Geography

Long-term plan

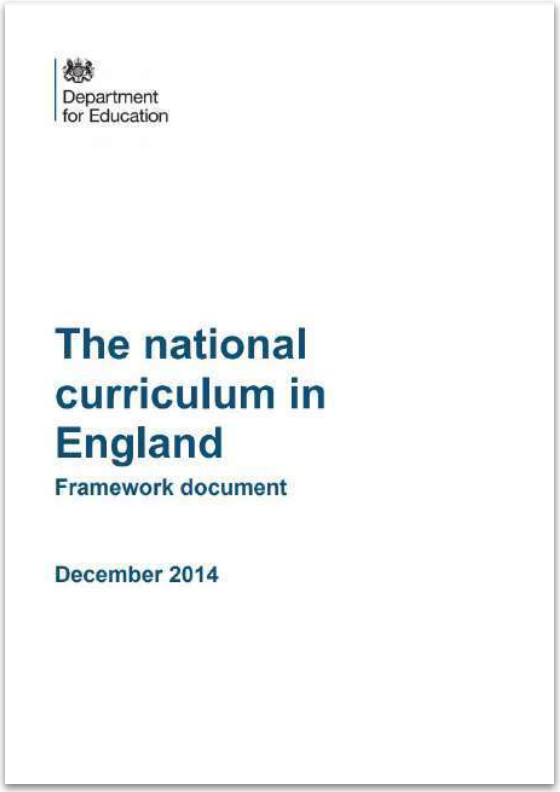
Standard

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

Contents:

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

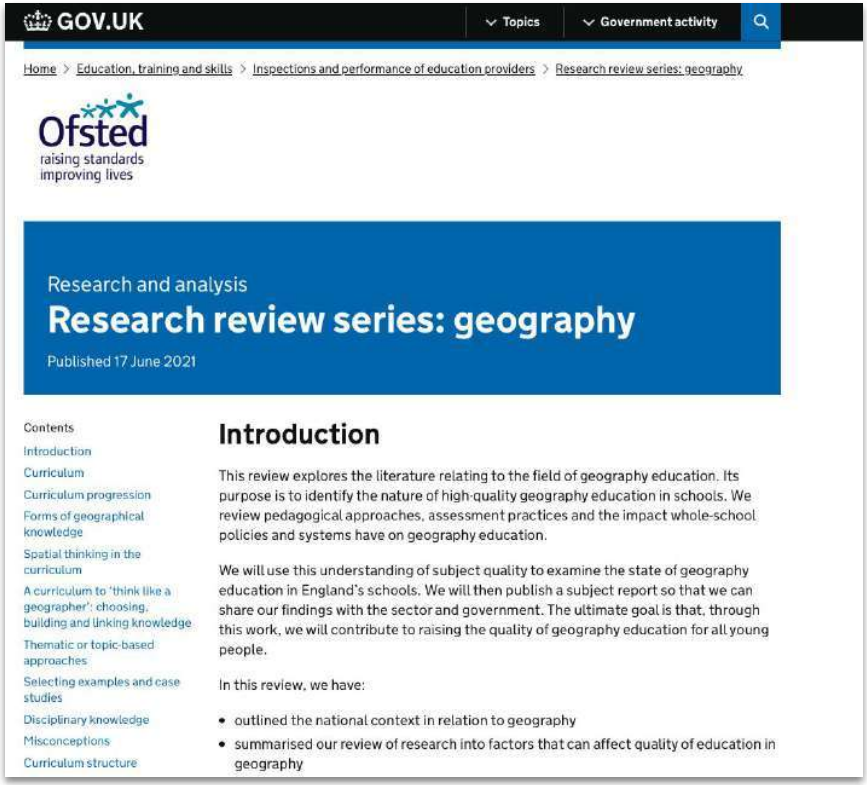
Our scheme of work fulfils the statutory requirements for Geography outlined in **The national curriculum (2014)** and was created based on the principles outlined in the Ofsted Research review series: geography


Department for Education

The national curriculum in England

Framework document

December 2014


GOV.UK Topics Government activity

Home > Education, training and skills > Inspections and performance of education providers > Research review series: geography

Ofsted raising standards improving lives

Research and analysis

Research review series: geography

Published 17 June 2021

Contents

Introduction
Curriculum
Curriculum progression
Forms of geographical knowledge
Spatial thinking in the curriculum
A curriculum to 'think like a geographer': choosing, building and linking knowledge
Thematic or topic-based approaches
Selecting examples and case studies
Disciplinary knowledge
Misconceptions
Curriculum structure

Introduction

This review explores the literature relating to the field of geography education. Its purpose is to identify the nature of high-quality geography education in schools. We review pedagogical approaches, assessment practices and the impact whole-school policies and systems have on geography education.

