

# Geography Long-Term Plan

**Kapow Primary | Mixed-Age Programme | 2026-2028**

*We Learn. We Love. We Belong.*

Geography at Cavendish enables pupils to understand their place in the world and the relationships between people, places and environments. Through carefully sequenced Kapow Primary enquiries, pupils build secure locational and place knowledge, understand significant human and physical processes, and learn to collect, interpret and communicate geographical information. The curriculum moves from the familiar school and village environment to the United Kingdom, Europe and the wider world, while repeatedly returning to maps, fieldwork, sustainability and geographical enquiry.

## Mixed-age organisation

- Robins: EYFS, Year 1 and Year 2. Reception children access the shared theme through Understanding the World, while Year 1 and Year 2 pupils work towards the statutory Key Stage 1 Geography programme of study.
- Wrens: Year 3 and Year 4. Pupils follow a two-year programme that develops regional knowledge, physical and human processes, mapping and increasingly systematic fieldwork.
- Owls: Year 5 and Year 6. Pupils apply knowledge at greater scale and complexity, analyse interdependence and sustainability, and complete increasingly independent geographical enquiries.
- The current academic year, 2026/27, follows Cavendish Cycle B. Cavendish Cycle A is taught in 2027/28. The school overview deliberately draws units from both original Kapow cycles; the original Kapow label is shown beside each unit.
- Geography is taught as one substantive unit each term. Kapow lessons are taught in sequence because knowledge and skills build lesson by lesson. Teachers adapt access and expected independence without reducing the intended geographical content.

## EYFS foundations in Robins

Reception children are not assessed against the National Curriculum for Geography. They develop the foundations for Key Stage 1 through first-hand exploration, stories, maps, seasonal observation and talk about familiar and contrasting places.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain similarities and differences between life in this country and life in other countries, drawing on stories, maps and images.
- Explore the natural world, describe what they see, hear and feel, and recognise seasonal change.
- Use positional and directional language, follow simple routes and begin to represent familiar places.
- Develop curiosity, care and responsibility for the school grounds, woodland, Peace Garden and wider village environment.

## Cavendish teaching expectations

- Use the Cavendish 5: retrieval; I Do, We Do, You Do; purposeful practice; high-quality questioning; and feedback.
- Begin every unit with a map at an appropriate scale and explicitly connect the new place or process to prior learning.
- Teach geographical vocabulary directly and expect pupils to use it accurately in speech, diagrams, maps and written conclusions.
- Use atlases, globes, aerial photographs, digital mapping and Ordnance Survey mapping regularly rather than as occasional extras.
- Follow the enquiry cycle: question, observe, measure, record and present. Fieldwork must lead to analysis and a geographical conclusion.
- Build local knowledge through planned use of the school grounds, Cavendish village, woodland, the River Stour catchment and accessible nearby settlements.
- Make climate, sustainability, stewardship and interdependence explicit where they arise naturally in the planned curriculum.

# Whole-School Geography Overview

Current teaching cycle: Cavendish Cycle B 2026/27 | Next teaching cycle: Cavendish Cycle A 2027/28

| Class / cycle                               | Autumn                                               | Spring                                                             | Summer                                                              | Coverage emphasis                                                                                         |
|---------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Robins<br>EYFS/Y1/Y2<br>Cavendish B 2026/27 | Where am I?<br>(Kapow Y1/2 B)                        | Would you prefer to live in a hot or cold place?<br>(Kapow Y1/2 B) | What can you see at the coast?<br>(Kapow Y1/2 A)                    | Local place and mapping → contrasting climate and place → UK coast and fieldwork.                         |
| Wrens<br>Y3/4<br>Cavendish B 2026/27        | Why do people live near volcanoes?<br>(Kapow Y3/4 A) | Why are rainforests important to us?<br>(Kapow Y3/4 A)             | Where does our food come from?<br>(Kapow Y3/4 A)                    | Physical processes and risk → biome, climate and sustainability → trade, food and interdependence.        |
| Owls<br>Y5/6<br>Cavendish B 2026/27         | Why does population change?<br>(Kapow Y5/6 B)        | Why do oceans matter?<br>(Kapow Y5/6 B)                            | Can I carry out an independent fieldwork enquiry?<br>(Kapow Y5/6 B) | Population and migration → ocean systems and environmental impact → independent disciplinary application. |
| Robins<br>EYFS/Y1/Y2<br>Cavendish A 2027/28 | What is it like here?<br>(Kapow Y1/2 A)              | What is the weather like in the UK?<br>(Kapow Y1/2 A)              | What is it like to live in Shanghai?<br>(Kapow Y1/2 B)              | School and locality → UK weather and seasons → global comparison at neighbourhood scale.                  |
| Wrens<br>Y3/4<br>Cavendish A 2027/28        | Who lives in Antarctica?<br>(Kapow Y3/4 B)           | Are all settlements the same?<br>(Kapow Y3/4 B)                    | What are rivers and how are they used?<br>(Kapow Y3/4 B)            | Polar place and exploration → settlement comparison → river processes, use and local fieldwork.           |
| Owls<br>Y5/6<br>Cavendish A 2027/28         | What is life like in the Alps?<br>(Kapow Y5/6 A)     | Would you like to live in the desert?<br>(Kapow Y5/6 A)            | Where does our energy come from?<br>(Kapow Y5/6 A)                  | European region and tourism → arid environments and adaptation → resources, energy and sustainability.    |

