

Year Group	Kapow Geography Scheme		
Foundation Stage	<p>Early Years Foundation Stage:</p> <p>Understanding the World Early Learning Goal</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>People, Culture and Communities Early Learning Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World ELG</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. 		
	<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Summer</p>
	<ul style="list-style-type: none"> • Tour of the school grounds • Investigating maps • Our school from above • Plotting a route on a map for a local walk to the post box • Creating our own maps • Creating journey sticks • Senses in nature 	<ul style="list-style-type: none"> • Exploring the weather • Exploring the seasons (throughout the year) • Nature catchers • Senses in nature • Dress the teddy – linking to weather/seasons 	<ul style="list-style-type: none"> • Exploring world landscapes • City or countryside • Desert explorers • Polar explorers • Locating where different animals live around the world

Key Stage 1 National Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

	Autumn	Spring	Summer
1	<p>What is it like here?</p> <ul style="list-style-type: none"> • Locate the school on an aerial photograph. • Create a map of the classroom. • Locate key features of the playground. • Draw simple maps. • Investigate how we feel about our playground. • To create a simple design to improve our playground. <p>Fieldwork: Can we make our playground better?</p>	<p>What is the weather like in the UK?</p> <ul style="list-style-type: none"> • Locate the four countries in the UK. • Identify seasonal changes in the UK. • Identify the four compass directions. • Investigate daily weather patterns. • Identify daily weather patterns in the UK. • Understand how the weather changes with each season. <p>Fieldwork: Focusing on compass skills and what is the weather like today?</p>	<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> • Recognise physical and human features.. • Draw a sketch map. • Name and locate some continents on a world map. • Identify physical and human features of a non-European country. • Describe what it is like in Shanghai. • To compare Shanghai to a small area of the UK. <p>Fieldwork: What can we see in our local area?</p>
2	<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> • Name and locate seven continents. • Locate the North and South Poles. • Locate the Equator on a world map. • To compare UK and Kenya. • Investigate local weather conditions. • Identify key features of hot and cold places. <p>Fieldwork: Do we live in a hot or cold place?</p>	<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> • Identify geographical characteristics of the UK. • Locate some of the world's most amazing places. • Know the names of the five oceans and locate them on a map. • Understand how to draw human and physical features on a sketch map. • Investigate local habitats and record findings. • Understand how to present findings in a bar chart. <p>Fieldwork: Why are natural habitats special (local woodland walk)</p>	<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> • Locate the seas and oceans surrounding the UK. • Explain what the coast is. • identify the physical features of the coast. • Identify human features on the coast. • Investigate how people use the coast. • To present findings on how people use the coast.

Key Stage 2 National Curriculum:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	Autumn	Spring	Summer
3	<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> Name and describe the layers of the Earth. Explain how and where mountains are formed. Explain why volcanoes happen and where they occur. Recognise the negative and positive effects of living near a volcano. Explain what earthquakes are and where they occur. Observe and record the location of rocks around the school grounds and discuss findings. <p>Fieldwork: Where are the rocks from around school come from?</p>	<p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> To understand the position and significance of lines of latitude. Describe the location and physical features of Antarctica. Describe the human features of Antarctica. Use four-figure grid reference to play Shackleton's route to Antarctica. Plan a simple route on a map using compass points. Follow instruction involving compass points and map a simple route. <p>Fieldwork: Can we plan an expedition around school? How did our expedition go?</p>	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> Describe different types of settlements. Identify the human and physical features in the local area. Discuss what physical and human features are in particular locations. Describe how land use in the local area has changed. identify land use in New Delhi. Compare land use in two different locations. <p>Fieldwork: Can I explain the location of features in my local area?</p>
4	<p>Why are rainforests important to us?</p> <ul style="list-style-type: none"> Describe and give examples of a biome and find the location and some features of the Amazon rainforest. Describe the characteristics of each layer of the tropical rainforest. Understand the lives of indigenous people living in the Amazon rainforest. Describe why tropical rainforests are important and understand the threats to the Amazon. Understand how local woodland is used using a variety of data collection methods. 	<p>Where does our food come from?</p> <ul style="list-style-type: none"> Explain the impact of food choices on the environment. Understand the importance of trading responsibly. Describe the journey of a cocoa bean. Map and calculate the distance food has travelled. Design and use data collection methods to find where our food has come from. Discuss the advantages and disadvantages of buying both locally and imported food. <p>Fieldwork: Are our school dinners locally sourced?</p>	<p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> Describe how the water cycle works. Recognise the features and course of a river. Name and locate some of the world's longest rivers. Describe how rivers are used. Identify and locate human and physical features on a map. Collect data on the features of the River Thames. <p>Fieldwork: What features does the River Thames have?</p>

	Fieldwork: How is our local woodland used (data collection focus)?		
5	<p>Why do oceans matter?</p> <ul style="list-style-type: none"> • Explain the importance of our oceans. • Locate and describe the significance of the Great Barrier Reef. • Explain the impact humans have on coral reefs and oceans. • Understand ways to keep our oceans healthy. • Collect data on different types of litter polluting the environment. • Present, analyse and evaluate data collected. 	<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> • Locate the Alps on a map. • Locate the key physical and human characteristics of the Alps. • Describe the physical and human features of an Alpine region. • Investigate what there is to do in the local area using data collection. • Understand similarities and differences between the local area and Alpine area. • Understand the human and physical geography of the Alps. <p>Fieldwork: What is there to do in our local environment?</p>	<p>Would you like to live in the desert?</p> <ul style="list-style-type: none"> • Summarise the characteristics of a desert biome. • Locate and explore features of deserts. • Describe the physical features of a desert environment. • Explain the different ways humans can use deserts. • Describe some of the threats facing deserts. • Explore the similarities and differences between two physical environments.
6	<p>Where does our energy come from?</p> <ul style="list-style-type: none"> • Know why energy sources are important. • Understand the benefits and drawbacks of different energy sources • Understand how energy is generated in the United States. • Know how energy sources are distrusted in an area. • Explain reasons for choosing an energy source. 	<p>Why does population change?</p> <ul style="list-style-type: none"> • Understand the change and distribution of the global population. • Define birth and death rates and describe why they change. • Recognise the push and pull factors influencing migration. • Begin to understand the impact climate change can have on the global population • Collect data showing how population impacts the amount of traffic and litter in an area. • Write a report the fieldwork process, analyse findings and make suggestions to improve a situation. 	<p>Can I carry out an independent fieldwork enquiry?</p> <ul style="list-style-type: none"> • Develop an enquiry question. • Determine the most effective data collection methods for fieldwork. • Plan a route for a fieldwork trip. • Collect the data to answer the enquiry question. • Determine an answer to the enquiry question. • Present my findings.

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

Fieldwork: Where is the best place for a solar panel on the school grounds?

Fieldwork: How is the population impacting our environment (data collection)?

