



## Long Term Plan: 2025 – 2026: Geography

Locational Knowledge, Place Knowledge, Human & Physical Geography, Geographical Skills & Fieldwork  
British Values – D, RoL, T, IL, MR



Year band	Autumn Term	Spring Term	Summer Term
Reception	<p style="text-align: center;"><b>Kapow Reception Unit 1 -Exploring Maps</b></p> <p style="text-align: center;"><u>Autumn Term Outcomes</u></p> <p>Respecting our community</p> <ul style="list-style-type: none"> <li>• Journey around school- knowing where we are (Inside school)</li> <li>• Messy maps- my local community/route to school (Classroom)</li> <li>• Messy maps- my local community/route to school (Playground)</li> <li>• Signs of Autumn</li> </ul> <p>I can gather objects and talk about what I find (Natural Materials)</p>	<p style="text-align: center;"><b>Kapow Reception Unit 2 –Outdoor adventures</b></p> <p style="text-align: center;"><u>Spring term outcomes</u></p> <ul style="list-style-type: none"> <li>• Seasonal work (Winter)</li> <li>• Changes over time- ice melting</li> <li>• Comparing winter to spring (weather)</li> <li>• Dressing appropriately for the weather</li> </ul>	<p style="text-align: center;"><b>Kapow Reception Unit 3 –Around the world</b></p> <p style="text-align: center;">Animal Safari</p> <p style="text-align: center;"><u>Summer Term Outcomes</u></p> <ul style="list-style-type: none"> <li>• Understand the importance of conservation- litter picking in our local area to protect animals</li> <li>• Kenya- similarities and differences to where I live- weather, culture and community.</li> <li>• Serengeti is in Africa- locating on a map</li> <li>• Seasonal work (summer) links to weather</li> <li>• Understanding the UK is an island</li> </ul>
Year 1	<p style="text-align: center;">My Locality</p> <p style="text-align: center;">Where is my school and what is it like here?</p> <p style="text-align: center;"><b>Kapow Y1 Unit 1- What is it like here?</b></p>	<p style="text-align: center;">Bright Lights, Big City</p> <p style="text-align: center;">How is our capital city different to where I live?</p> <p style="text-align: center;">UK and London</p>	<p style="text-align: center;">What is the weather like in the UK?</p> <p style="text-align: center;"><b>Kapow Y1 Unit 1- What is the weather like in the UK?</b></p>



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Objectives to be taught.			
	<ul style="list-style-type: none"><li>• Use directional language and make a map of the classroom with four key features.</li><li>• Locate key features of the playground.</li><li>• To locate the school on an aerial photograph and know that my school is in Blythe Bridge, which is in England.</li><li>• Draw a simple map.</li><li>• Investigate how we feel about our playground.</li><li>• Draw a design to improve an area of the school playground.</li></ul> <ul style="list-style-type: none"><li>• Assessment – create a map with a focus on Human and Physical features.</li></ul>	<ul style="list-style-type: none"><li>• Locate the UK on a world map, atlas and globe.</li><li>• To name key human features (shop, school, house, playground) of my surrounding area.</li><li>• To name the key human and physical features of my surrounding area, and why they are needed. (Local walk.)</li><li>• Locate the four countries of the UK.</li><li>• To know and locate the four capital cities of the countries in the United Kingdom. <b>RoL</b></li><li>• To know key landmarks in London and identify them from photographs.</li><li>• To know how a city differs to a village.</li><li>• To compare the physical and human features of my local area to London (Aerial photos/Google Earth)</li></ul> <p>Assessment- UK map- children to add names countries and capital cities</p>	<ul style="list-style-type: none"><li>• To identify seasonal changes in the UK.</li><li>• To know the four compass directions (North, East, South, West)</li><li>• To investigate daily weather patterns.</li><li>• To identify daily weather patterns in the UK.</li><li>• Understand how the weather changes with each season.</li></ul> <ul style="list-style-type: none"><li>• Assessment- Comic strip of seasons and the weather.</li></ul>



