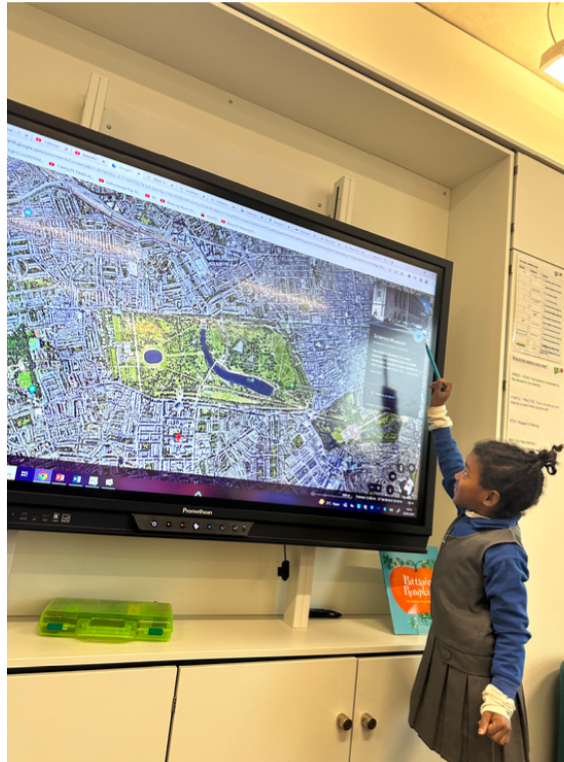


# Geography

## Long-Term Planning



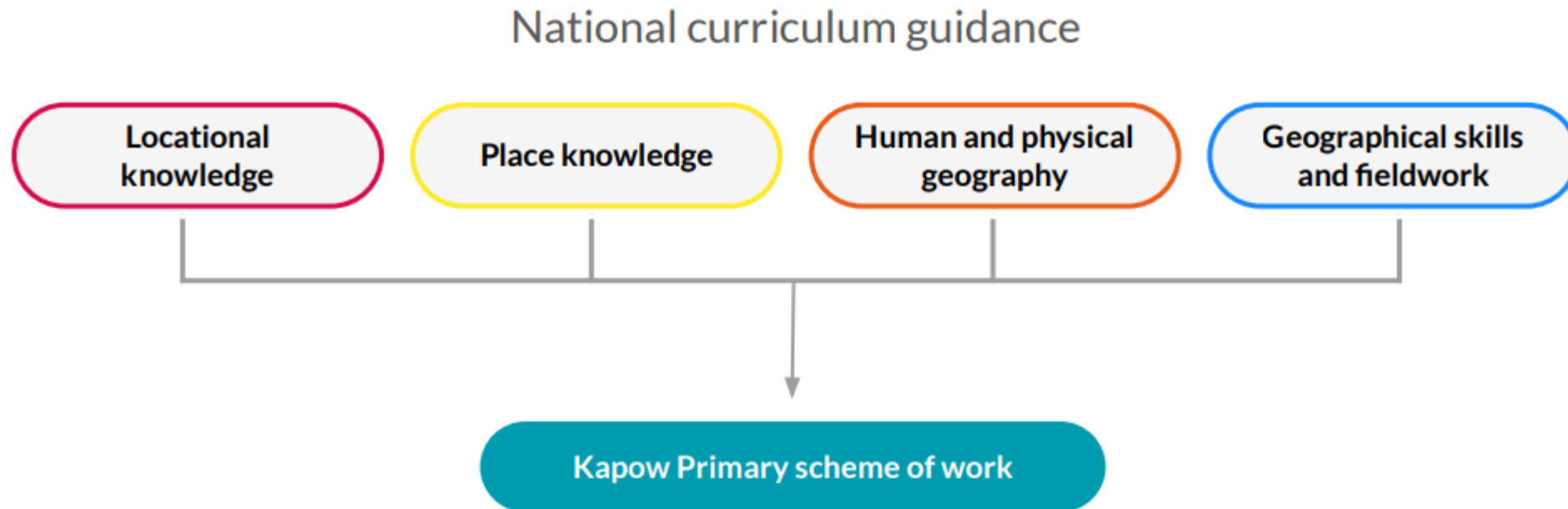
This document highlights the progression of skills and knowledge from the Kapow Primary: Geography scheme.

