Geography Long-Term Plan 2026-27

EYFS

Autumn 1 - Marvellous Me

Source: School-created / informed by Kapow Exploring maps

Learning Question / Learning Objective	Key learning
Explore the classroom and school grounds.	Identify familiar features; use positional language; describe locations and short routes.
Build and describe a map or model of a familiar area.	Understand that maps and models represent real places; select and position features accurately.

Autumn 2 - Let's Celebrate!

Source: School-created / informed by Kapow Exploring maps

Learning Question / Learning Objective	Key learning
Describe a familiar journey using landmarks.	Sequence landmarks and use simple directional language to communicate a route.
Explore maps showing connections between places.	Recognise that routes connect places and that people travel for different purposes.

Spring 1 - Down on the Farm

Source: School-created

Learning Question / Learning Objective	Key learning
What is the local rural environment like?	Identify fields, farmland and seasonal features; distinguish natural and human-made features.
How is our rural area different from a city?	Use photographs or simple maps to identify one similarity and one difference.
What is the weather like?	Observe and record weather and notice simple seasonal patterns.

Spring 2 - Community Heroes

Source: School-created

Learning Question / Learning Objective	Key learning
What places and services are in our community?	Identify familiar buildings and services and explain why their locations are useful.
How can we map a route through our community?	Place key features on a simple map and describe a route between them.

Summer 1 - It's a Bugs' Life

Source: Kapow Outdoor adventures / local fieldwork

Learning Question / Learning Objective	Key learning
Where do minibeasts live in our grounds?	Observe microhabitats; collect simple tally or pictogram data; map where minibeasts are found.
How could we help local wildlife?	Recognise habitat needs and suggest a practical improvement to the school grounds.

Summer 2 - Our Beautiful Planet

Source: Kapow Around the world

Learning Question / Learning Objective	Key learning
Where is the UK in the wider world?	Locate the UK on a globe or world map and recognise countries and oceans.
How are places similar and different?	Compare local weather, landscape and daily life with a hot, cold or coastal place using geographical evidence.

Year 1/2 - Rowans - Cycle B (2026-27)

What is it like here?

Source: Kapow Cycle A

Learning Question / Learning Objective	Key learning
Where in the world are we?	Name the school, village, county and country; locate the UK and England on appropriate maps.
What can we see in our classroom?	Identify familiar features using positional language and recognise a plan view.
What can we find in our school grounds?	Identify human and physical features through observation and record findings simply.
Where are the different places in our school?	Follow and describe routes using left, right, forwards and backwards; use simple symbols.
How do we feel about our playground?	Collect and present simple fieldwork data; recognise that people may view a place differently.
Can we make our playground even better?	Use fieldwork evidence to suggest and justify a realistic improvement.

What is the weather like in the UK?

Source: Kapow Cycle A

Learning Question / Learning Objective	Key learning
Where is the UK?	Name and locate the four countries and surrounding seas of the UK.
What are the four seasons?	Name the seasons and describe typical changes in daylight, temperature and vegetation.
What are the compass directions?	Use north, south, east and west to describe location and movement.
What is the weather like today?	Observe, measure and record weather using simple instruments and symbols.
Is the weather the same everywhere in the UK?	Compare weather information from contrasting UK locations and identify patterns.
How do people prepare for the weather?	Explain how clothing, travel and activities change in response to weather.

What can you see at the coast?

Source: Kapow Cycle A / adapted

Learning Question / Learning Objective	Key learning
What are some of the UK's amazing features and landmarks?	Name and locate selected natural features and human landmarks; distinguish human and physical features.
Where are the seas and oceans surrounding the UK?	Name and locate the UK seas and recognise their connection to oceans.
What is the coast?	Explain that the coast is where land meets sea; identify beach, cliff, harbour and headland.
How do people use our coast?	Describe coastal uses including tourism, fishing, transport, settlement and recreation.
Where are our oceans?	Name and locate the five oceans on a world map or globe.

Year 3/4 - Sycamores - Cycle B (2026-27)

Are all settlements the same?

Source: Kapow Cycle B

Learning Question / Learning Objective	Key learning
What is a settlement?	Define settlement; identify villages, towns and cities; describe services and features.
How is land used in my local area?	Classify residential, agricultural, commercial, recreational and transport land use using fieldwork.
Can I explain the location of features in my local area?	Use maps and compass directions and suggest reasons for feature locations.
How has my local area changed over time?	Compare maps and photographs to identify continuity and change.
How is land used in New Delhi?	Locate India and New Delhi and identify different forms of land use.
How does New Delhi compare with my local area?	Use evidence to identify similarities and differences without stereotyping.

Who lives in Antarctica?

Source: Kapow Cycle B

Learning Question / Learning Objective	Key learning
What is climate?	Distinguish weather from climate and use data to describe long-term conditions.
Where is Antarctica?	Locate Antarctica, the Southern Ocean and South Pole; use latitude to explain climate.
Who lives in Antarctica?	Explain that there is no permanent resident population; describe scientific work and adaptation.
Who was Shackleton?	Use maps and sources to explain the geographical challenges of Antarctic exploration.
Can we plan an expedition around school?	Plan a route and checkpoints using symbols, compass directions and appropriate data collection.
How did our expedition go?	Present findings and evaluate the route, methods and reliability of evidence.