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<b>Year 2</b>	<p style="text-align: center;"><b>Let's Explore The World</b>  <b>Would you prefer to live in a hot or cold place?</b>  <i>Kapow Y2 Unit 1- Would you prefer to live in a hot or cold place?</i>  <i>Seas &amp; oceans, The Equator, The Poles</i>  <i>Non-EU country</i></p>	<p style="text-align: center;"><b>Where We Live:</b>  <b>What is it like to live in Blythe Bridge?</b>  <i>Our Locality (Blythe Bridge)</i></p>	<p style="text-align: center;"><b>Coastline</b>  <b>What is it like to live by the coast?</b>  <i>Kapow Y2 Unit 3- What is it like to live by the coast?</i>  <i>Coastline: The Coast (North Wales Llandudndo)</i></p>
<b>Objectives to be taught.</b>	<ul style="list-style-type: none"> <li>• To name and locate the world's seven continents on a world map, atlas and globe.</li> <li>• To locate the North and South Poles on a world map or globe.</li> <li>• To locate the equator on a world map or globe.</li> <li>• To compare the UK and Kenya. (the human and physical similarities and differences)</li> <li>• To investigate local weather conditions- Measuring Rain and temperature over a 5-day period.</li> <li>• To investigate key features of hot and cold places.</li> </ul>	<ul style="list-style-type: none"> <li>• To collect simple data through observations (vehicle tally)</li> <li>• I can identify human and physical features within the immediate area (Blythe Bridge).</li> <li>• To read a range of simple maps that use symbols and a key, identifying human and physical features.</li> <li>• To create a simple map showing human and physical features.</li> <li>• To create a simple map showing a route within the school grounds – including the four points of a compass.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the names of the five oceans and locate them on a map. (Kapow Year 2 unit 2)</li> <li>• Locate the seas and oceans surrounding the UK.</li> <li>• Identify the physical features of the coast.</li> <li>• Identify human features of the coast. (Llandudno)</li> <li>• To use geographical vocabulary to describe how and why people use a range of human features.</li> </ul>



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	<ul style="list-style-type: none"> <li>Assessment- Quiz time- covering- <b>Would you prefer to live in a hot or cold place?</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify how the local environment can be improved (e.g by picking up litter, planting flowers and improving amenities.)</li> </ul> <p><b>* PSHE/community project opportunity to plan and carry out a project to improve the environment</b></p> <ul style="list-style-type: none"> <li>Assessment- Mind map of their learning with the key question being at the heart of it.</li> </ul>	<ul style="list-style-type: none"> <li>To describe how an environment has or might change over time.</li> </ul> <ul style="list-style-type: none"> <li>Assessment- Ch to write their own information leaflet focusing on their learning. (cross curricular link to English)</li> </ul>
<p><b>Year 3</b></p>	<p><i>Kapow Year 3 unit 3 - Are all settlements the same?</i></p>	<p><i>Kapow year 3 unit 1 - Why do people live near volcanoes?</i></p>	<p><i>Kapow year 3 unit 2- Who lives in Antarctica?</i></p>
<p><b>Objectives to be taught.</b></p>	<p>The children will develop their knowledge of the UK: <i>Counties &amp; Cities</i></p>	<p>The children will learn about earthquakes &amp; volcanoes</p>	<p>The children will develop their fieldwork skills and be introduced to the wider world:</p>



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- To describe different types of settlement.
- To name and locate the major cities in the UK. (Other than capitals, must do Manchester, Birmingham, Newcastle upon Tyne and Liverpool).
- To know what a county is and how it differs to a city.
- To name and locate the counties that border Staffordshire
- To use aerial photographs to identify and study human and physical features of Staffordshire.
- To investigate land use patterns in Blythe Bridge and how these have changed over time
- Children to identify physical and human features in their local area. Land use classification sheet (residential, commercial, etc.) (Fieldwork)
- Assessment- children to complete a multi-tiered quiz . **D MR**

- To name and describe the Earth's four layers.
- To explain how and where mountains are formed.
- To explain how volcanoes form and describe their features.
- To describe where to find volcanoes globally (Ring of fire)
- To name and locate significant volcanoes
- To recognise the negative and positive effects of living near a volcano.
- To explain what earthquakes are
- To describe where earthquakes happen
- Describe the negative effects of earthquakes.
- Assessment- Ch to write their own information leaflet focusing on their learning. **IL**

- To understand the position and significance of lines of latitude.
- To describe the location and physical features of Antarctica.
- To describe the human features of Antarctica.
- To use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a route on a map using the eight points of a compass.
- To follow instructions involving compass points and map a simple route.

Assessment- Poster with key vocab



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Year 4	<b>Kapow Year 4 unit 2 - Why are rainforests important to us?</b>	River study (Trent), Mountains and the Water Cycle <b>Kapow Year 4 unit 3- What are rivers and how are they used.</b>	<b>Kapow Year 4 unit 1 - Where does our food come from?</b>
Objectives to be taught.	<ul style="list-style-type: none"><li>To describe and give examples of a biome</li><li>To identify the location of the Tropics of Cancer and Capricorn on a world map and know why they are significant.</li><li>To locate the countries of North and South America on a world map, atlas or globe.</li><li>To locate and describe the characteristics of each layer of a tropical rainforest.</li><li>To understand the lives of indigenous people living in the Amazon rainforest.</li><li>To describe why tropical rainforests are important and understand the threats to the Amazon.</li></ul> Assessment- quiz time	<ul style="list-style-type: none"><li>To describe how the water cycle works</li><li>To recognise the features and courses of a river.</li><li>To name and locate some of the world's longest rivers.</li><li>To describe how rivers are used.</li><li>To identify and locate human and physical features on a map (River Trent).</li><li>To collect data on the features of a local river. (Stanley Head)</li><li>To understand the impact of river pollution.</li></ul>	<ul style="list-style-type: none"><li>To explain the impact of food choices on the environment.</li><li>To understand the importance of trading responsibly.</li><li>To describe the journey of a cocoa bean.</li><li>To map and calculate the distance food has travelled</li><li>To design and use data collection methods to find where our food comes from.</li><li>To discuss the advantages and disadvantages of buying both locally and imported food.</li></ul>