This document is updated regularly to reflect changes to the Kapow Primary: Geography scheme©.

This version was updated in Autumn 1 (25-26) by Mai Almasri (Geography Lead)

# 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 Kapow Primary have planned the Geography curriculum with these strands running through each and every unit.



# Exploring the four strands

## Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations. Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

# Exploring the four strands

## Place knowledge

'Place knowledge' builds on 'Locational knowledge'. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

# Exploring the four strands

## Human and physical geography

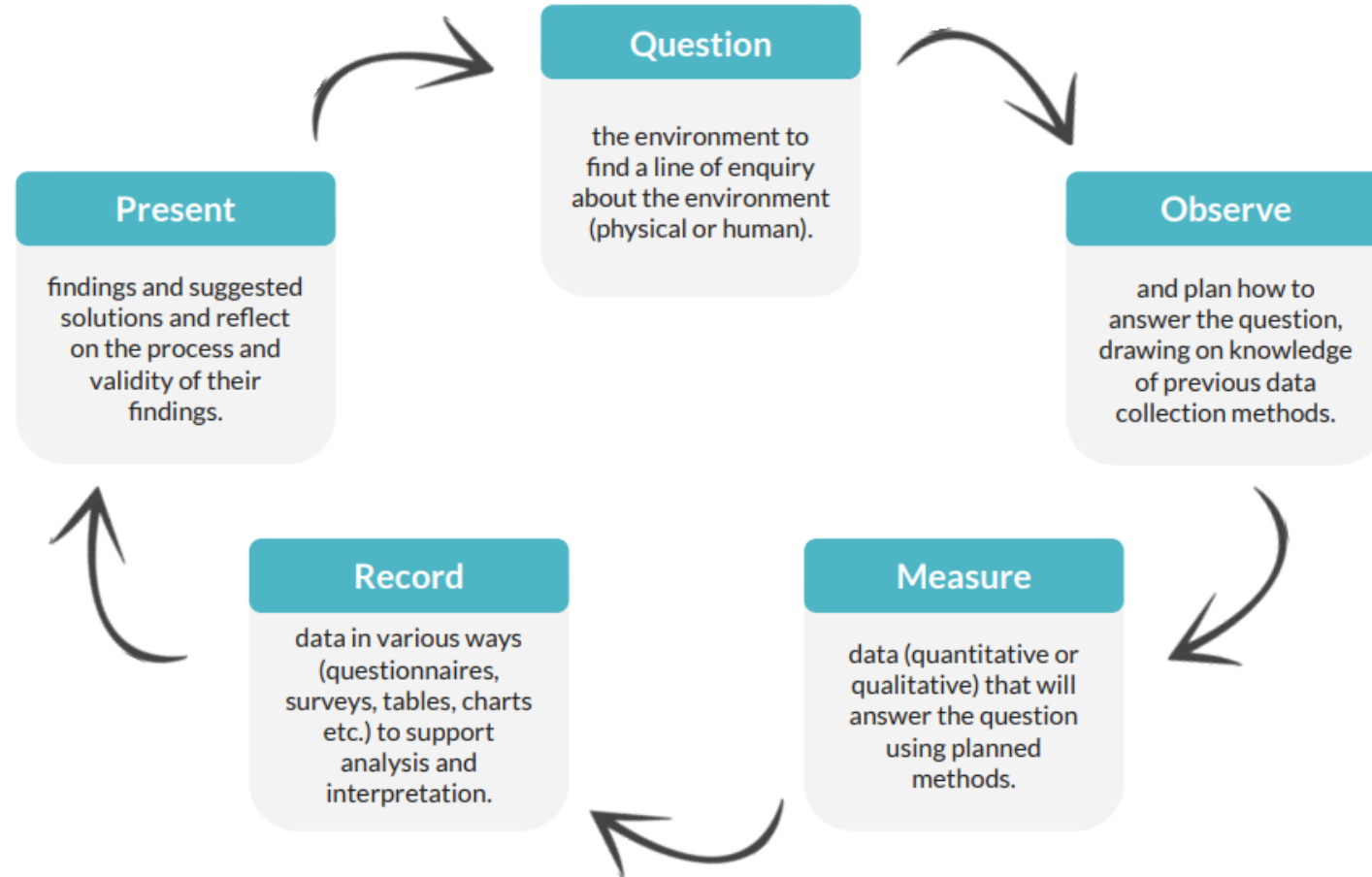
A knowledge of physical and human processes helps pupils to describe and explain different environments. Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features. In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time. It is important that pupils understand how human and physical processes interact.

