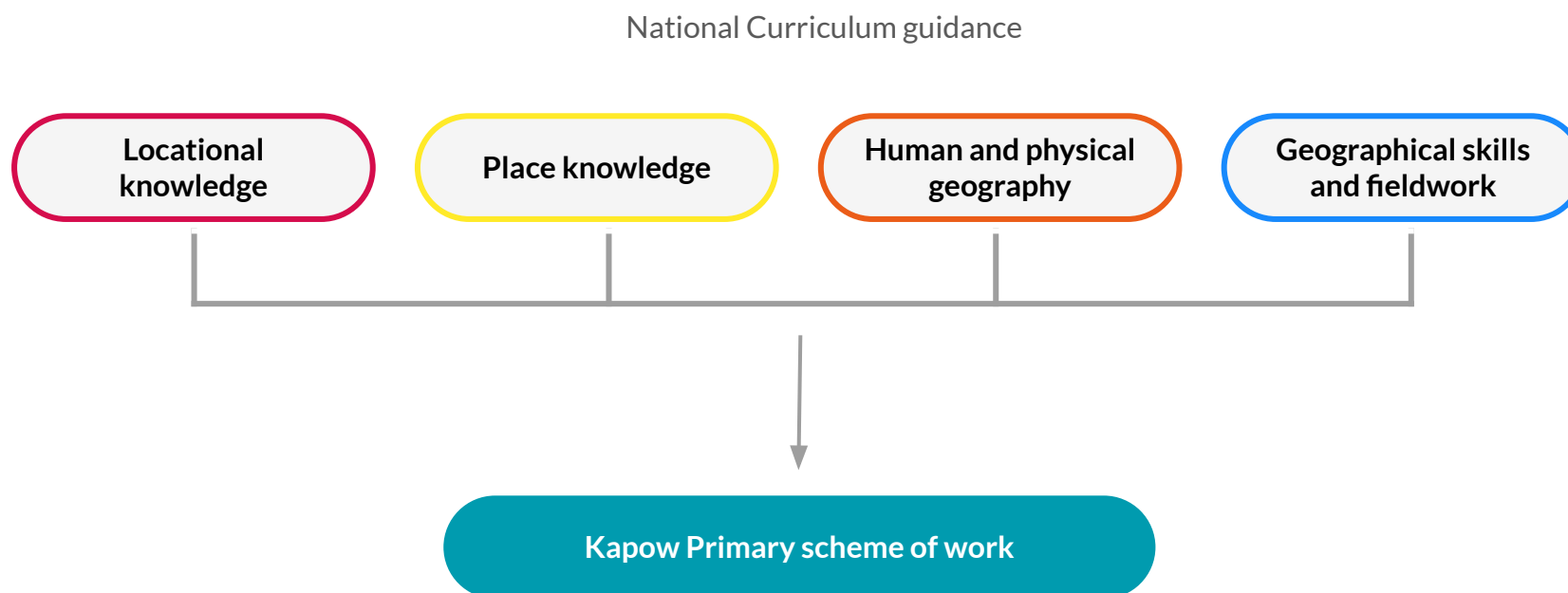
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How is the **Geography** scheme of work organised?

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.