What are rivers and how are they used?

Source: Kapow Cycle B

Learning Question / Learning Objective	Key learning
What is the water cycle?	Describe evaporation, condensation, precipitation and collection and connect these to rivers.
How is a river formed?	Explain flow from source to mouth and identify tributary, meander and floodplain.
Where can we find rivers?	Locate major UK and world rivers and recognise drainage basins.
How are rivers used?	Describe uses including water supply, farming, transport, energy and recreation.
What can we find out about our local river?	Frame an enquiry and collect observations, measurements, sketches or photographs safely.
What features does our local river have?	Identify features from field evidence, present results and evaluate the enquiry.

Year 4/5 - Elms - Cycle B (2026-27)

Marvellous Maps

Source: Not identified as Kapow in the LTP

Learning Question / Learning Objective	Key learning
Use an atlas to locate countries worldwide.	Use contents, indexes and coordinates; locate countries in Europe and the Americas.
Identify landmarks using OS symbols and keys.	Interpret common symbols and distinguish mapped human and physical features.
Describe routes using eight compass points.	Use eight-point compass directions accurately to communicate orientation and routes.
Locate features using four- and six-figure grid references.	Use four figures for grid squares and six figures for precise feature locations.
Plan journeys using OS maps.	Combine scale, symbols, keys, compass directions and grid references to justify a route.
Locate UK counties, cities and regions and compare sources.	Identify land-use patterns and change by comparing maps and photographs.

North and South America

Source: Not identified as Kapow in the LTP

Learning Question / Learning Objective	Key learning
Where are North and South America?	Locate both continents, hemispheres, Equator, oceans, selected countries and capitals.
What are the different climates?	Relate climate patterns to latitude, altitude and distance from the sea; interpret climate graphs.
What are the key physical features?	Locate major mountain ranges, rivers, plains, rainforests and deserts.
How do people live in the Americas?	Compare carefully selected localities and explain physical influences on settlement and life.
How do people make money?	Connect resources, farming, industry, trade, tourism and services to particular places.
How can I plan a journey across the Americas?	Justify a route using distance, terrain, climate, transport, time and purpose.

Where does our food come from?

Source: Kapow Cycle A 3/4 unit adapted for Year 4/5

Learning Question / Learning Objective	Key learning
How can food choices impact the environment?	Explain impacts of food production and transport on land, water, energy and emissions.
What does it mean to trade responsibly?	Explain fair pay, working conditions and environmental responsibility in trade.
How do we get our chocolate?	Sequence the cocoa supply chain and identify producers, manufacturers, retailers and consumers.
Where does our food come from?	Use labels and maps to trace origins and explain local production and importing.
Are our school dinners locally sourced?	Collect and map ingredient evidence and recognise limitations in the data.
Is local or imported food better?	Weigh distance, seasonality, production, cost and fairness to reach a balanced conclusion.

Year 6 - Mighty Oaks (2026-27)

Why does population change?

Source: Kapow Cycle B 5/6

Learning Question / Learning Objective	Key learning
How is the global population changing?	Interpret maps, graphs and data to describe trends and regional variation.
What are birth and death rates?	Define birth rate, death rate and natural increase and link them to growth or decline.
Why do people migrate?	Distinguish internal and international migration and explain complex push and pull factors.
How is climate change impacting population?	Connect hazards, water, food security and sea-level rise to settlement and movement.
How is population impacting our environment?	Use evidence to explain effects on resources, waste, habitats and emissions and consider responses.

Where does our energy come from?

Source: Kapow Cycle A 5/6

Learning Question / Learning Objective	Key learning
Why is energy important?	Explain how energy supports homes, transport, industry and services.
What is renewable energy?	Compare renewable and non-renewable sources, including advantages and limitations.
How does the United States generate energy?	Use thematic maps and data to relate the energy mix to resources, geography and demand.
How does the United Kingdom generate energy?	Interpret supplied data and locate infrastructure using geographical factors.
What is the best way to generate energy?	Evaluate reliability, emissions, cost, landscape, habitat and community impact.
Where is the best place for a solar panel at school?	Collect shade, aspect and site data; map and analyse evidence to recommend a location.

Can I carry out independent fieldwork?

Source: Kapow Cycle B 5/6

Learning Question / Learning Objective	Key learning
Developing an enquiry question	Create a focused, answerable geographical question and identify needed evidence.
Creating data collection methods	Select suitable quantitative and qualitative methods, sampling and recording formats.
Mapping a route	Plan an efficient route using scale, symbols, grid references and checkpoints.
Collecting the data	Apply methods consistently and follow agreed safety and ethical procedures.
Analysing the data	Use maps, graphs, tables or annotated photographs to identify patterns and anomalies.
Presenting the data	Answer the question with evidence and evaluate reliability, limitations and improvements.