# Exploring the four strands

## Geographical skills and fieldwork

A knowledge of physical and human processes helps pupils to describe and explain different environments. Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features. In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time. It is important that pupils understand how human and physical processes interact.

# The enquiry cycle



# Fieldwork skills

Below is a list of many of the fieldwork skills featured in the Kapow curriculum. These are built upon over time and feature across units where most appropriate for the enquiry question.

## Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

## Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

## Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

## Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

# Year 1- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b>What is it like here?</b></p> <p><b>L1-</b> Where in the world are we?</p> <p><b>L2-</b> What can we see in our classroom?</p> <p><b>L3-</b> What can we find in our school grounds?</p> <p><b>L4-</b> Where are the different places in our school?</p> <p><b>L5-</b> How do we feel about our playground?</p> <p><b>L6-</b> Can we make our playground even better?</p>	<p><b>What is the weather like in the UK?</b></p> <p><b>L1-</b> Where is the UK?</p> <p><b>L2-</b> What are the four seasons?</p> <p><b>L3-</b> What are the compass directions?</p> <p><b>L4-</b> What is the weather like today?</p> <p><b>L5-</b> Is the weather the same everywhere in the UK?</p> <p><b>L6-</b> How do people prepare for the weather?</p>	<p><b>What is it like to live in Shanghai?</b></p> <p><b>L1-</b> What can we see in our local area?</p> <p><b>L2-</b> Can we map our local area?</p> <p><b>L3-</b> here in the world is China?</p> <p><b>L4-</b> What can you see in China?</p> <p><b>L5-</b> What is Shanghai like?</p> <p><b>L6-</b> How is Shanghai different from our local area?</p>

# Year 2- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 2</b>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>L1- Where are the continents?</p> <p>L2-Where are the coldest places on Earth?</p> <p>L3- Where is the Equator?</p> <p>L4- What is life like in a hot place?</p> <p>L5- Do we live in a hot or cold place?</p> <p>L6-Would you prefer to live in a hot or cold place?</p>	<p><b>Why is our world wonderful?</b></p> <p><b>L1-</b>What are some of the UK's amazing features and landmarks?</p> <p><b>L2-</b> Where are some of the world's most amazing places?</p> <p><b>L3-</b> Where are our oceans?</p> <p><b>L4-</b>What is amazing about our local area?</p> <p><b>L5-</b>Why are natural habitats special?</p> <p><b>L6-</b>How can we look after natural habitats?</p>	<p><b>What is it like to live by the coast?</b></p> <p><b>L1-</b>Where are the seas and oceans surrounding the UK?</p> <p><b>L2-</b>What is the coast?</p> <p><b>L3-</b>What are the features of the Jurassic Coast?</p> <p><b>L4-</b> How do people use Weymouth?</p> <p><b>L5-</b>How do people use our local coast?</p> <p><b>L6-</b>How do people use our local coast?</p>

# Year 3- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p><b>Why do people live near volcanoes?</b></p> <p><b>L1-</b> How is the Earth constructed?</p> <p><b>L2-</b> Where are mountains found?</p> <p><b>L3-</b> Why and where do we get volcanoes?</p> <p><b>L4-</b> What are the effects of a volcanic eruption?</p> <p><b>L5-</b> What are earthquakes and where do we get them?</p> <p><b>L6-</b> Where have the rocks around school come from?</p>	<p><b>Who lives in Antarctica?</b></p> <p><b>L1-</b> What is climate?</p> <p><b>L2-</b> Where is Antarctica?</p> <p><b>L3-</b> Who lives in Antarctica?</p> <p><b>L4-</b> Who was Shackleton?</p> <p><b>L5-</b> Can we plan an expedition around school?</p> <p><b>L6-</b> How did our expedition go?</p>	<p><b>Are all settlements the same?</b></p> <p><b>L1-</b> What is a settlement?</p> <p><b>L2-</b> How is land used in my local area?</p> <p><b>L3-</b> Can I explain the location of features in my local area?</p> <p><b>L4-</b> How has my local area changed over time?</p> <p><b>L5-</b> How is land used in New Delhi?</p> <p><b>L6-</b> How does land use in New Delhi compare with my local area?</p>