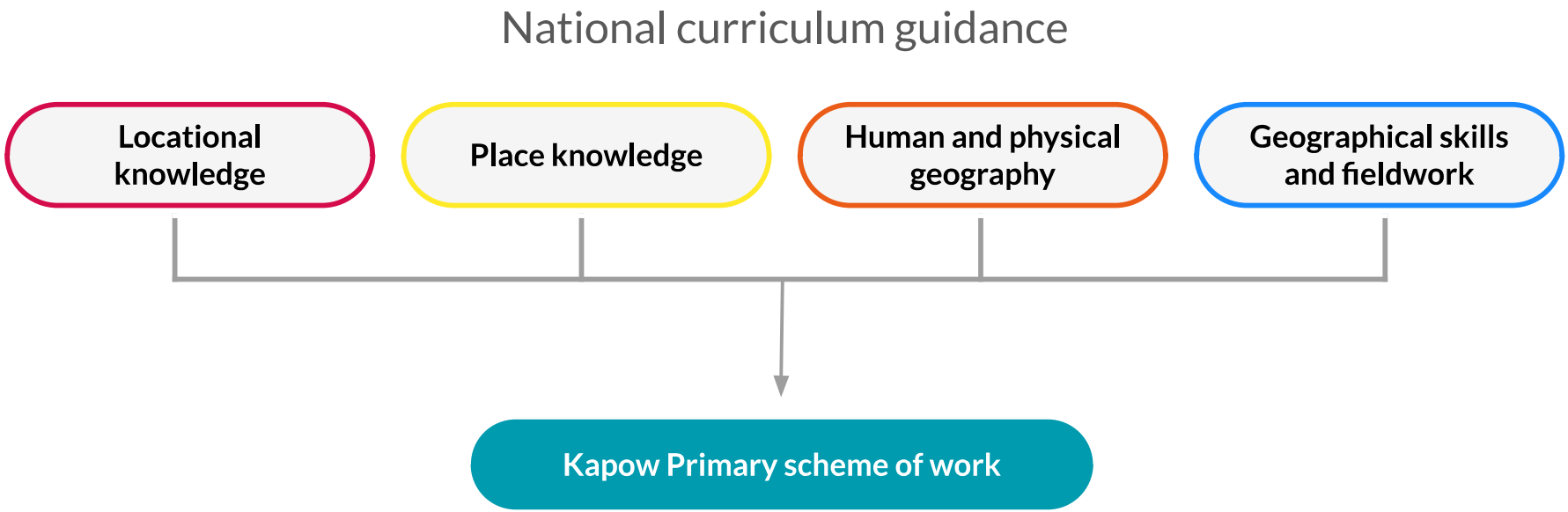
We will use this understanding of subject quality to examine the state of geography education in England's schools. We will then publish a subject report so that we can share our findings with the sector and government. The ultimate goal is that, through this work, we will contribute to raising the quality of geography education for all young people.

In this review, we have:

- outlined the national context in relation to geography
- summarised our review of research into factors that can affect quality of education in geography

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.



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.

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.

Geographical concepts

The Progression of geographical concepts document shows how our Geography curriculum builds pupils understanding of the concepts of: Space, Place, Earth Systems, Environment, Time, Scale, Diversity, Interconnection and Interpretation.

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.

