



Geography

Geography Curriculum

Learning in Geography should inspire pupils, developing a curiosity about the world. Teaching should enable pupils to explore the world, to ask questions and to collect and share information supporting them to understand how Geography shapes everyone's lives.

By having regular opportunity to complete fieldwork, pupils should experience a variety of sources to learn about different landscapes, climates and human impact, making links to how this impacts on people all over the world.

Our focus on map work throughout the curriculum means pupils should develop a detailed knowledge of the names and locations of places and use geographical vocabulary to describe human and physical geographical features, commenting on similarities and differences.

Scheme Used

At Benson, we follow the Kapow scheme. Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through the scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development Matters statements and Early Learning Goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Teaching of Geography

Geography is taught using the Kapow scheme for three terms of the year. These units are planned to link in with other subject areas, where possible.

Fieldwork is planned to support learning as part of every unit of learning. This fieldwork either takes place in the school grounds or as a trip or walk within Benson or a trip further afield

Support and Adaptations for Children with SEND

Geography learning is adapted for children with SEND by:

- using simplified version of maps or aerial photos with fewer or additional labels as appropriate

- using of peer to peer support
- using of diagrams and visuals to support explanation of key ideas
- using of auditory learning using songs, stories, podcasts
- using of knowledge organisers / topic cover pages to give easy access to key concepts
- displaying key vocabulary on display, pre-teaching of key vocabulary
- considering a variety of assessment methods, e.g. practical demonstrations, oral presentations, group work
- collaborating with SENCO to ensure most appropriate adaptations are used
- collaborating with parents where needed to ensure children with SEND are able to access (external) fieldwork opportunities

Recording of Work and Assessment

Recording of Work

- In Reception, Geography learning is captured in a whole class floor book.
- In years 1 - 6, each child records their learning in their own Humanities exercise book, which encompasses both their Geography and History learning.
- Every unit of learning has a cover page showing whether the unit of learning is a Geography or History topic and includes details of key learning (skills and knowledge) and some key vocabulary.

Other assessment methods

- Each lesson starts with a recap and recall activity, to allow teachers to assess prior knowledge, and ends with a wrap up session to recall learning from the lesson.
- A variety of other assessment methods are utilised during lessons, eg visual presentations, oral presentations, group work, model making.
- Every unit has a quiz, with five questions for pupils in key stage 1 and ten questions for children in key stage 2. The quizzes feature closed questions and a more in-depth question at the end for children to explain their learning further and to give opportunity for pupils to demonstrate greater in-depth thinking. In addition, knowledge catchers and skills catchers allow assessments of children's ability to apply their learning to more open-ended questions.

Structure of the Geography Curriculum

Due to our class structures, topics in Geography are being taught on a two-year cycle. The creation of the two-year cycle has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by creating an engaging environment that fosters curiosity about the world and allowing children to investigate their surroundings, understanding basic concepts like weather and seasons. By additionally continuing to use familiar methods such as storytelling, and map-related activities, this approach ensures a smooth progression into Year 1 by establishing a strong understanding of geographical concepts and encouraging a love for discovery.

Cross Curricular Links

Our ongoing Nature Park project (The National Education Nature Park) encourages children to create and care for our school grounds and local green spaces while learning about nature and sustainability. We want our children to take an active role in protecting the environment and learning first-hand how Geography impacts everyday lives.

Our Nature Park project supports learning about physical and human geography, environmental processes and how to care for the planet. As the project develops, it will also provide hands-on opportunities to explore local ecosystems, understand the impact of climate change, and develop skills like map reading and data collection.

This project not only has strong links with our science curriculum but also Art, DT and PSHCE.