# Year 4- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4</b>	<p><b>Why are rainforests important to us?</b></p> <p><b>L1-</b> How can our food choices impact the environment?</p> <p><b>L2-</b> What does it mean to trade responsibly?</p> <p><b>L3-</b> How do we get our chocolate?</p> <p><b>L4-</b> Where does our food come from?</p> <p><b>L5-</b> Are our school dinners locally sourced?</p> <p><b>L6-</b> Is it better to buy local or imported food?</p>	<p><b>Where does our food come from?</b></p> <p><b>L1-</b> Where in the world are tropical rainforests?</p> <p><b>L2-</b> What is the Amazon rainforest like?</p> <p><b>L3-</b> Who lives in the rainforest?</p> <p><b>L4-</b> How are rainforests changing?</p> <p><b>L5-</b> How is our local woodland used?</p> <p><b>L6-</b> How is our local woodland used?</p>	<p><b>What are rivers and how are they used?</b></p> <p><b>L1-</b> What is the water cycle?</p> <p><b>L2-</b> How is a river formed?</p> <p><b>L3-</b> Where can we find rivers?</p> <p><b>L4-</b> How are rivers used?</p> <p><b>L5-</b> What can we find out about our local river?</p> <p><b>L6-</b> What features does our local river have?</p>

# Year 5- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<p><b>What is life like in the Alps?</b></p> <p><b>L1-</b> Where are the Alps?</p> <p><b>L2-</b> What is it like in the Alps?</p> <p><b>L3-</b> Why do people visit the Alps?</p> <p><b>L4-</b> What is there to do in our local area?</p> <p><b>L5-</b> How are the Alps different from our local area?</p> <p><b>L6-</b> What is life like in the Alps?</p>	<p><b>Why do Oceans matter?</b></p> <p><b>L1-</b> How do we use our oceans?</p> <p><b>L2-</b> What is the Great Barrier Reef?</p> <p><b>L3-</b> Why are our oceans suffering?</p> <p><b>L4-</b> What can we do to help our oceans?</p> <p><b>L5-</b> How littered is our marine environment?</p> <p><b>L6-</b> How littered is our marine environment?</p>	<p><b>Would you like to live in the desert?</b></p> <p><b>L1-</b> What is a hot desert biome?</p> <p><b>L2-</b> Where are deserts located?</p> <p><b>L3-</b> What physical features are found in a desert?</p> <p><b>L4-</b> How can people use deserts?</p> <p><b>L5-</b> What are the threats to deserts?</p> <p><b>L6-</b> Would you like to live in the desert?</p>

# Year 6- Long Term Planning

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 6</b>	<p>Why does population change?</p> <p><b>L1-</b> How is the global population changing?</p> <p><b>L2-</b> What are birth and death rates?</p> <p><b>L3-</b> Why do people migrate?</p> <p><b>L4-</b> How is climate change impacting the population?</p> <p><b>L5-</b> How is population impacting our environment?</p> <p><b>L6-</b> How is population impacting our environment?</p>	<p>Where does our energy come from?</p> <p><b>L1-</b> Why is energy important?</p> <p><b>L2-</b> What is renewable energy?</p> <p><b>L3-</b> How does the United States generate energy?</p> <p><b>L4-</b> How does the United Kingdom generate energy?</p> <p><b>L5-</b> What is the best way to generate energy?</p> <p><b>L6-</b> Where is the best place for a solar panel on the school grounds?</p>	<p>Can I carry out an independent fieldwork enquiry?</p> <p><b>L1-</b> Developing an enquiry question</p> <p><b>L2-</b> Creating data collection methods</p> <p><b>L3-</b> Mapping a route</p> <p><b>L4-</b> Collecting the data</p> <p><b>L5-</b> Analysing the data</p> <p><b>L6-</b> Presenting the data</p>