Building understanding of geographical concepts

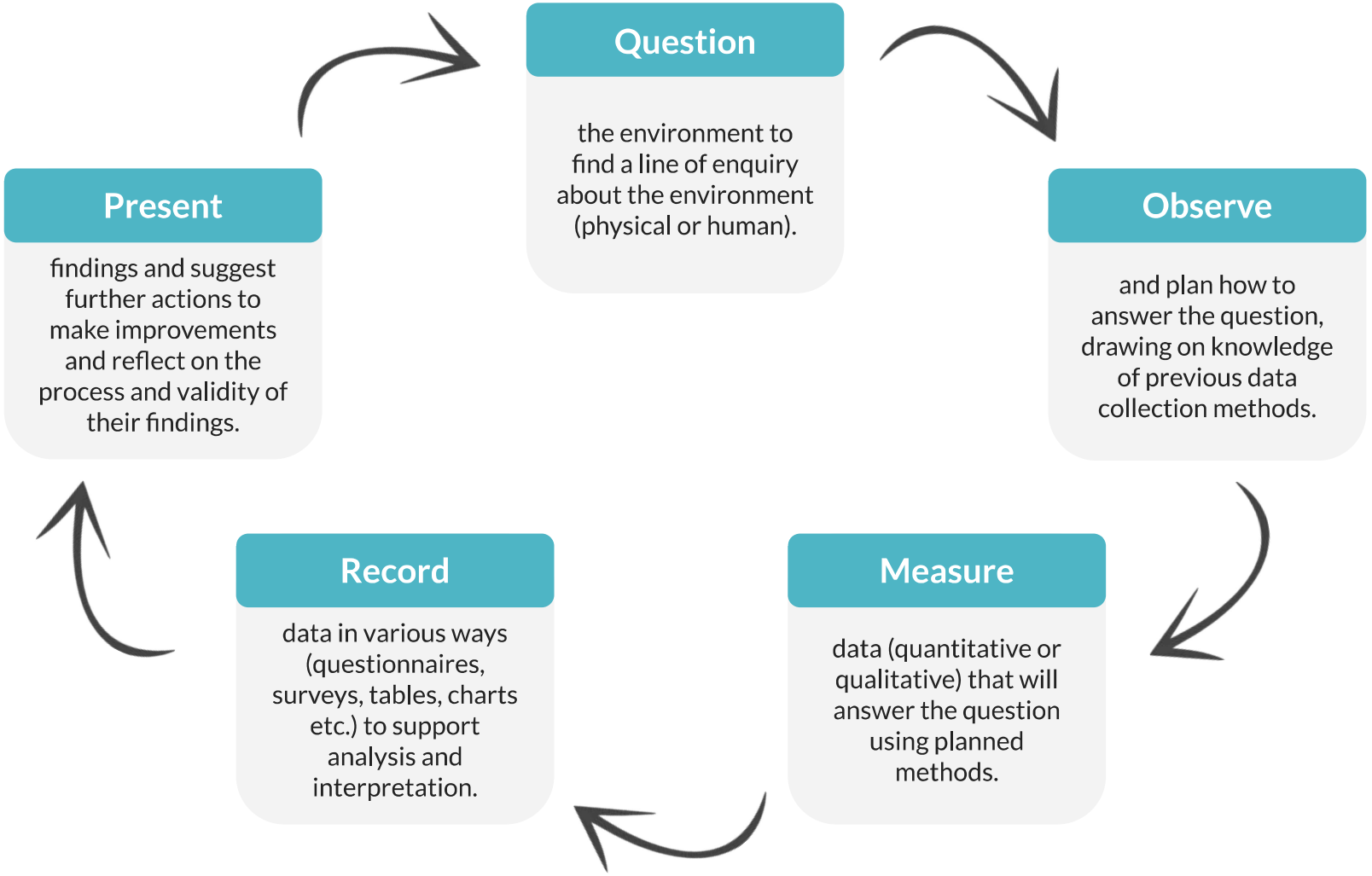
The Ofsted research review series: Geography (2022) acknowledges that there has been many differing opinions on what constitutes key geographical concepts in the geography community over the years. However, it highlights the importance of pupils understanding the following concepts:

- Place.
- Space.
- Scale.
- Interdependence.
- Physical and human processes.
- Environmental impact.
- Sustainable development.
- Cultural awareness.
- Cultural diversity.

Our document entitled Progression of geographical concepts gives more information about how each of these concepts build in the Kapow Primary Geography curriculum although it is important to remember that they are interconnected.

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

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. Fieldwork skills do not have to be developed on school-trips alone: local fieldwork opportunities can make the subject matter relevant and support teachers in fostering a sense of community and environmental awareness amongst pupils.

Fieldwork in the local area is an important element in the Kapow Primary Geography scheme as it makes incorporating fieldwork more practical for schools and exploring a familiar area engages children and creates meaningful and purposeful lessons around fieldwork.

Although we have provided suggested locations and activities for fieldwork (see our Fieldwork planner), teachers could adapt these to suit their unique local environments. Utilising your local resources and opportunities enriches the educational experience, allowing each lesson to be tailored to your specific community's geography. It may be useful to do an audit in your local area to assess what environments, geographical features and issues or events are relevant. This can then provide a basis on which to personalise the suggested fieldwork lessons within the scheme.

In addition, most of the fieldwork units are designed to be personalised through the presentation mode. There is opportunity to upload maps, sketches or photographs you have sourced or made to ensure children are familiar with features or routes of a place before visiting it themselves.

