

Ingoldmells Academy Long-Term Map: Geography

Nursery					
Reception Knowledge	<p><u>Kapow – Exploring Maps</u></p> <ul style="list-style-type: none"> Activity 1 - Pirate Map Bingo - L.O – To find and name familiar features on a map Activity 2 - Our school from above - L.O - To consider shapes and positions of features when making a map. Let’s build a map! - L.O - To build and describe a model of a familiar place. Creating journey sticks - L.O - To describe a journey using found objects as prompts. Investigating maps - To explore a range of maps. Map making - To apply their knowledge of maps to make their own. 	<p><u>Kapow – Outdoor adventures</u></p> <ul style="list-style-type: none"> Activity 1 – Nature catchers - L.O - To explore natural objects using the senses Activity 2 – Observational painting L.O - To explore and make observations of the world around them. Activity 3 - Exploring the weather - L.O - To describe the effects of different weather conditions. Activity 4 - Senses in nature - L.O - To use the senses to observe and talk about experiences whilst outside. Activity 5 - Exploring the seasons - L.O - To begin to notice some of the features of the changing seasons. Activity 6 - Dress the teddy - L.O - To begin to recognise seasonal weather conditions. <p>(Optional activity – How can we welcome animals on the school grounds. L.O – To understand how to help local animals by making places for them to live.)</p>		<p><u>Kapow – Around the world</u></p> <ul style="list-style-type: none"> Activity 1 – Home or away? L.O - To compare features in the local environment to other places around the world. Activity 2 – Bear’s UK travels L.O - To compare contrasting places within the UK. Activity 3 – City or countryside? - L.O - To recognise the difference between city and countryside environments. Activity 4 – Exploring world landscapes L.O - To compare different landscapes around the world. Activity 5 – Desert explorers - L.O - To understand the characteristics of desert environments, including climate and landscape. Activity 6 – Polar explorers - L.O - To explore and understand life in a cold place, comparing and contrasting it with our own lives. 	
Vocabulary	<p>above aerial bird's eye view building car park direction feature field house identify journey lake map</p>	<p>acorn bark big/small bright/dark colour dry/wet feather flower freezing/frosty gentle/rough hot leaf long/short</p>		<p>beach blizzard building bus stop cactus camel church city/village cottage countryside desert explorer farm</p>	

Ingoldmells Academy Long-Term Map: Geography

	<p>park path/road photograph pirate river route town/village treasure</p>	<p>loud notice observe rain seed snow soft/hard smell/sound/touch sour/sweet spiky spring/summer/autumn/winter straight sun/sunny tickly twig</p>	<p>field flats forest hill/mountain ice lamp post land map palm tree playground polar pond post box postcard rainforest river roundabout sand dune scientists snow storm tractor travel waterfall weather</p>
<p>Year 1/2 Knowledge</p>	<p><u>Kapow – Cycle A</u> <u>What is it like here?</u></p> <ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? 	<p><u>Kapow – Cycle A</u> <u>What is the weather like in the UK?</u></p> <ul style="list-style-type: none"> • Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? • Is the weather the same everywhere in the UK? • How do people prepare for the winter? 	<p><u>Kapow – Cycle A</u> <u>What is it like to live by the coast?</u></p> <ul style="list-style-type: none"> • Where are the seas and oceans surrounding the UK? • What is the coast? • What are the features of the Jurassic coast? • How do people use Weymouth?(Skegness) • How do people use our local coast? (Data collection) • How do people use our local coast? (Findings)

Ingoldmells Academy Long-Term Map: Geography

Vocabulary	left/right next to near aerial photo map England Wales Scotland Ireland Northern Island	spring summer autumn winter sunny thunder and lightning windy snow rain cloud	cliff coastline beach sand dune stack arch cave
Cross curricular links	Maths – position and direction – using directional language to locate features	Maths – position and direction – using compass points to describe the location of features Science – seasonal changes	Maths – statistics – constructing and interpreting simple pictograms and tally charts
Year 3/4 Knowledge	<u>Kapow Cycle A</u> <u>Why do people live near volcanoes?</u> <ul style="list-style-type: none"> How is the Earth constructed? Where are mountains found? Why and where do we get volcanoes? What are the effects of a volcanic eruption? What are earthquakes and where do we get them? Where have the rocks around school come from? 	<u>Kapow Cycle A</u> <u>Why are rainforests important to us?</u> <ul style="list-style-type: none"> Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is our local woodland used? – Data collection How is our local woodland used? – Findings 	<u>Kapow Cycle A</u> <u>Where does our food come from?</u> <ul style="list-style-type: none"> How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food?
Vocabulary	convergent divergent extinct dormant mantle inner/outer core crust tectonic plates shield volcano	biome tropical rainforest emergent layer canopy layer understory layer forest floor logging deforestation global warming	Biome food miles import consume trade cooperative responsible trade seasonal food sustainability