Wherever possible, our Geography curriculum is linked to other subject areas and to real world events. Several examples are listed below:

- Real life events - around the World news, landmark of the Day
- Science - weather and climate
- History - how landscapes and settlements have changed over time
- Maths - data handling and measurement, interpretation of graphs
- Computing - digital mapping, Google Earth, online maps
- RE - sacred places around the world
- Music - cultural diversity

Knowledge & Skills Progression 2026-2027

R	Term TBC	Term TBC	Term TBC
Units	Exploring Maps	Outdoor Adventures	Around the World
Skills: (aligned with ELGs and Development Matters statements)	- identify water on a map or globe - making observations about the features and characteristics of place - discuss how environments in stories and images are different to our environment - ask questions about the world around us - answer simple questions - represent some of the features noticed in our school - recognise features in maps - express likes and dislikes about specific places - create maps - begin to use maps and directional language	- make observations about the characteristics of places (in stories, photographs or in the school grounds/local area) -discuss how environments in stories and images are different to environments we live in -observe weather across the seasons and discuss the effect the changing seasons have on the world around us -ask and answer simple questions about the world around us - represent some of the features in the school and grounds	- make observations about the characteristics of places (in stories, photographs or in the school grounds/local area) -discuss how environments in stories and images are different to the environment we live in -answer simple questions -expressing likes and dislikes about a specific place and its features - look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes -make observations about the features of places (in stories, photographs or in the school grounds/local area) - recognise features on maps - identify land and water on a map or globe
Knowledge: (aligned with ELGs and Development Matters statements)	- know some vocabulary to describe different bodies of water, even if used inaccurately - know that a map is a picture of a place - know that usually water is represented in blue on a map or globe - know the name of our school and the place where we live - know some vocabulary to describe the characteristics of different places - know that a place and its features can be represented in a picture - know some vocabulary to describe directions	- know some vocabulary to describe different bodies of water - know some vocabulary to describe the characteristics of different places, - know that the terms Spring, Summer, Autumn and Winter describe the season - know some of the key characteristics of each season - know that there are four seasons in a year marked by certain weather conditions - know that a place and its features can be represented in a picture.	- know that places within this country can differ from each other - know that there are differences between places in this country and places in other countries - know some vocabulary to describe the characteristics of different places - know that a map is a picture of a place
Key Vocabulary:	-hill - field - building - road - house - old - school - map- sea - river - lake - pond	- weather - Spring - Summer - Autumn - Winter - seasons	- map - world - place - photo - environment - country

Y1&2	Term TBC	Term TBC	Term TBC
Units: (taught in this order)	Where am I?	What is the weather like in the UK?	What can you see at the coast?
Skills:	- ask questions about the world around me - use simple maps of my surroundings to move around	- ask questions about the world around us - use a map or atlas to locate the four countries of the UK	- classify features into human and physical features - digitally record details of local features

		- using picture maps and plans to move around the school - recognise landmarks using aerial photos	- use simple techniques to record feelings about a place - use a world map to locate the world's oceans - recognise why maps need a title - find symbols on OS maps - ask and answer simple enquiry questions using different data collection methods
Knowledge:	- locate the four countries and capital cities of the UK on map - know which country I live and the capital city of that country - know the UK is comprised of four countries and that the UK is short for 'United Kingdom' - to recognise and describe key human and physical geographical features using subject specific vocabulary	- name the seven continents of the world - know and be able to show where I live on a map - describe how weather changes with each season - know different parts of the UK experience different weather - recognise and describe key human and physical geographical features	- show on a map the oceans nearest to where I live - locate the countries of the UK on a map - know the names of the four bodies of water surrounding the UK - know characteristics of the UK's capital cities - recognise and describe key human and physical geographical features
Key Vocabulary	-fieldwork - directional language- atlas - map - - route - symbol - aerial photo - aerial view - location - feature - position	- direction - map - United Kingdom - Scotland - Wales - England - Northern Ireland - Europe - weather - season - north - south - east - west	- survey - data collection - coastline - cliff - ocean - island - landmark - sea - river - pier - sea

