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 05.05.23

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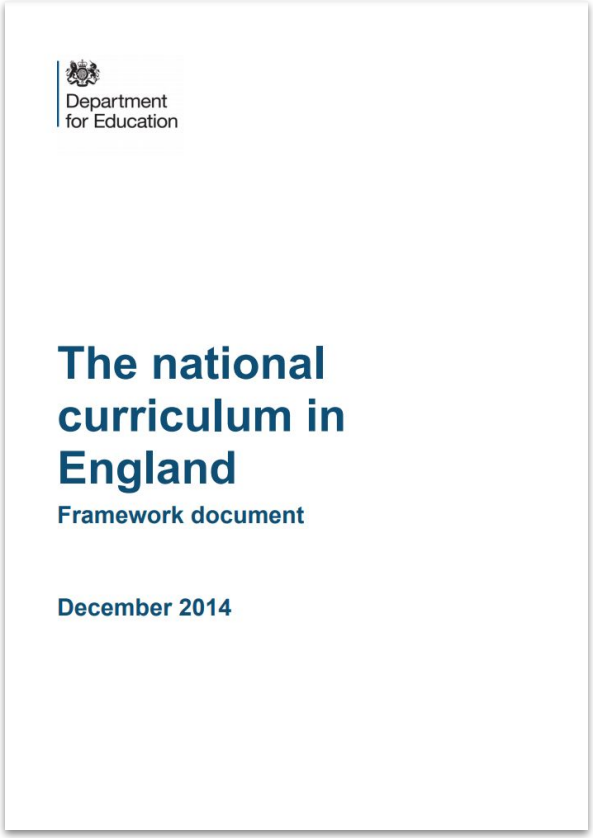
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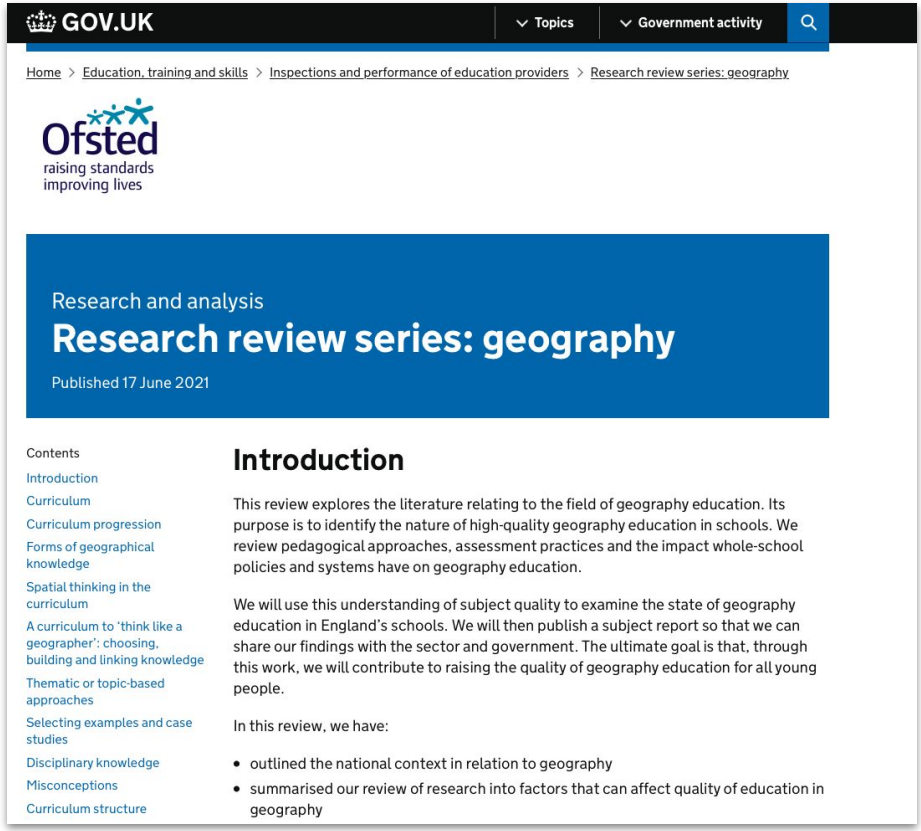
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How does Kapow Primary help our school to meet the statutory guidance for Geography?

