



Long Term Plan Subject: Geography Scheme: Kapow

EYFS: Throughout the year children in EYFS will develop a curiosity and wonder for the World through their bespoke curriculum, some of which is chosen by their teachers to have purpose, but some of which is also child-initiated to promote excitement and passion for learning. Children will develop an ‘Understanding of the World’ through various topics throughout the year. Children are encouraged to build upon their previous knowledge, explore and find out what they want to know, but also to ask questions to deepen their understanding. Adults modelling the use of commenting, building a language-rich environment and simple questioning such as ‘I wonder...’ encourages children to become independent thinkers and learners.

History and Geography are taught alternately throughout the academic year.

Cycle A – 2025-26; Cycle B – 2024-2025

Cycle B

	Autumn 2	Spring 2	Summer 2
	In EYFS, geography is introduced through exploring the world around us and is taught through ‘Understanding the World’. Children begin to develop their geographical knowledge by exploring features of their school, places that are important to us and maps and atlases are used to investigate different places explored through our learning themes.		
EYFS	<p><u>All About me! / Let’s Celebrate!</u> Learning what the weather is like in the Autumn. Learning the name of the village the school is in. Talking about the about features of the immediate environment. Understanding that there are many different countries around the world. Understanding that people in my class and around the world have different religions.</p>	<p><u>It’s Cold Outside/ The Scented Garden</u> Learning what the weather is like in the Winter. Understanding that there are different countries in the world and learning about The Arctic, Antarctica and China. Learn that we live in England and begin to recognise similarities and differences between life in this country and life in other countries. Understanding that different countries have different types of weather (climate). Learning that the weather will change as the season changes from winter to spring.</p>	<p><u>Our World / Over the Land and into the Sea</u> Learning what the weather is like in the Spring and Summer. Knowing that a map can help plan a journey and creating simple maps. Understanding that there are many different countries in the world and learning about Africa and South America. Think about where have we been on holiday? How is it different to where we live? Learning the names of the countries we are learning about. Understanding that some places are special to members of my class and the community.</p>
	Autumn 2	Spring 2	Summer 2

<p>Year 1 / 2 Cycle B</p>	<p>Y1/2: Where am I?</p> <p>Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.</p>	<p>Y1/2: Why is our world wonderful? (Kapow)</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</p>	<p>Y1/2: What can you see at the coast?</p> <p>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.</p>
<p>Year 3 / 4 Cycle B</p>	<p>What are rivers and how are they used? (Kapow)</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>Y3/4: Why are rainforests important to us?</p> <p>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.</p>	<p>Where does our food come from? (Kapow)</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>Year 5/6 (Cycle B)</p>	<p>Why does the population change?</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>Where does our energy come from</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. come from? (Kapow)</p>	<p>Can I carry out an independent field work enquiry? (Kapow)</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>

Cycle A

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	<p>In EYFS, geography is introduced through exploring the world around us and is taught through 'Understanding the World'. Children begin to develop their geographical knowledge by exploring features of their school, places that are important to us and maps and atlases are used to investigate different places explored through our learning themes.</p>		
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Year 1 / 2 Cycle A	<p>What is it like here? (Kapow) 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.</p>	<p>What is the weather like in the UK? (Kapow) 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.</p>	<p>Y1/2: What is it like to live in Fiji / Nepal? 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 landuse. 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.</p>
	Autumn 2	Spring 2	Summer 2

<p>Year 3 / 4 Cycle A</p>	<p>Why do people live near Volcanoes? (Kapow) 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>Who lives in Antarctica? (Kapow) 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>Y3/4: Are all settlements the same? 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.</p>
<p>Year 5/6 (Cycle A)</p>	<p>What is life like in the Alps? (Kapow) 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>Why do oceans matter? (Kapow) 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>Would you like to live in the desert? (Kapow) 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>