Y3/4	Term TBC	Term TBC	Term TBC
Units: (taught in any order)	Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?
Skills:	- find different countries and features in an atlas using the index and contents - presenting data using maps, photos and annotated data	- find different countries and features in an atlas using the index and contents - finding answers to geographical questions through data collection	- use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied - use questionnaires and interviews to collate data - suggest different ways in which localities may be changed and improved
Knowledge:	- locate countries in Europe and North and South America using maps - locate significant mountain ranges of the world - locate the world's volcanoes on a map, identifying the 'Ring of Fire' - explain how a locality has changed over time with reference to human and physical features - describe the positives and negatives of living near a volcano - know how different types of mountains and volcanoes are formed	- know the names and locations of countries and cities in Europe and North and South America - know the names of significant rivers - know the world's climate zone and biomes - know lines of latitude and the tropics are invisible lines around the globe - describe different land uses and how different people in different areas of the world have different lives - understand some causes of climate change	- finding the position of the Equator and the Tropics of Cancer and Capricorn and how these affect our environmental regions - know climate zone and biomes and that vegetation belts are areas of the world home to similar plant species - know natural resources is something that people can use from a natural environment - know the UK grows food locally and imports food from other locations
Key Vocabulary	- volcano - magma - fold mountain - fault block mountain - composite volcano - dormant - earthquake - epicentre - plate boundary	- biome - canopy layer - forest floor - emergent layer - deforestation - drought - Equator - global warming - understorey layer - vegetation belts - Tropic of Cancer - Tropic of Capricorn - data - enquiry	- air freight - sustainability - carbon footprint - food miles - reliability - trade - source - qualitative - quantitative - sample size - produce - import - export

Y5/6	Term TBC	Term TBC	Term (taught last)
Units	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
Skills:	- use maps at more than one scale - use maps, atlases, globes and digital mapping to locate countries	- identify, analyse and ask questions about relationships between features using maps	- recognise an increasing range of Ordnance Survey symbols on maps and locating features using six figure grid references

Y5/6	Term TBC	Term TBC	Term (taught last)
	and explain human and physical geographical features - use the scale bar on a map to calculate differences	- use models and maps to talk about contours and slopes - analyse data using a variety of graphs - draw conclusions about an enquiry using finding from fieldwork	- recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each - plan how to collect data to answer an enquiry based question
Knowledge:	- locate countries, cities, human and physical features on maps - identify environmental regions and the distribution of climate zones, biomes and vegetation belts - understand how climate affects trade - describe how humans can impact an environment positively and negatively	- locate the twelve geographical regions of the UK - understand how land use has changed over time - identify the location of different time zones - understand key aspects of climate, biomes and weather - understand push/pull factors of migration and the geographical issues affecting people in different countries	- use longitude and latitude when referencing locations on a globe - use maps to describe wider trading routes - give examples of different viewpoints in regard to environmental issues linked to climate change
Key Vocabulary:	- climate change - glacier - sea level - longitude - latitude - hemisphere - population - scale - temperate - tourism - risk - method - feature -	- agriculture - climate - desert - desertification - renewable energy - time zone - salt flat - sand dune - tourist attraction - arid	- biofuel - coal - crude oil - contour line - hydropower - nuclear power - natural gas - energy source - renewable - non-renewable - replenish - wind - power - solar power - six-figure grid reference

Knowledge & Skills Progression 2027-2028

R	Term TBC	Term TBC	Term TBC
Units	Exploring Maps	Outdoor Adventures	Around the World
Skills: (aligned with ELGs and Development Matters statements)	- identify water on a map or globe - making observations about the features and characteristics of place - discuss how environments in stories and images are different to our environment - ask questions about the world around us - answer simple questions - represent some of the features noticed in our school - recognise features in maps - express likes and dislikes about specific places - create maps - begin to use maps and directional language	- make observations about the characteristics of places (in stories, photographs or in the school grounds/local area) - discuss how environments in stories and images are different to environments we live in - observe weather across the seasons and discuss the effect the changing seasons have on the world around us - ask and answer simple questions about the world around us - represent some of the features in the school and grounds	- make observations about the characteristics of places (in stories, photographs or in the school grounds/local area) - discuss how environments in stories and images are different to the environment we live in - answer simple questions - expressing likes and dislikes about a specific place and its features - look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes - make observations about the features of places (in stories, photographs or in the school grounds/local area) - recognise features on maps - identify land and water on a map or globe
Knowledge: (aligned with ELGs and Development Matters statements)	- know some vocabulary to describe different bodies of water, even if used inaccurately - know that a map is a picture of a place - know that usually water is represented in blue on a map or globe - know the name of our school and the place where we live - know some vocabulary to describe the characteristics of different places - know that a place and its features can be represented in a picture - know some vocabulary to describe directions	- know some vocabulary to describe different bodies of water - know some vocabulary to describe the characteristics of different places, - know that the terms Spring, Summer, Autumn and Winter describe the season - know some of the key characteristics of each season - know that there are four seasons in a year marked by certain weather conditions - know that a place and its features can be represented in a picture.	- know that places within this country can differ from each other - know that there are differences between places in this country and places in other countries - know some vocabulary to describe the characteristics of different places - know that a map is a picture of a place

