

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](#).

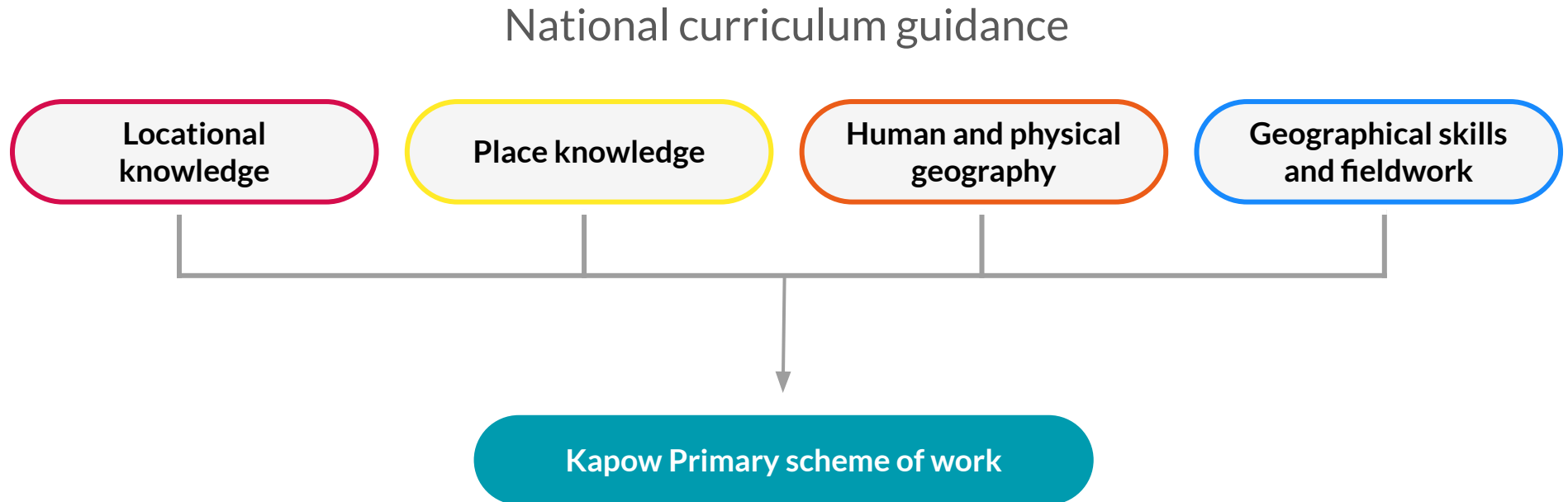
This version was created on 25.01.24

Copyright: While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

Kapow
Primary™

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:

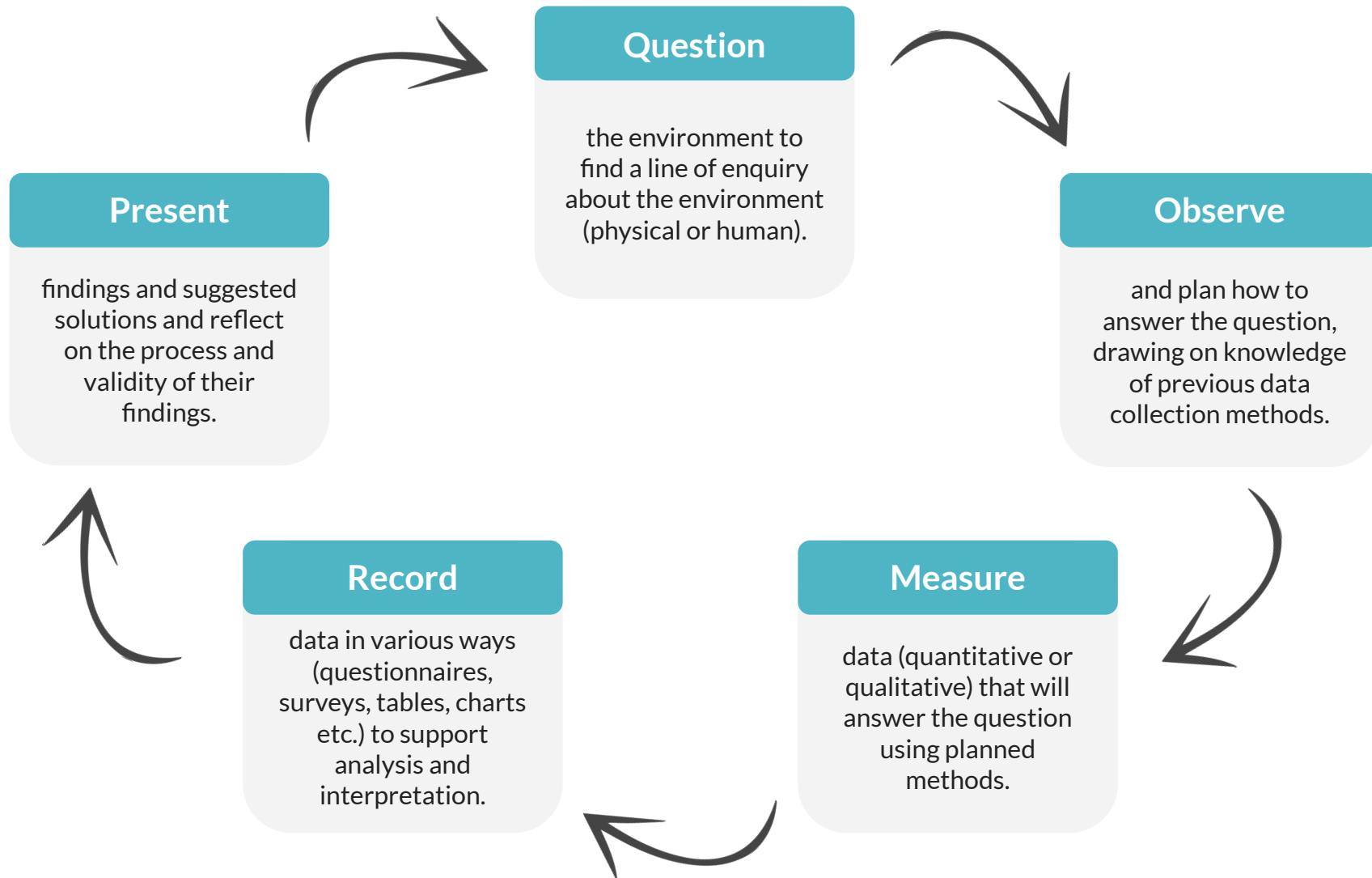
- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity