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	<p>Optional- To understand how our local recreational area is used- sketches to include key/symbols 8points of a compass.</p>	<ul style="list-style-type: none"><li>To know the difference between a mountain and mountain range and locate significant ones.</li><li>Identify the topography of an area of the UK using contour lines on a map.</li></ul> <p>*Trip activity: Complete a river study</p> <ul style="list-style-type: none"><li>Assessment- Ch to write an information page with key subheadings related to their learning.</li></ul>	<p>Assessment- ch to answer their key question.</p>
Year 5	<p><b>Kapow Y5 Unit 1 - What is life like in the Alps?</b></p>	<p>Oceans and deserts <b>Kapow Y5 Unit 2 - Why do oceans matter?</b></p>	<p><b>Modern-Day Greece</b> <i>What has Greece got to offer?</i> Human and Physical Geography Tourism</p>



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		Kapow Y5 Unit 3 -Would you like to live in the desert?	
<b>Objectives to be taught.</b>	<ul style="list-style-type: none"><li>• To locate the Alps on a map and know the eight countries that the Alps are in.</li><li>• To locate the key physical and human characteristics of the Alps.</li><li>• To describe the physical and human features of an Alpine region. (Innsbruck)</li><li>• To use an OS map to investigate what there is to do in the local area and say how I would like to improve it (Parking hotspots)-Symbols on a map and human and physical features.</li><li>• To understand similarities and differences between the local area and an Alpine area.</li><li>• Assessment- Ch to create a tourist brochure (Kapow lesson 6)</li></ul>	<ul style="list-style-type: none"><li>• To explain the importance of our oceans.</li><li>• To locate and describe the significance of the Great Barrier Reef.</li><li>• To explain the impact humans have on coral reefs and oceans.</li><li>• To measure and record rainfall over a period of time 5-day- Total per day, most /least rainfall, average etc...</li><li>• To summarise the characteristics of a desert biome</li><li>• To locate deserts and explore their features</li><li>• To name physical features of a desert environment and explain how some are formed</li><li>• To explain the different ways humans can use deserts</li><li>• To describe some of the threats to desert environments</li></ul>	<ul style="list-style-type: none"><li>• To locate the world's countries using maps. (Focus on Europe including the location of Russia).</li><li>• To locate Greece and the Greek Isles on a world map</li><li>• To analyse and compare the Greek Isles, using aerial photographs. atlases and maps.</li><li>• To construct or carry out a geographical enquiry by gathering and analysing a range of sources (Tourism of Athens)</li><li>• To plan a journey from the UK to Greece, considering transport links</li><li>• To identify and describe the similarities and differences in physical and human geography between UK and Greece</li><li>• Assessment- Ch to create a mind map linked to their key learning questions. Subheadings provided</li></ul>



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		<ul style="list-style-type: none"> <li>To explore the similarities and differences between two physical environments</li> </ul> <p>Assessment - Quiz</p>	
Year 6	<b>Kapow Y6 unit 2 - Where does our energy come from?</b>	<p><b>What is it like to live in a frozen Kingdom?</b></p> <p><i>Population &amp; Climate Change</i> <i>Biomes, Climate Zones (Progression from Y3) &amp; Climate Change</i></p>	<p><i>How does traffic flow change?</i></p> <p><i>Geographical Skills: Road Traffic Survey</i></p>
<b>Objectives to be taught.</b>	<p>To know why energy sources are important</p> <ul style="list-style-type: none"> <li>To understand the benefits and drawbacks of different energy sources</li> <li>To understand how energy is generated in the United States.</li> <li>To know how energy sources are distributed in an area.</li> <li>To explain reasons for choosing an energy source.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's biomes</li> <li>Describe and understand the key features of different biomes, presenting findings to the class</li> <li>Identify the position of the polar regions (including longitude and latitude) and explain their significance</li> </ul>	<ul style="list-style-type: none"> <li>To develop an enquiry question. (based on traffic)</li> <li>To determine the most effective data collection methods for fieldwork.</li> <li>To collect data to answer an enquiry question.</li> <li>To determine an answer to the enquiry question.</li> <li>To present my findings. (Assessment)</li> </ul>



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- To collect and present data on where to position a solar panel on the school grounds.

Assessment- Ch to write a newspaper report on energy.

- Describe the climatic similarities and differences between the Arctic and Antarctic (Google Earth/Fieldwork)
- Present a detailed account of how the tourism industry has changed a place or landscape over time.
- Explain how climate change affects climate zones and biomes across the world.
- Evaluate the extent to which climate and extreme weather affect how people live-population.
- Describe the physical processes, including weather, that affect two different locations.
- Explain how humans function in the place they live.
- Describe ways in which we can tackle climate change
- Assessment-Write a report answering-  
*What is it like to live in a frozen Kingdom?***