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



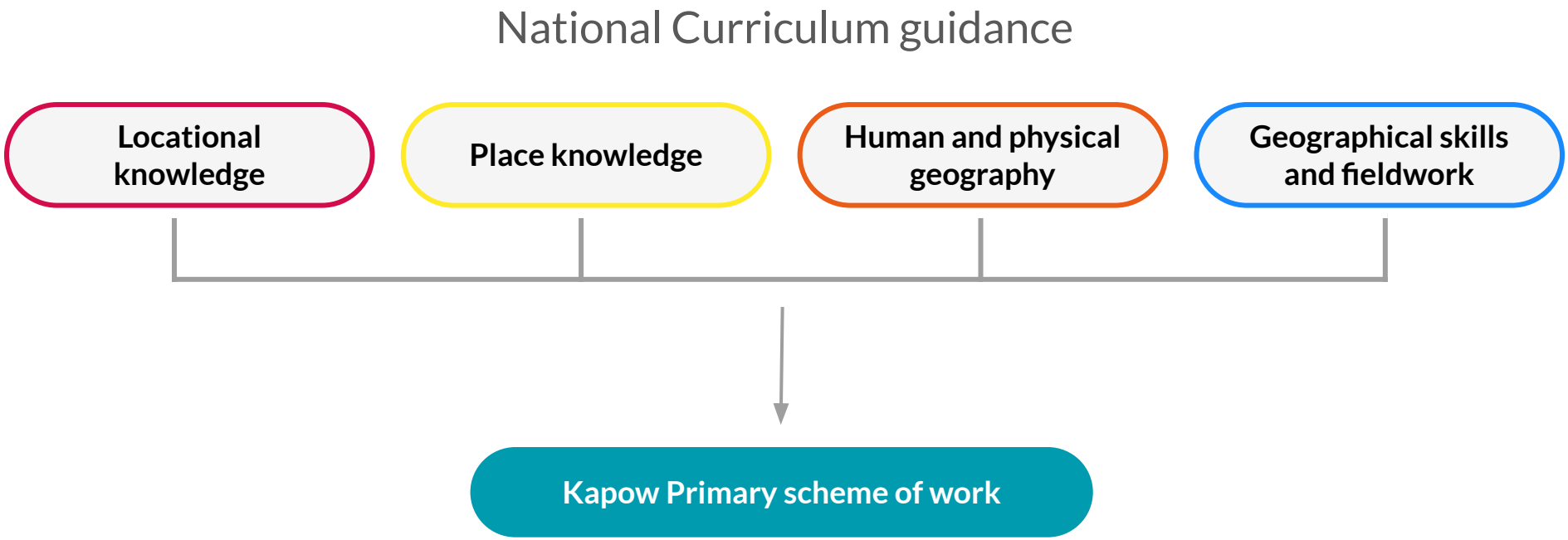
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How is the Geography scheme of work organised?

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.



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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.

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.

During primary school, pupils make comparisons between different places but also study the same place over time.

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.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

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Different types of knowledge in Geography

Substantive knowledge
('knowing about')

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Disciplinary knowledge
('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our **Geographical skills and fieldwork** strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

Procedural knowledge
('knowing how to')

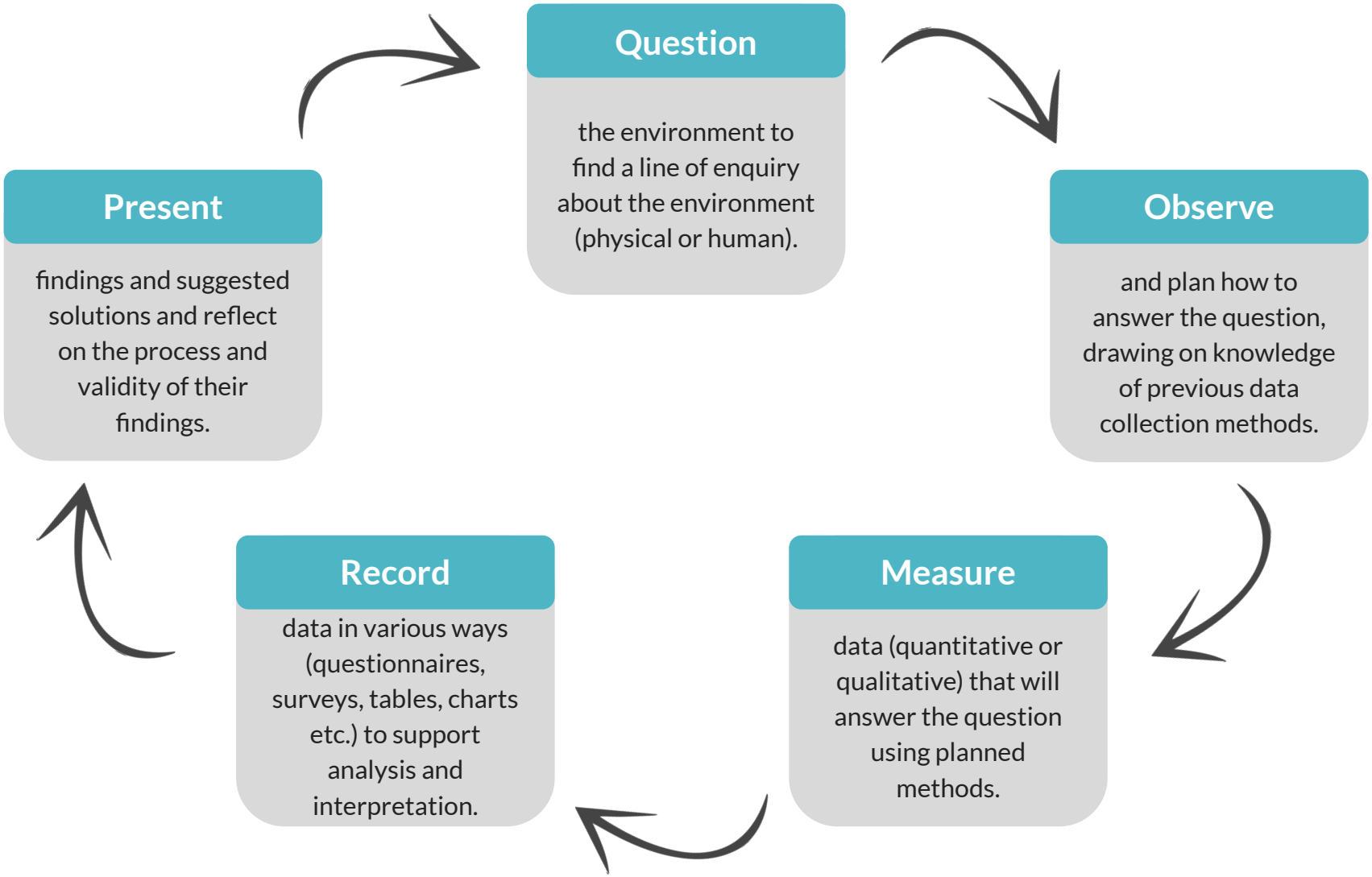
Pupils gain procedural knowledge primarily through the **Geographical skills and fieldwork** strand.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