See our Fieldwork planner to ensure that you are prepared for the fieldwork lessons in advance as some of them require off-site visits.

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.

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.

Climate change in the Kapow Primary curriculum

Though not directly highlighted in the National curriculum, the significance of climate change can't be overlooked: it is crucial for understanding geographical interconnections. As stated by the Department for Education's 2023 guidance, educating children on our planet's evolving conditions is vital. They aim for all schools to enact a climate action plan by 2025, fostering sustainable learning environments. Engaging pupils in this endeavour can spark enthusiasm for positive change, broaden their understanding of sustainability, alleviate climate-related anxieties, instil pride in their educational settings and share their insights within their local communities.

A 2022 Save the Children survey showed 70% of young individuals experience anxiety over climate change. Kapow Primary addresses these concerns by introducing global warming topics at an appropriate level, covering impacts and daily actions we can all take to mitigate the issue. While climate change is primarily discussed in Key stage 2 units, the groundwork is laid in Key stage 1 by fostering appreciation for the environment and basic understanding of physical geography, like weather patterns. The Kapow primary scheme aims to approach global warming and its impacts from different points of view and has a fact-based approach that allows children to form their own opinions.

Kapow Primary integrates climate change impacts across a range of units, sometimes through case studies and fieldwork opportunities, allowing children to contextualise what contributes to climate change in their local environment and to explore the environmental health of their locality. Lessons provide the opportunity for pupils to present suggestions for how to improve their locality to relevant audiences such as local councils.

We want to empower children to contribute towards positive change, understanding environmental issues well enough to make informed choices where possible, whilst acknowledging that socioeconomic factors might limit some actions. It is appreciated that not all children will have control over particular choices and therefore any actions are only suggested, and by no means directed, within lessons.

Considering climate change

Food production and supply

Our changing environment impacts the way we grow, harvest, transport, and distribute food worldwide. There is a complex interplay between weather patterns, soil health, crop viability, and logistics and changes in the climate may disrupt these interconnected systems.

Energy and sustainability

Generating, using, and managing energy without compromising the ability of future generations to meet their own energy needs. Fossil fuels like coal, oil, and gas, which contribute to climate change can be replaced with renewable sources like solar, wind, and hydroelectric power, which have less environmental impact.

Water security

The availability of sufficient, safe, and accessible water is crucial for meeting the needs of both people and the environment, now and in the future. Climate change has the potential to disrupt water supplies through changing rainfall patterns, increasing evaporation rates, and causing more frequent and severe weather events like floods and droughts.

Population growth and human resources

The population is growing and a growing population puts pressure on natural resources, contributing to climate change. Management of essential resources such as food, water, and shelter must be considered as well as elements like labor, skills, and intellectual contributions that people bring to a society.

Environmental management (physical processes)

Natural processes like the water cycle, weather patterns, and land formations are affected by human activities and climate change. Humans interact with these natural systems to mitigate or adapt to changes in the environment and climate and it is important to consider what steps can be taken to manage these impacts.

Fieldwork opportunities

Practical activities that take students outside the classroom to observe, measure, and analyse geographical phenomena in a real-world context. These opportunities allow students to gain hands-on experience and a deeper understanding of how climate change is affecting their local environment.

Sustainability lessons

At certain times of the year, teachers across all year groups often connect subject content to global awareness days, national events or themed weeks, enhancing pupil engagement with learning. Kapow Primary's whole school sustainability lessons are designed to support schools in making these occasions even more purposeful by providing valuable opportunities to revisit and reinforce key Geography skills and knowledge.

These optional sustainability lessons allow children to apply year-group-appropriate Geography knowledge and skills in the context of global issues such as climate change, resource use and conservation, encouraging real-world connections and critical thinking.

Opting out of these lessons will not affect the required coverage of knowledge and skills for the year group. However, for those looking to enhance sustainability education, these lessons provide an enriching and engaging way to integrate environmental awareness and action into the curriculum.

These lessons have been carefully designed to be progressive, ensuring that pupils deepen their understanding of sustainability as they move through the school, with multiple opportunities to reinforce prior learning and develop a sense of responsibility for the planet.

Sustainability collection

The sustainability unit consists of seven lessons designed for EYFS and Years 1 to 6. Each lesson builds on knowledge gained in previous year groups, allowing children to deepen their understanding of sustainability including interdependence, appreciation for nature and resources and waste. For Year 3, choose the option best suited to your school setting.

