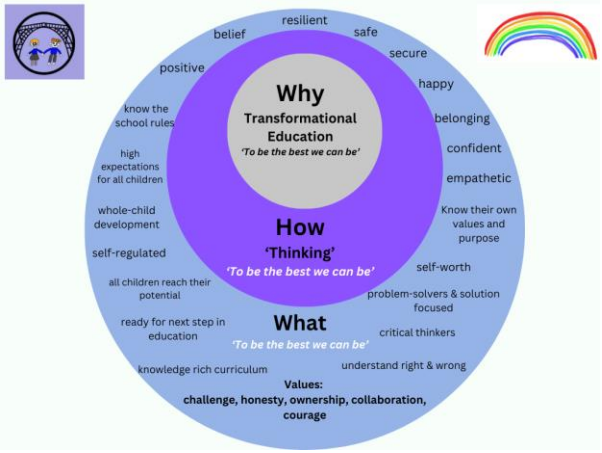
Geography Curriculum Mapping
William Reynolds Primary School and Nursery



Introduction

At William Reynolds Primary School & Nursery, our Geography curriculum offers full coverage of the KS1 and KS2 National Curriculum objectives and aligns with Development Matters in EYFS. It is structured around four key strands:

- Locational knowledge

- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The Kapow Primary scheme supports a sequenced and spiral curriculum, ensuring knowledge builds progressively through enquiry-based learning, fieldwork, and contextual studies. It also addresses climate change, sustainability, and local–global interconnections.

How does our curriculum meet statutory guidance for Geography?

The National Curriculum for Geography ensures pupils:
- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human features
- Are competent in geographical skills including data collection, map work and analysis

Kapow Primary's structure ensures pupils meet all National Curriculum attainment targets by the end of each key stage, while the EYFS curriculum is aligned with the 'Understanding the World' Early Learning Goals.

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.

Types of Knowledge in Geography

The curriculum develops:
- Substantive knowledge: facts about places, locations, and physical/human geography
- Disciplinary knowledge: understanding how geographers investigate the world
- Procedural knowledge: fieldwork skills and methodologies
- Geographical concepts: such as scale, place, space, environment, interdependence and sustainability

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.

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.

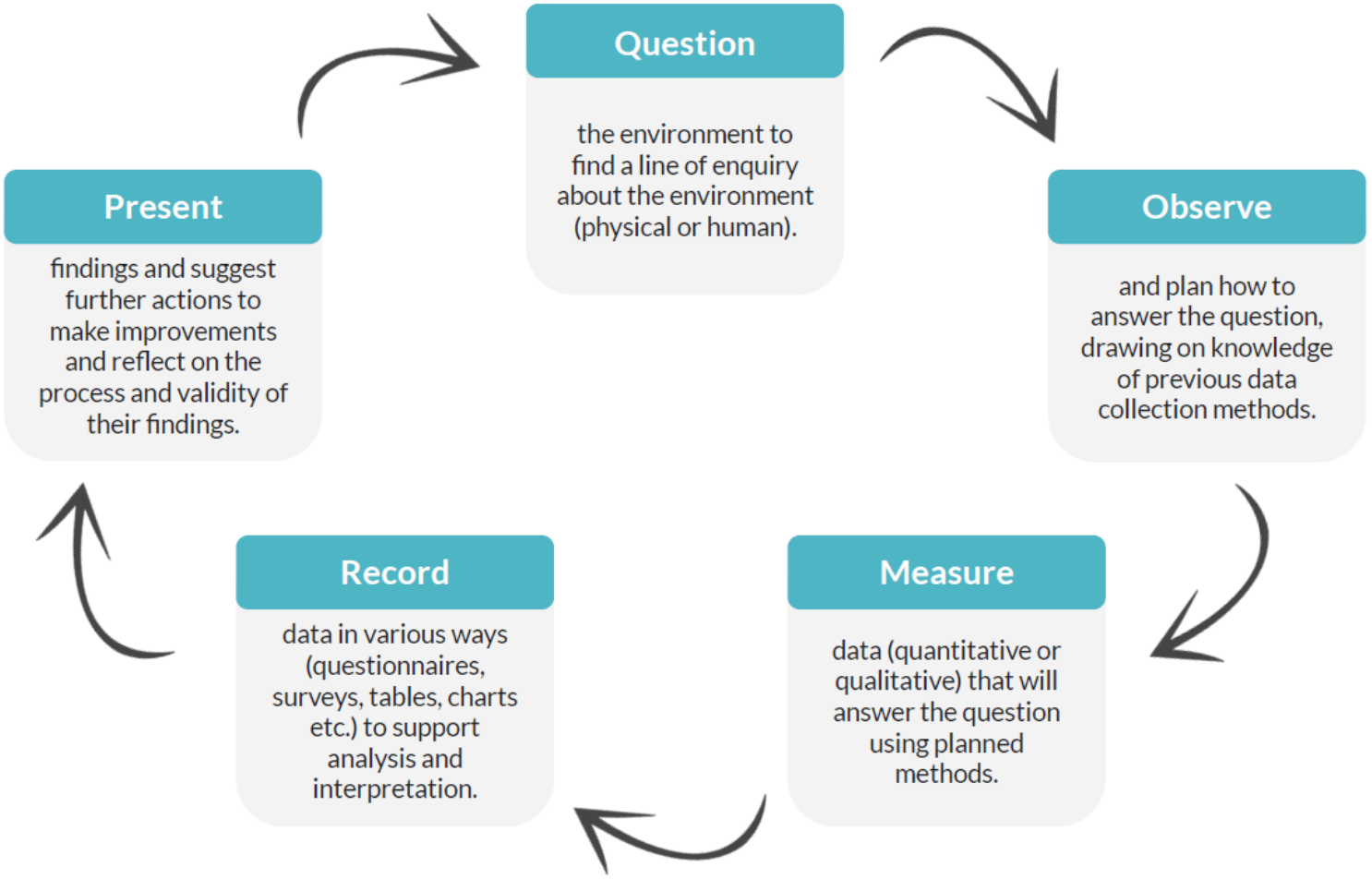
They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