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.

***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.**



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are to 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.

Climate change in the curriculum

The tick marks below indicate where elements of climate change are introduced or discussed in the Key stage 2 Geography curriculum. These marks should not be interpreted as comprehensive coverage but rather as points where some knowledge or conceptual understanding is being developed.

	Lower key stage 2						Upper key stage 2					
	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Food production and supply				✓	✓	✓		✓	✓	✓		
Energy and sustainability	✓			✓		✓		✓	✓		✓	
Water security				✓		✓		✓	✓			
Population growth and human resources	✓	✓	✓		✓	✓		✓	✓	✓	✓	
Environmental management (physical processes)	✓	✓			✓	✓	✓	✓	✓	✓	✓	
Fieldwork opportunities				✓	✓	✓		✓		✓	✓	✓

Kapow Primary have also partnered with Eco-Schools to help you on your journey to Eco-School accreditation (see our [Eco-Schools mapping document](#) for more information).



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.

Why are the units sequenced this way?

As already stated, there is some flexibility in the order the Geography units can be taught in EYFS, Lower key stage 2 and Upper key stage 2 where similar skills and knowledge are covered in different geographical contexts. The order of units on this long-term plan is our suggested order for teaching the units, if possible, and we provide the justification for this sequencing below.

EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

EYFS (Reception)

These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time.

Year 1

The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this locational knowledge and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are introduced in this unit. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents in Year 2. Here, they begin to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

Year 2

Children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality. 'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world. The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

Key Stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of [geographical concepts](#), themes, such as settlement, trade, [climate change](#) and natural resources, and fieldwork skills. As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

Year 3

Year 3 starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1. 'Who lives in Antarctica?' expands on Year 2's hot and cold places and how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which Year 4 will expand on. New Delhi was chosen as a case study for this unit so children studied an area in Asia in Key stage 2, ensuring all continents are covered before children leave primary school.

Year 4

In 'Why are rainforests important to us?' children are introduced to biomes. The Amazonian region is used as a case study featuring a direct comparison between how the local woodland is used similarly or differently to the Amazon rainforest. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade. The third unit, 'What are rivers and how are they used?' builds on these concepts further and gives children an opportunity to bring learning back to their locality during the fieldwork opportunity. The second and third unit in Year 4 build upon the concepts of settlements existing around natural resources and physical processes such as weather and climate.

Year 5

'What is life like in the Alps?' begins Year 5 with a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3. 'Why do oceans matter?' develops the understanding children have gained around climate change during Year 4. Exploration of a different type of biome and how humans utilise this environment is explored in the unit 'Would you like to live in a desert?' Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit.

Year 6

We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in Year 6, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer. Units in Year 6 expose children to more complex issues of population, energy production and consumption and encourage them to consider data through an analytical lens. Midland, Texas is used as a case study in North America to directly compare energy usage and human features to those found in Port of Blyth, England. These units build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather and physical processes.

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.

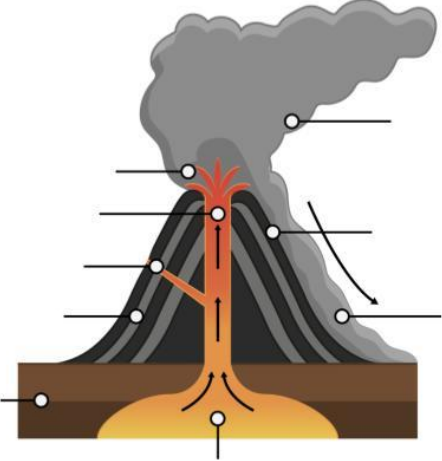
In addition, each unit uses either a skills or knowledge catcher, depending on the key [strands](#) covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

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.