Ingoldmells Academy Long-Term Map: Geography

	composite volcano	mining	source	
Cross curricular links	Science – rocks Computing – using search engines effectively	Maths – statistics – presenting and interpreting data in tally and bar charts Science – plants, animals including humans and living things and their habitats	Maths – measurements – converting units - statistics – interpreting data from a tally chart	
Year 5 Knowledge	<u>Kapow - What is life like in the Alps?</u> <ul style="list-style-type: none"> Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps? 	<u>Kapow - Would you like to live in a desert?</u> <ul style="list-style-type: none"> What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in a desert? 	<u>Kapow - Why do oceans matter?</u> <ul style="list-style-type: none"> How do we use our oceans? What is the Great Barrier reef? Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment? – Data collection How littered is our marine environment? – Findings 	
Vocabulary	leisure tourist tourism fold mountain tectonic plates climate Mont Blanc	drought desertification flash floods biome arid barren climate mining ranching renewable energy sand dune salt flat	ocean current coral reef coral bleaching marine threat microplastics acidification overfishing biodegradable marine protected area single-use plastic climate change	
Cross curricular links	Science – rocks – formation of mountains	Science – states of matter – evaporation Living things – impact of human activity on an environment	Maths – statistics – creating a pie chart	
Year 6 Knowledge	<u>Kapow - Where does our energy come from?</u> <ul style="list-style-type: none"> Why is energy important? What is renewable energy? 		<u>Kapow - Can I carry out an independent fieldwork enquiry?</u>	<u>Kapow - Why does population change?</u> <ul style="list-style-type: none"> How is the global population changing?

Ingoldmells Academy Long-Term Map: Geography

	<ul style="list-style-type: none"> • How does the United States generate energy? • How does the United Kingdom generate energy? • What is the best way to generate energy? <p>Where is the best place for a solar panel on the school grounds?</p>			<ul style="list-style-type: none"> • Developing an enquiry question • Creating data collection methods • Mapping a route • Collecting the data • Analysing the data • Presenting the data 	<ul style="list-style-type: none"> • What are birth and death rates? • Why do people migrate? • How is climate change impacting the population? • How is population impacting our environment? (data collection) • How is population impacting our environment (findings)
Vocabulary	<p>renewable energy non-renewable energy fossil fuel hydropower wind power geothermal energy biofuel sola power nuclear power natural gas crude oil coal</p>			<p>analyse audience data enquiry impact improvement present process risk route viewpoint</p>	<p>population densely populated sparsely populated population distribution push factors pull factors migration refugee emigration/ immigration</p>
Cross curricular links	<p>Science – Earth and space – comparing the times of day at different places on Earth</p>			<p>Computing – using digital mapping software, designing data collection templates, creating a presentation</p>	<p>Maths – statistics – Interpreting a pie chart and drawing a line graph</p>

Ingoldmells Academy Long-Term Map: Geography

National Curriculum Objectives – KS1	Primary Geography Strands	Year 1/2 - 2025 – 2026			Year 1/2 - 2026 – 2027		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	Locational knowledge			✓		✓	✓
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Locational knowledge		✓	✓	✓		
<ul style="list-style-type: none"> 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 	Place knowledge					✓	✓
<ul style="list-style-type: none"> 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 	Human and physical		✓			✓	
<ul style="list-style-type: none"> 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 	Human and physical	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Human and physical	✓		✓	✓	✓	✓

Ingoldmells Academy Long-Term Map: Geography

<ul style="list-style-type: none"> 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 	Geographical skills and fieldwork	✓	✓	✓			
<ul style="list-style-type: none"> 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 	Geographical skills and fieldwork	✓	✓	✓			
<ul style="list-style-type: none"> 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 	Geographical skills and fieldwork	✓		✓			
<ul style="list-style-type: none"> 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. 	Geographical skills and fieldwork	✓	✓	✓			

National Curriculum Objectives – Lower KS2	Primary Geography Strands	Year 3/4 – 2025 - 2026			Year 3/4 – 2026 - 2027		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
<ul style="list-style-type: none"> 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 	Locational knowledge	✓	✓	✓	✓	✓	✓

Ingoldmells Academy Long-Term Map: Geography

characteristics, countries, and major cities							
<ul style="list-style-type: none"> 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 	Locational knowledge					✓	✓
<ul style="list-style-type: none"> 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) 	Locational knowledge		✓		✓		
<ul style="list-style-type: none"> 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 within North or South America 	Place knowledge	✓		✓		✓	
<ul style="list-style-type: none"> 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 and physical	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including 	Human and physical	✓	✓	✓	✓	✓	✓

Ingoldmells Academy Long-Term Map: Geography

trade links, and the distribution of natural resources including energy, food, minerals and water							
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> use the eight points of a compass, four and six-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 	Geographical skills and fieldwork				✓	✓	✓
<ul style="list-style-type: none"> 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. 	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓

National Curriculum Objectives – Upper KS2	Primary Geography Strands	Year 5			Year 6		
		What is life like in the Alps?	Would you like to live in a desert?	Why do oceans matter?	Where does our energy come from?	Why does population change?	Can I carry out an independent fieldwork enquiry?
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their 	Locational knowledge	✓	✓	✓	✓	✓	

Ingoldmells Academy Long-Term Map: Geography

environmental regions, key physical and human characteristics, countries, and major cities							
<ul style="list-style-type: none"> 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 	Locational knowledge	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> 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) 	Locational knowledge	✓	✓		✓		
<ul style="list-style-type: none"> 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 within North or South America 	Place knowledge	✓	✓		✓	✓	
<ul style="list-style-type: none"> 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 and physical	✓	✓	✓			
<ul style="list-style-type: none"> describe and understand key aspects of: human geography, including: types 	Human and physical	✓	✓	✓	✓	✓	✓

Ingoldmells Academy Long-Term Map: Geography

of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water							
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> use the eight points of a compass, four and six-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 	Geographical skills and fieldwork	✓	✓		✓		✓
<ul style="list-style-type: none"> 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. 	Geographical skills and fieldwork	✓		✓	✓	✓	✓