## Optional sustainability enrichment

- EYFS: How can we welcome animals on the school grounds?
- Robins: How can our journey to school help the environment? / How can we look after a garden?
- Wrens: How can we use plastic more sustainably? / How sustainable is our school?
- Owls: What actions can we take to make the world more sustainable? / What is fast fashion and why is it a problem?

## National Curriculum Coverage Matrix

Coverage is judged across the complete two-year mixed-age cycle, not within one individual academic year.

| Code    | Statutory KS1 statement                                                                                                                                                | Evidence across Robins Cycle A and B                                                                                          |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| KS1-L1  | Name and locate the world's seven continents and five oceans.                                                                                                          | Hot/cold places and Shanghai establish continent and ocean knowledge; coast work reinforces seas and global location.         |
| KS1-L2  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.                                     | What is it like here?, Where am I?, UK weather and coast units revisit UK countries, capitals, location and surrounding seas. |
| KS1-P1  | Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country.                                   | Kenya and Shanghai are compared directly with Cavendish and the local area.                                                   |
| KS1-HP1 | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and the North and South Poles.                | What is the weather like in the UK? and Would you prefer to live in a hot or cold place?                                      |
| KS1-HP2 | Use basic geographical vocabulary for key physical and human features.                                                                                                 | Explicitly taught across local area, weather, coast, Kenya and Shanghai enquiries.                                            |
| KS1-S1  | Use world maps, atlases and globes to identify the UK, its countries, continents and oceans.                                                                           | Embedded across all six units, with repeated retrieval and increasing independence.                                           |
| KS1-S2  | Use simple compass directions and locational/directional language to describe locations and routes.                                                                    | School mapping, weather fieldwork and coast/local area studies.                                                               |
| KS1-S3  | Use aerial photographs and plan perspectives; recognise landmarks and features; devise a simple map and use basic symbols in a key.                                    | What is it like here?, Where am I? and What is it like to live in Shanghai?                                                   |
| KS1-S4  | Use simple fieldwork and observational skills to study the geography of the school and its grounds and key human and physical features of the surrounding environment. | Every KS1 cycle includes school-ground or local-area fieldwork; coast fieldwork extends beyond the immediate locality.        |

| Code    | Statutory KS2 statement                                                                                                                                                                                   | Evidence across Wrens and Owls                                                                                                   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| KS2-L1  | Locate countries of the world, using maps to focus on Europe and North and South America, and identify environmental regions, key physical and human characteristics, countries and major cities.         | Alps, Antarctica, rainforests, deserts, oceans, population, food and energy units provide repeated regional and global mapping.  |
| KS2-L2  | Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features and land-use patterns; understand change over time.    | Settlement, population, rivers, local fieldwork and energy enquiries require explicit UK mapping and local/regional comparison.  |
| KS2-L3  | Identify the position and significance of latitude, longitude, Equator, hemispheres, tropics, polar circles, Prime/Greenwich Meridian and time zones.                                                     | Antarctica, rainforests, deserts, oceans and global population studies revisit absolute location and global pattern.             |
| KS2-P1  | Understand geographical similarities and differences through study of a region of the UK, a region in a European country and a region within North or South America.                                      | Local/UK regions are compared with the Alps and Amazonian rainforest contexts; wider world case studies deepen comparison.       |
| KS2-HP1 | Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.                              | Volcanoes, Antarctica, rainforests, rivers, Alps, deserts and oceans provide direct and cumulative coverage.                     |
| KS2-HP2 | Describe and understand key aspects of human geography, including settlements, land use, economic activity, trade links and distribution of natural resources including energy, food, minerals and water. | Settlements, food, population, oceans, Alps tourism and energy provide explicit human geography and interdependence.             |
| KS2-S1  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                                                                                                 | Embedded in every unit; digital mapping and OS mapping become increasingly prominent in UKS2.                                    |
| KS2-S2  | Use the eight points of a compass, four- and six-figure grid references, symbols and keys, including Ordnance Survey maps.                                                                                | Progresses from route work in Antarctica and local settlement mapping to systematic OS and grid-reference use in UKS2 fieldwork. |
| KS2-S3  | Use fieldwork to observe, measure, record and present human and physical features using sketch maps, plans, graphs and digital technologies.                                                              | Planned fieldwork across both cycles culminates in Owls' independent enquiry.                                                    |