Word bank

- Ash cloud
- Steep sides
- Pyroclastic flow
- Magma chamber
- Crust
- Layers of ash and lava
- Branch pipe
- Vent
- Explosive lava

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

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

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.



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 coverage 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](#)

	Year 1	Year 2
Autumn	<p>What is it like here? (6 lessons)</p> <p>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.</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. 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.</p>
Spring	<p>What is the weather like in the UK? (6 lessons)</p> <p>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.</p>	<p>Why is our world wonderful? (6 lessons)</p> <p>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.</p>
Summer	<p>What is it like to live in Shanghai? (6 lessons)</p> <p>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.</p>	<p>What is it like to live by the coast? (6 lessons)</p> <p>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.</p>

	Year 3	Year 4
Autumn	<p><u>Why do people live near volcanoes?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 6 involves fieldwork and may take longer than one hour.</p>	<p><u>Why are rainforests important to us?</u> (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. 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.</p> <p>Lesson 4 involves fieldwork and may take longer than one hour.</p>
Spring	<p><u>Who lives in Antarctica?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 6 involves fieldwork and may take longer than one hour.</p>	<p><u>Where does our food come from?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 5 involves fieldwork and may take longer than one hour.</p>
Summer	<p><u>Are all settlements the same?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 3 involves fieldwork and may take longer than one hour.</p>	<p><u>What are rivers and how are they used?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 6 involves fieldwork and may take longer than one hour.</p>

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

	Year 5	Year 6
Autumn	<p><u>What is life like in the Alps?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 4 involves fieldwork and may take longer than one hour.</p>	<p><u>Why does population change?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 5 involves fieldwork and may take longer than one hour.</p>
Spring	<p><u>Why do oceans matter?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 5 involves fieldwork and may take longer than one hour.</p>	<p><u>Where does our energy come from?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 6 involves fieldwork and may take longer than one hour.</p>
Summer	<p><u>Would you like to live in the desert?</u> (6 lessons)</p> <p>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.</p>	<p><u>Can I carry out an independent fieldwork enquiry?</u> (6 lessons)</p> <p>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.</p> <p>Lesson 4 involves fieldwork and may take longer than one hour.</p> <p>*This unit could be a good transition project for children to work alongside secondary school pupils.</p>

*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	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>
	<p>Lessons involving fieldwork: <u>Lesson 3: What can we find in our school grounds?</u> Location: School grounds</p> <p><u>Lesson 4: Where are the different places in our school?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 2: What are the four seasons?</u> Location: School grounds</p> <p><u>Lesson 3: What are the compass directions?</u> Location: School grounds</p> <p><u>Lesson 4: What is the weather like today?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 1: What can we see in our local area?</u> Location: Local area surrounding school.</p>
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>
	<p>Lessons involving fieldwork: <u>Lesson 5: Do we live in a hot or cold place?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 5: Why are natural habitats special?</u> Location: Local woodland or green space in the school grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 5: how do people use our local coast?</u> 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.)</p>

	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>
	<p>Lessons involving fieldwork: <u>Lesson 6: Where have the rocks around school come from?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 6: How did our expedition go?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 3: Can I explain the location of features in my local area?</u> Location: Local area</p>
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 used?</u>
	<p>Lessons involving fieldwork: <u>Lesson 5: How is our local woodland used?: Data collection</u> Location: Local woodland (or park)</p>	<p>Lessons involving fieldwork: <u>Lesson 5: Are our school dinners locally sourced?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 6: What features does our local river have?</u> Location: River environment</p>
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>
	<p>Lessons involving fieldwork: <u>Lesson 4: What is there to do in our local area?</u> Location: Local area – focus on recreational land use (tourism)</p>	<p>Lessons involving fieldwork: <u>Lesson 5: How littered is our marine environment?: Data collection</u> Location: Marine environment (beach, river, reservoir, lake or pond)</p>	<p>Lessons involving fieldwork: None</p>
Year 6 (UKS2)	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	<p>Lessons involving fieldwork: <u>Lesson 5: How is population impacting our local environment?: Data collection</u> Location: Urban area (e.g. town centre)</p>	<p>Lessons involving fieldwork: <u>Lesson 6: Where is the best place for a solar panel on the school grounds?</u> Location: School grounds</p>	<p>Lessons involving fieldwork: <u>Lesson 4: Collecting the data.</u> Location: Local area</p>

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 updated.
07.09.23	Geography in EYFS page added (p.14) and EYFS activities now published on website (p. 16-17).
05.10.23	EYFS unit 'Outdoor adventures' added (p.17) and 'Why are the units sequenced this way?' added (p.11-12).
16.10.23	Pages on climate change added (p. 11-13) and extra information added about fieldwork (p. 9).
17.01.24	Extra detail added to 'Why are the units sequenced this way' to explain our case study choices. (p.15-16)
25.01.24	Eco-schools link added (p. 13).