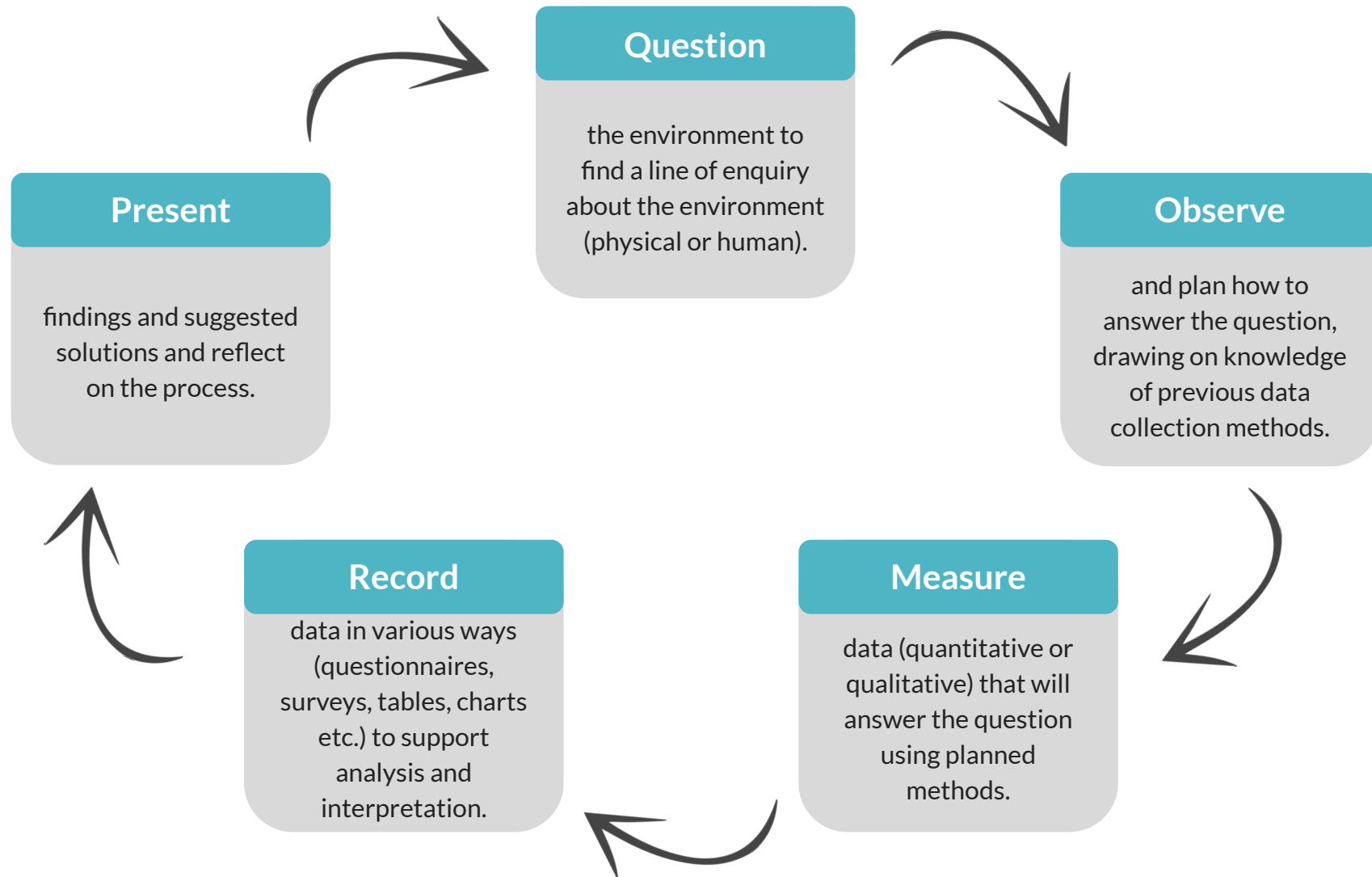
Units in Year 1 and 2 should be taught in the correct year group, but can be taught in any order as decided by your school.

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.

The 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.

The enquiry cycle

Inspired by the KS2 National curriculum to support the planning and implementation of geographical skills and fieldwork, Kapow Primary has created the enquiry cycle below. We have used this cycle when planning the fieldwork studies within units to ensure an enquiry-based approach has been followed as encouraged by the Ofsted research review.



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.

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, thermometer,



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 [Essential subject materials 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**
 - 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	What is it like here?	How does the weather affect us? - Coming soon!	How is life different in China? - Coming soon!
Year 2	Would you prefer to live in a hot or cold place?	Why is our natural world wonderful? - Coming soon!	What is it like to live by the coast? - Coming soon!
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica? - Coming soon!	Are all settlements the same? - Coming soon!
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from? - Coming soon!	What are rivers and how are they formed? - Coming soon!
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter? - Coming soon!	Would you like to live in the desert? - Coming soon!
Year 6 (UKS2)	Why does population change?	Why do natural resources matter? - Coming soon!	How could we make our local area more environmentally friendly? - 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	<p>What is it like here? (6 lessons)</p> <p>Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>	<p>Would you prefer to live in a hot or cold place? (6 lessons)</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>
Spring	<p>How can the weather affect us? (6 lessons) - Coming soon!</p> <p>Looking at the countries and cities that make up the UK. Discussing the four seasons we experience in the UK and the associated weather. Keeping a weather diary or record. Finding out about hot and cold places in the UK and introducing weather mapping using a simple key. Talking about how we change our behaviour in response to different weather.</p>	<p>Why is our natural world wonderful? (6 lessons) - Coming soon!</p> <p>Learning the names and locating the oceans of our world. Identifying features and major characteristics of the UK. Learning about oceans and how we use water, the highest points in our mountain ranges and finding out about some of the wonders of the world. Considering what is unique about our locality and using fieldwork to present this.</p>
Summer	<p>How is life different in China? (6 lessons) - Coming soon!</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identifying physical features of Beijing using aerial photographs and maps with support. Identifying settlement and land use in Beijing as well as human features. Comparing these to features in our local area and making a simple map using data collected through fieldwork.</p>	<p>What is it like to live by the coast? (6 lessons) - Coming soon!</p> <p>Naming and locating continents and oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>

*Please note that the units can be taught within any order in the year group.