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The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature 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

- 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.

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.

Assessment in Geography

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

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.

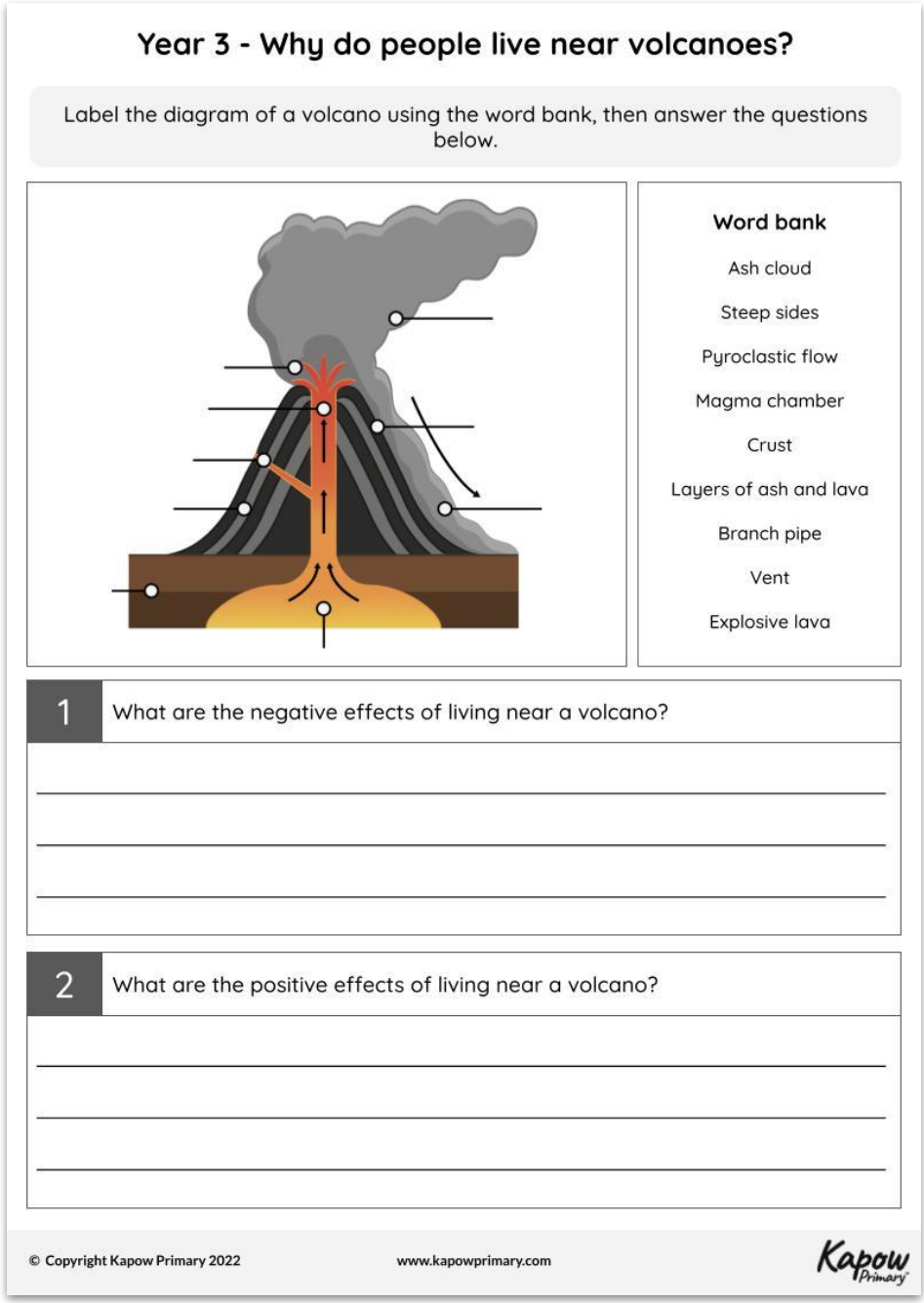
Summative assessment

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?

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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

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

✓ Intent, Implementation, Impact statement

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Suggested long-term plan: Subject - Overview (Key stage 1 and 2)

	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
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?
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

*There is some flexibility in the order your school chooses to teach units. See here for more information.

Suggested long-term plan: Geography - Outline (Key stage 1)

	Year 1	Year 2
Autumn	What is it like here? **(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. **Lessons 3 and 4 involve fieldwork and may take longer than one hour.**	Would you prefer to live in a hot or cold place? **(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. **Lesson 5 involves fieldwork and may take longer than one hour.**
Spring	What is the weather like in the UK? **(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. **Lessons 2, 3 and 4 involve fieldwork and may take longer than one hour.**	Why is our world wonderful? **(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. **Lesson 5 involves fieldwork and may take longer than one hour.**
Summer	What is it like to live in Shanghai? **(6 lessons)** Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. **Lesson 1 involves fieldwork and may take longer than one hour.**	What is it like to live by the coast? **(6 lessons)** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

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	Year 3	Year 4
Autumn	Why do people live near volcanoes? **(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. **Lesson 6 involves fieldwork and may take longer than one hour.**	Why are rainforests important to us? **(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. **Lesson 4 involves fieldwork and may take longer than one hour.**
Spring	Who lives in Antarctica? **(6 lessons)** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. 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. **Lesson 6 involves fieldwork and may take longer than one hour.**	Where does our food come from? **(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. **Lesson 5 involves fieldwork and may take longer than one hour.**
Summer	Are all settlements the same? **(6 lessons)** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. **Lesson 3 involves fieldwork and may take longer than one hour.**	What are rivers and how are they used? **(6 lessons)** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. **Lesson 6 involves fieldwork and may take longer than one hour.**