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.

The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like ageographer.' 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.


Question
the environment to find a line of enquiry about the environment (physical or human).
Observe
and plan how to answer the question, drawing on knowledge of previous data collection methods.
Measure
data (quantitative or qualitative) that will answer the question using planned methods.
Record
data in various ways (questionnaires, surveys, tables, charts etc.) to support analysis and interpretation.
Present
findings and suggest further actions to make improvements and reflect on the process and validity of their findings.

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.

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.

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				✔	✔	✔		✔		✔	✔	✔

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.

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

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.

EYFS: National Curriculum Mapping

Our Geography provision in EYFS is aligned with the 'Understanding the World' area of learning from the EYFS Statutory Framework and Development Matters guidance. These activities lay the foundation for children's geographical understanding and prepare them for the National Curriculum in Key Stage 1.

Term	Unit	Linked Statements (EYFS Statutory Framework & Development Matters)	Key Concepts

Autumn	Exploring Maps	- Understand position and direction (DM: 2023) - ELG: People, Culture and Communities – Describe their immediate environment using knowledge from observation and discussion	Maps, Place
Spring	Outdoor Adventures	- Explore the natural world around them (DM) - ELG: The Natural World – Understand some important processes and changes in the natural world, including the seasons	Seasons, Environment, Observation
Summer	Around the World	- Recognise some similarities and differences between life in this country and life in other countries (DM) - ELG: People, Culture and Communities – Explain some similarities and differences between life in this country and life in other countries	Culture, Diversity, Comparison
Year-round	Collection Lesson: How can we welcome animals on the school grounds?	- Explore the natural world and show care for living things (DM) - ELG: The Natural World – Understand the effect of changing seasons and the needs of living things	Local environment, Stewardship

Key Stage 1: National Curriculum Mapping

The Kapow Primary Geography scheme covers all KS1 National Curriculum objectives. These objectives are taught across a range of topics that develop geographical knowledge, skills, and understanding through local and global studies. Each unit works towards the statutory aims of the National Curriculum.

Year	Term	Unit Title	Locational Knowledge	Place Knowledge	Human & Physical / Skills & Fieldwork
Year 1	Autumn	What is it like here?	✔	✔	✔
Year 1	Spring	What is the weather like in the UK?	✔		✔

Year 1	Summer	What is it like to live in Shanghai?		✔	✔
Year 2	Autumn	Would you prefer to live in a hot or cold place?	✔	✔	✔
Year 2	Spring	Why is our world wonderful?	✔		✔
Year 2	Summer	What is it like to live by the coast?		✔	✔

Lower Key Stage 2: National Curriculum Mapping

In Lower Key Stage 2, children build on their KS1 learning by expanding their knowledge of global geography, physical processes, and human interaction with the environment. The Kapow Primary curriculum ensures full coverage of all four Geography strands and deepens geographical enquiry skills.