	Year 3	Year 4
Autumn	<p>Why do people live near volcanoes? (6 lessons)</p> <p>Learning how the Earth is constructed and about plate boundaries. Learning how mountains are formed. Explaining the formation and types of volcanoes alongside the cause of earthquakes. Mapping where mountains, volcanoes and earthquakes are distributed globally. Looking at the negative and positive effects of living in a volcanic environment and discussing how humans have responded to earthquakes.</p>	<p>Why are rainforests important to us? (6 lessons)</p> <p>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. Investigating 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 and discussing the impact of human activity locally and globally.</p>
Spring	<p>Who lives in Antarctica? (6 lessons) - Coming soon!</p> <p>Learning about latitude and longitude and how this links to climate. Considering the tilt of the Earth and how this impacts the Antarctic circle and global temperature. Looking at the physical features of a polar region and how humans have adapted to being there. Linking to Shackleton and his expedition before planning their own short expedition using mapping skills learnt so far.</p>	<p>Where does our food come from? (6 lessons) - Coming soon!</p> <p>Looking at the distribution of the world's climate zones and mapping imports of food from around the world using maps. Looking at trade and how this links to climate, mapping trade routes. Finding out about fair trade with a specific focus on the Dominican Republic and cocoa beans. Learning about trade where they live and exploring where the food for their school dinners comes from.</p>
Summer	<p>Are all settlements the same? (6 lessons) - Coming soon!</p> <p>Exploring the different types of land use and how this differs between urban and rural areas. Linking this to prior learning on mountains and explaining why these areas are more sparsely populated. Describing the different types of settlements. Studying the local area and this has grown and the impact of this. Making land use comparisons with India to find key similarities and differences.</p>	<p>What are rivers and how are they formed? (6 lessons) - Coming soon!</p> <p>Deepening understanding of the water cycle whilst investigating and recording different weather phenomena through observation and taking measurements. Mapping out major rivers, globally, and learning about the features and courses of a river. Learning about how humans interact with and use the river and examples of this in a contrasting environment to their own. Studying a local river as fieldwork.</p>

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

	Year 5	Year 6
Autumn	<p>What is life like in the Alps? (6 lessons)</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps. Focussing on Innsbruck and looking at the human and physical features that attract tourists. Investigating tourism in the local area, mapping recreational land use. Presenting findings to produce a comparison of the similarities and differences of The Alps to their own locality.</p>	<p>Why does population change? (6 lessons)</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. Exploring what impacts birth and death rates and using case studies to illustrate this. Discussing social, economic and environmental push and pull factors that influence migration. Learning about population in Britain and how population can have an impact on environment.</p>
Spring	<p>Why do oceans matter? (6 lessons) - Coming soon!</p> <p>Exploring the significance of our oceans, how humans use and impact them and how this has changed over time. Studying the Great Barrier Reef and learning how plastic and pollution is damaging this marine environment. Considering positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. Using fieldwork skills to investigate pollution.</p>	<p>Why do natural resources matter? (6 lessons) - Coming soon!</p> <p>Learning about time zones around the world. Exploring natural resources and energy found in North America and linking to energy use around the world. Learning about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Finding out where local energy comes from and carrying out a fieldwork investigation considering sustainability.</p>
Summer	<p>Would you like to live in the desert? (6 lessons) - Coming soon!</p> <p>Exploring biomes and their various characteristics, children will focus on deserts, particularly those in North America. Looking at deserts on a global scale and mapping them whilst learning about the physical features of a desert and how humans interact with and have adapted to living in the desert.</p>	<p>How could we make our local area more environmentally friendly? (6 lessons) - Coming soon!</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Implementing digital mapping, use of photographs, data collection and analysis. Presenting ideas on small changes that can be made to improve the quality of their local environment.</p> <p>*This unit could be a good transition project for children to work alongside secondary school pupils.</p>

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