### Coverage judgement

The complete Cavendish sequence provides full coverage of the statutory Geography programmes of study. Locational and place knowledge are revisited through increasingly distant and complex contexts; human and physical geography are connected rather than taught in isolation; and geographical skills develop from simple observation and mapping to planned, evaluated and independently communicated fieldwork.

## Progression in Geographical Knowledge and Concepts

| Concept                                 | Robins: EYFS/Y1/Y2                                                   | Wrens: Y3/4                                                             | Owls: Y5/6                                                                                      |
|-----------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Place                                   | Describe familiar places and compare simple features.                | Explain how places are shaped by physical and human characteristics.    | Evaluate changing places, varied experiences and connections between places.                    |
| Space and location                      | Use relative position, simple routes and broad global location.      | Use compass points, atlases and increasingly precise regional location. | Use latitude/longitude, grid references, scale and digital mapping with precision.              |
| Scale                                   | Move from classroom and school to UK and contrasting world places.   | Connect local, regional, national and global patterns.                  | Explain how processes operate differently and interact across scales.                           |
| Physical processes                      | Recognise weather, seasons and common physical features.             | Explain volcanoes, climate, biomes, rivers and landscape processes.     | Analyse complex systems, environmental change, hazards and adaptation.                          |
| Human processes                         | Identify settlements, land use and how people use places.            | Explain settlement, trade, food systems and resource use.               | Analyse population, migration, tourism, energy and competing demands.                           |
| Interdependence                         | Notice that places and people are connected.                         | Explain links through food, trade, resources and environmental systems. | Evaluate global networks, dependency, inequality and consequences of choices.                   |
| Environmental impact and sustainability | Care for familiar environments and identify simple positive actions. | Explain pressures on forests, rivers, food and settlements.             | Evaluate evidence, trade-offs and feasible responses to population, oceans, energy and climate. |
| Cultural awareness and diversity        | Recognise that lives and places can be similar and different.        | Use case studies without stereotyping and recognise varied experiences. | Analyse multiple perspectives and avoid treating communities or regions as uniform.             |

### Substantive, procedural and disciplinary knowledge

| Type                                                 | Meaning                                                                                                                | Implementation at Cavendish                                                              |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Substantive knowledge: knowing about                 | Places, locations, environments and the human and physical processes that shape them.                                  | Knowledge organisers, retrieval, maps, vocabulary and precise explanation.               |
| Procedural knowledge: knowing how                    | How to use maps and geographical tools; collect, record, analyse and communicate data.                                 | Modelled map work, field sketches, measurements, graphs, GIS and presentations.          |
| Disciplinary knowledge: geographical ways of knowing | How geographers frame questions, select methods, test evidence, recognise limitations and reach justified conclusions. | The enquiry cycle in every fieldwork study, with increasing pupil choice and evaluation. |

### The enquiry cycle

Question → Observe and plan → Measure and collect → Record and analyse → Present and evaluate. Pupils should know why a method has been selected, whether the evidence is sufficient, and how confidently it supports the conclusion.

## Planned Fieldwork and Local Curriculum

Fieldwork is a statutory and central element of Geography. It is planned in advance, risk assessed and connected directly to the unit enquiry. Where Kapow suggests a generic local setting, Cavendish should use the school grounds, woodland, Peace Garden, village, nearby river environments and accessible towns wherever these provide a valid geographical context.