Year	Term	Unit Title	Locational Knowledge	Place Knowledge	Human & Physical / Skills & Fieldwork
Year 3	Autumn	Who lives in Antarctica?	✔	✔	✔
Year 3	Spring	Are all settlements the same?		✔	✔
Year 3	Summer	What are rivers and how are they used?	✔	✔	✔
Year 4	Autumn	Why do people live near volcanoes?	✔		✔

Year 4	Spring	Why are rainforests important to us?		✔	✔
Year 4	Spring	Where does our food come from?	✔		✔
Year 4	Summer	What are rivers and how are they used?	✔	✔	✔

Upper Key Stage 2: National Curriculum Mapping

In Upper Key Stage 2, pupils apply their geographical understanding to more complex, global issues including climate change, population, and sustainability. The curriculum deepens conceptual knowledge and develops independence in geographical enquiry through fieldwork and analytical thinking.

Year	Term	Unit Title	Locational Knowledge	Place Knowledge	Human & Physical / Skills & Fieldwork
Year 5	Autumn	What is life like in the Alps?	✔	✔	✔
Year 5	Spring	Why do oceans matter?		✔	✔
Year 5	Summer	Would you like to live in the desert?	✔		✔
Year 6	Autumn	Why does population change?		✔	✔

Year 6	Spring	Where does our energy come from?	✔		✔
Year 6	Summer	Can I carry out an independent fieldwork enquiry?			✔

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 forteaching 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, experience the surrounding natural environment, notice changes in the weather and seasons over time and explore different landscapes and cultures.

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.

Year 3

'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. The third unit, 'What are rives and how are they used?' builds on these concepts further and gives children and opportunity to bring learning back to their locality during the fieldwork

opportunity. The third unit build upon the concepts of settlements existing around natural resources and physical processes such as weather and climate.

Year 4

Year 4 starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1. 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 second unit 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 lense. 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.

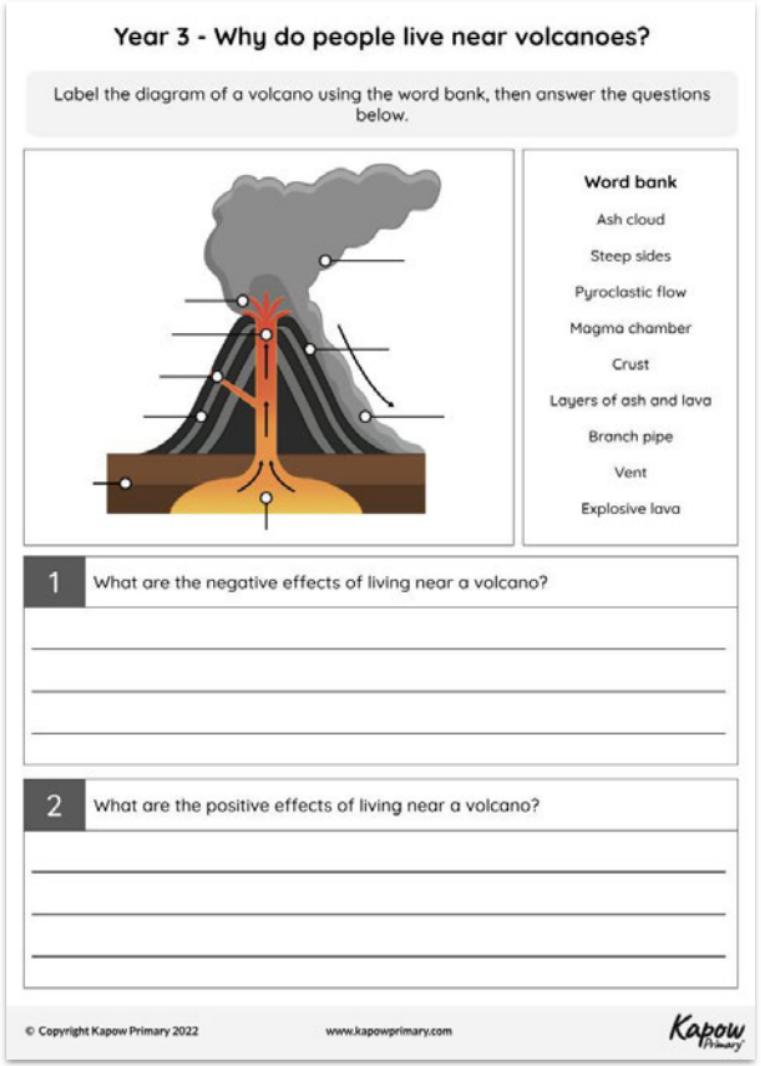
Summative assessment

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.

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

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

 www.kapowprimary.com Kapow Primary