Key Vocabulary:	-hill - field - building - road - house - old - school - map- sea - river - lake - pond	- weather - Spring - Summer - Autumn - Winter - seasons	- map - world - place - photo - environment - country
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Y1&2	Term TBC	Term TBC	Term TBC
Units: (taught in this order)	What is life like here?	Would you prefer to live in a hot or cold place?	What is life like in Shanghai?
Skills:	- discuss the features in the school grounds - draw features of the school grounds on a simple sketch map - answer and ask questions about simple data - use directional language to describe features in a map - recognise and describe key human and physical geographical features of where I live	- use a world map to locate the UK, Europe and the world's oceans - use locational language to describe the location of features on a map	-recognise and describe key physical and human geographical features in the UK and China - create sketch maps with appropriate labels
Knowledge:	- know the name of the country I live in - know I live on a continent called Europe - know UK is short for United Kingdom - know that a map is a picture of a place drawn from above	- name and describe key similarities and differences between Benson and Kenya - describe physical features in a hot place - to know where the Equator, North and South Poles are located - locate some hot and cold places on a map	- to name and locate the seven continents of the world on a world map - to know a continent is a group of countries - to describe key similarities and differences between Benson, the UK and Shanghai and China
Key Vocabulary:	- questionnaire - survey - symbol - distance - north - country - city - map - globe	- climate - human feature - physical feature - polar - temperate - tropical - urban - ocean - continent - Equator	- country - continent - similar - symbol - directional language - different - key - next to, behind etc

Y3&4	Term TBC	Term TBC	Term TBC
Units: (taught in any order)	Who lives in Antarctica?	Are settlements all the same?	What are rivers and how are they used?
Skills:	- know where North and South America are on a map - know the location of mountain ranges, rivers and earthquakes on a map - describe and understand use of water, types of settlement and land use - explain measure humans have taken to survive in cold places - compare lives of people from different areas of the world to the lives of people in the UK - begin to use 8 points of a compass and 4-figure grid references	- locate key physical features in countries studied including significant environmental regions - locate some key human features in countries studied - locate some counties and cities in the UK - begin to locate the twelve geographical regions of the UK - describe different types of settlement and land use - use keys on OS maps - choose the best approach to an enquiry questions	- explain how physical features have had an impact upon the surrounding landscape and communities - describe where volcanoes, earthquakes and mountains are located globally - explain why a settlement and community has grown in a particular location - explain why different locations have different human features - use maps at more than one scale - map land use in a small local area using maps and plans - ask and answer one-step and two-step geographical questions - observe, record and name geographical features in the local environments - take digital photos and label or caption them - find countries and features of countries in an atlas using contents and index
Knowledge:	- know the world's biomes - know main types of land use - know water and natural resources are used by people in a variety of ways - know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	- know the name of some local cities and counties - know different types of land use - know the difference between urban and rural - know the UK grows food locally and imports food from other countries	- locate the world's most significant mountain ranges and rivers on a map and identifying any patterns - identify key physical and human characteristics of counties, cities, geographical regions in the UK - describe how and why humans have responded in different ways to their local environments