*There is some flexibility in the order your school chooses to teach units. See here for more information.

	Year 5	Year 6
Autumn	[What is life like in the Alps?] **(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. **Lesson 4 involves fieldwork and may take longer than one hour.**	[Why does population change?] **(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. **Lesson 5 involves fieldwork and may take longer than one hour.**
Spring	[Why do oceans matter?] **(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. **Lesson 5 involves fieldwork and may take longer than one hour.**	[Where does our energy come from?] **(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. **Lesson 6 involves fieldwork and may take longer than one hour.**
Summer	[Would you like to live in the desert?] **(6 lessons)** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	[Can I carry out an independent fieldwork enquiry?] **(6 lessons)** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. **Lesson 4 involves fieldwork and may take longer than one hour.** *This unit could be a good transition project for children to work alongside secondary school pupils.

*There is some flexibility in the order your school chooses to teach units. See here for more information.

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
	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	**Lessons involving fieldwork:** Lesson 1: What can we see in our local area? **Location:** Local area surrounding school.
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?
	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	**Lessons involving fieldwork:** Lesson 5: how do people use our local coast? **Location:** Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)

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	Autumn	Spring	Summer
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
	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	**Lessons involving fieldwork:** Lesson 3: Can I explain the location of features in my local area? **Location:** Local area
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
	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	**Lessons involving fieldwork:** Lesson 6: What features does our local river have? **Location:** River environment
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
	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)	**Lessons involving fieldwork:** None
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	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	**Lessons involving fieldwork:** Lesson 4: Collecting the data. **Location:** Local area

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This page shows recent updates to the document.

Date	Update
27.03.23	Change to unit title name of Y6 Summer unit. Pages added to explore our strands (p. 5) further, to explain the different types of knowledge in Geography (p.6) and to show the enquiry cycle (p. 7).
19.04.23	Updates to reflect the fact that the full scheme is now published on the website.
05.05.23	Broken link fixed.