



# Geography long-term plan

## Intent

Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Wensleydale so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

## Implementation

Geography is delivered using the Kapow geography resource for primary schools, which allows for:

- Progressive geographical skills (including vocabulary) which all children must master and apply in lessons;
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- Fieldwork and trips which will enhance the learning experience;
- Lessons that engage and inspire the children using the most up to date technologies available;
- Opportunity to develop a real sense of who they are and what makes our locality special whilst comparing it with areas around the globe.

## Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Observations during fieldwork and independent work;
- Tracking of progress at the middle and end of each unit;
- Pupil discussions about their learning.



EYFS

Autumn		Spring	Summer
EYFS  Robins	Development Matters <ul style="list-style-type: none"><li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li><li>Recognise some similarities and differences between life in this country and life in other countries.</li><li>Recognise some environments that are different from the one in which they live.</li></ul>		
	Exploring Maps	Outdoor Adventures	Around the World
	Exploring maps through discussion, story-telling, games and creative activity.	Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	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.



## Key Stage One

Autumn		Spring	Summer
Year 1  Owls	What is it like here?	What is the weather like in the UK?	What is it like in Shanghai?
	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. <b>(This unit includes fieldwork)</b>	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. <b>(This unit includes fieldwork)</b>	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. <b>(This unit includes fieldwork)</b>

Autumn		Spring	Summer
Year 2  Swallows	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?
	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. <b>(This unit includes fieldwork)</b>	Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. <b>(This unit includes fieldwork)</b>	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. <b>(This unit includes fieldwork)</b>



Lower Key Stage Two

	Autumn	Spring	Summer
2025/2026	Where does our food come from?	Are all settlements the same	Why do people live near volcanoes?
	Looking at the distribution of the world’s biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d’Ivoire and cocoa beans; exploring where the food for the children’s school dinners comes from and the argument of ‘local versus global’.	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.  (This unit includes fieldwork)	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.  (This unit includes fieldwork)
	Autumn	Spring	Summer
2026/2027	What are rivers and how are they used?	Why are rainforests important to us?	Who lives in Antarctica?
	Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.  (This unit includes fieldwork)	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.  (This unit includes fieldwork)	Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.  (This unit includes fieldwork)



## Upper Key Stage Two

	Autumn	Spring	Summer
<b>Year 5</b> <b>Herons</b>	<b>What is life like in the Alps</b>	<b>Why do oceans matter?</b>	<b>Where does our energy come from?</b>
	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. <b>(This unit includes fieldwork)</b>	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. <b>(This unit includes fieldwork)</b>	Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. <b>(This unit includes fieldwork)</b>

	Autumn	Spring	Summer
<b>Year 6</b> <b>Merlins</b>	<b>Would you like to live in the desert?</b>	<b>Why does population change?</b>	<b>Can I carry out an independent fieldwork enquiry?</b>
	Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	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. <b>(This unit includes fieldwork)</b>	Observing, measuring, recording and presenting their own fieldwork study of the local area. <b>(This unit includes fieldwork)</b>