Y3&4	Term TBC	Term TBC	Term TBC
	- know the Tropics, Equator and lines of longitude and latitude are invisible lines marking different areas of the world - know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions	- understand that a scale shows how much smaller a map is compared to real life - know that an OS map shows human and physical features as symbols - know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) - know an enquiry-based question has an open-ended answer found by research	- use the key on an OS map to name and recognise key physical and human features - accurately use 4-figure grid references to locate features - use a simple Likert Scale to record judgements of environmental quality - present data in a variety of ways - suggest different ways that a locality could be changed and improved - find answers to geographical questions through data collection
Key Vocabulary:	- climate - climate zone - compass points - direction - drifting ice - hemisphere - ice sheet - ice shelf - iceberg - lines of latitude - lines of longitude - treaty	- agricultural land - capital city - commercial land - country border - county - facilities - linear - local - nucleated - recreational land - region - residential land - settlement - transportation	- condensation - delta - estuary - evaporation - flooding - floodplain - groundwater - leisure - meander - oxbow lake - percolation - precipitation - river mouth - source - transpiration - tributary - valley - water cycle

Y5&6	Term TBC	Term TBC	Term TBC (taught last)
Units	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Skills:	- describe the 'push' and 'pull' factors that people may consider when migrating - recognise geographical issues affecting people in different places and environments - describe and explain how humans can impact the environment both positively and negatively, using examples - understand maps at more than one scale - understand how climates impact on trade, land use and settlement - understand some of the impacts and causes of climate change - give examples of alternative viewpoints and solutions used in regard to an environmental issue - describe and understand economic activity, including trade links - confidently use OS maps and six-figure grid references - present data and evidence in a variety of ways	- identify significant environmental regions on a map - identify key physical and human characteristics of the geographical regions in the UK - use maps to explore wider global trading routes - describe and understand the key aspects of the six climate zones - describe and understand economic activity, including trade links - use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied - use thematic maps to recognise and describe human and physical features studied - choose the best approach to answering an enquiry question - draw conclusions about an enquiry using findings from fieldwork - evaluate evidence collected and suggesting ways to improve this	- identify, analyse and ask questions about distributions and relationships between features using maps - recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references - recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each - use the key on an OS map to name and recognise key physical and human features in regions studied - accurately using four and six-figure grid references to locate features on a map in regions studied - make an independent or collaborative plan of how to collect data to answer an enquiry-based question - select appropriate methods for data collection
Knowledge:	- know that the global population has grown significantly since the 1950s - know which factors are considered before people build settlements - know migration is the movement of people from one country to another - know that London and the South East regions have the largest population in the UK - know the global population has grown significantly since the 1950s - know which factors are considered before people build settlements - know that qualitative data involves qualities, characteristics	- know the location of key physical features in countries studied - know why the ocean is important - know some positive and negative impacts of humans on the environment - know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries - know that a pie chart can represent a fraction or percentage of a whole set of data - be aware of some issues in the local area - know what a range of data collection methods look like - know how to use a range of data collection methods.	- know the name of many countries and major cities in Europe and North and South America - know the name of many cities in the UK - name the twelve geographical regions of the UK - know some positive and negative impacts of humans on the environment - know that contours on a map show height and slope - know that qualitative data involves qualities, characteristics and is largely opinion based and subjective - know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries

Y5&6	Term TBC	Term TBC	Term TBC (taught last)
	and is largely opinion based and subjective - be aware of some issues in the local area- - know what a range of data collection methods look like		- be aware of some issues in the local area - know what a range of data collection methods look like and how to use them
Key Vocabulary:	- birth rate - cartogram - death rate - densely populated - impact - migrants - migration - natural increase - population - population density - population distribution - pull factors - push factors - refugee - region - sparsely populated	- atmosphere - biodegradable - coral bleaching - coral reef - decompose - digital map - disposable - ecology - ecosystem - erosion - geology - habitat - human footprint - marine - microplastics - natural disaster - renewable energy - single use plastic - species	- analyse - audience - data - data collection methods - enquiry - evidence - impact -improvement - issue - presenting - process - recommendation – subjective - viewpoint