- EYFS: How can we welcome animals on the school grounds?
- Year 1: How can we look after a garden?
- Year 2: How can our journey to school help the environment?
- Year 3: How can we use plastic more sustainably? - Reduce, How can we use plastic more sustainably? - Reuse, How can we use plastic more sustainably? - Recycle
- Year 4: How sustainable is our school?
- Year 5: What is fast fashion and why is it a problem?
- Year 6: What actions can we take to make the world more sustainable?

Oracy in Geography

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Geography curriculum, pupils have opportunities to develop their oracy skills by:

- Verbally responding to questions using geographical vocabulary.
- Summarising information from videos and texts.
- Collaboratively engaging in an enquiry cycle.
- Brainstorming initial ideas to address an enquiry question.
- Conducting interviews during fieldwork to gather information.
- Exploring issues through drama techniques (hot-seating, conscience alley and freeze-framing).
- Presenting findings to a range of audiences in person and using media.
- Performing songs and poems to enhance content knowledge.

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.

For mixed-age settings, we have a dedicated Geography: Long-term plan — mixed-age and accompanying documents.

Geography in EYFS: Reception

Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (**Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and knowledge**) from EYFS (Reception) through to Year 6.

Our Geography EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local geography or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' geography learning in Key stages 1 and 2.

The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.

Suggested long-term plan: Geography

Overview (All year groups)

	Autumn	Spring	Summer
EYFS	Exploring maps	Outdoor adventures	Around the world
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 do people live near volcanoes? (2025/2026 only)	What are rivers and how are they used?	Why are rainforests important to us?
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?

Suggested long-term plan: Geography

Overview - EYFS

EYFS

Autumn	Exploring maps 6 lessons Exploring maps through discussion, story-telling, games and creative activity.	**Spring**	Outdoor adventures 7 lessons Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.
Summer	Around the world 6 lessons Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.		

Suggested long-term plan: Geography

Overview - Key stage 1

Year 1

Autumn	What is it like here? 7 lessons Locating where they live on an aerial photograph and 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. Both lessons 3 and 4 involve fieldwork.	**Spring**	What is the weather like in the UK? 8 lessons Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. This unit has been visually refreshed and now features new videos to enhance the learning experience. The core content of the unit remains unchanged. Lessons 2, 3 and 4 involve fieldwork.
Summer	What is it like to live in Shanghai? 7 lessons Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. Lesson 1 involves fieldwork.		

Suggested long-term plan: Geography

Overview - Key stage 1

Year 2

Autumn	Would you prefer to live in a hot or cold place? 7 lessons 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. Lesson 5 involves fieldwork.	**Spring**	Why is our world wonderful? 8 lessons Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. Lesson 5 involves fieldwork.
Summer	What is it like to live by the coast? 7 lessons 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, including land use and tourism. Lesson 5 involves fieldwork.		

Suggested long-term plan: Geography

Overview - Lower key stage 2

Year 3
(LKS2)

Autumn	Why do people live near volcanoes? 7 lessons Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape. Lesson 6 involves fieldwork.	**Spring**	Who lives in Antarctica? 10 lessons Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. Lesson 6 involves fieldwork.
Summer	Are all settlements the same? 7 lessons Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi. Lesson 3 involves fieldwork.		

Suggested long-term plan: Geography

Overview - Lower key stage 2

Year 4
(LKS2)

Autumn	Why do people live near volcanoes? (2025/2026) 7 lessons Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape. Lesson 6 involves fieldwork.	**Spring**	What are rivers and how are they used? 7 lessons Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Lesson 6 involves fieldwork.
Summer	Why are rainforests important to us? 8 lessons Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. Lesson 5 involves fieldwork.		

Suggested long-term plan: Geography

Overview - Upper key stage 2

Year 5
(UKS2)

Autumn	<u>What is life like in the Alps?</u> 7 lessons Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality. Lesson 4 involves fieldwork.	**Spring**	<u>Why do oceans matter?</u> 8 lessons Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution. Lesson 5 involves fieldwork.
Summer	<u>Would you like to live in the desert?</u> 7 lessons Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.		

Suggested long-term plan: Geography

Overview - Upper key stage 2

Year 6
(UKS2)

Autumn	Why does population change? 7 lessons Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. Lesson 5 involves fieldwork.	**Spring**	Where does our energy come from? 8 lessons Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. Lesson 5 involves fieldwork.
Summer	Can I carry out an independent fieldwork enquiry? 7 lessons Observing, measuring, recording and presenting their own fieldwork study of the local area. Lesson 4 involves fieldwork.		