| Unit                             | Location                          | Fieldwork focus                                                                                | Cavendish application                                                                         |
|----------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Robins B – Where am I?           | School grounds                    | Identify features; use sketch maps and symbols; map feelings associated with different places. | School building, playground, field, woodland and Peace Garden.                                |
| Robins B – Hot or cold place?    | School grounds                    | Measure and record local weather; compare with polar and Kenyan contexts.                      | Use repeated observations and simple tables/pictograms.                                       |
| Robins B – Coast                 | Coastal or visitor location       | Tally how people use a place; distinguish human and physical features.                         | Plan a Suffolk coast visit where feasible; otherwise adapt carefully to a visitor settlement. |
| Robins A – What is it like here? | School grounds                    | Follow routes, observe features and enquire how the playground could be improved.              | Strong pupil-voice and stewardship link.                                                      |
| Robins A – UK weather            | School grounds                    | Seasonal observations, compass directions and weather diary.                                   | Use the same observation points over time.                                                    |
| Robins A – Shanghai              | Local area around school          | Collect local feature data and create a simple comparative map.                                | Cavendish village walk with photographs and tallying.                                         |
| Wrens B – Volcanoes              | School grounds                    | Observe and record rock locations; discuss origins and uses.                                   | Link to school materials and local geology where appropriate.                                 |
| Wrens B – Rainforests            | Local woodland or park            | Collect data about how woodland is used.                                                       | Cavendish woodland: users, activities, biodiversity and management.                           |
| Wrens B – Food                   | School grounds / catering enquiry | Interview and investigate where school food is sourced.                                        | Link with Hundon catering and food miles.                                                     |
| Wrens A – Antarctica             | School grounds                    | Follow and map a compass route inspired by expedition travel.                                  | Route design, navigation and reflection on method.                                            |
| Wrens A – Settlements            | Cavendish village/local area      | Map human and physical features and explain their location.                                    | Village form, church, services, roads, land use and change.                                   |
| Wrens A – Rivers                 | River environment                 | Identify and map river features, uses and human influence.                                     | Use a safe accessible River Stour catchment location.                                         |
| Owls B – Population              | Nearby urban area                 | Collect and interpret traffic and litter data to explore population pressure.                  | Compare Cavendish with Sudbury or another suitable settlement.                                |
| Owls B – Oceans                  | Marine/freshwater environment     | Classify and quantify litter; analyse sources and impact.                                      | Coast, river, reservoir, lake or pond according to safe access.                               |
| Owls B – Independent enquiry     | Local area                        | Plan a full enquiry, select methods, collect data, analyse, present and evaluate.              | Choose a meaningful Cavendish issue with an authentic audience.                               |
| Owls A – Alps                    | Local area                        | Investigate recreational land use and compare tourism functions.                               | Map leisure opportunities and environmental pressures.                                        |
| Owls A – Desert                  | No required fieldwork             | Use remote evidence, climate data, mapping and case-study evaluation.                          | Retain strong disciplinary use of secondary sources.                                          |
| Owls A – Energy                  | School grounds                    | Collect and present data to identify the best location for solar panels.                       | Orientation, shade, land use, viewpoints and practical constraints.                           |

### Fieldwork evidence to retain

- Enquiry question and rationale for the selected method.
- Risk assessment and evidence of preparation where pupils leave the school grounds.
- Raw data as well as polished outcomes: tallies, measurements, photographs, maps, field sketches, questionnaires or audio records.
- Analysis showing patterns, anomalies and comparison, not simply a record of the visit.
- A conclusion that answers the enquiry question and an evaluation of the reliability and limitations of the evidence.

# Assessment, Inclusion and Subject Leadership

## Assessment and evidence

- Use low-stakes retrieval to check place, location, vocabulary, map knowledge and prior processes throughout each unit.
- Assess whether pupils can use knowledge to answer the enquiry question, interpret evidence and explain relationships between human and physical geography.
- Retain purposeful evidence: annotated maps, fieldwork records, diagrams, data displays, discussion notes and final conclusions.
- End-of-unit judgements should identify whether pupils are working towards, meeting or exceeding the phase expectation, with consideration of both substantive knowledge and geographical skill.
- Do not judge Geography primarily by the quantity or presentation of writing. Pupil talk, mapping, data handling and fieldwork reasoning are equally important.

## Inclusion

- Pre-teach vocabulary and use photographs, maps, objects, models, diagrams and oral rehearsal to support access.
- Break complex maps and data into purposeful steps, then remove scaffolds as pupils become more secure.
- Adapt access, not ambition: all pupils should encounter the central place, process, concept and enquiry question.
- Use mixed-age grouping deliberately for fieldwork roles while ensuring that younger pupils and pupils with SEND also collect, interpret and explain evidence.
- Provide alternative recording approaches where needed, including labelled maps, oral explanation, photographs, symbols and supported data tables.

## Subject leadership and monitoring

- Check that the correct Cavendish cycle and named Kapow units are being followed and that lessons remain in sequence.
- Audit maps, atlases, globes, compasses, OS resources and fieldwork equipment so statutory skills can be taught routinely.
- Sample whether pupils can locate current and previously studied places and explain connections between them.
- Use pupil voice to test vocabulary, map fluency, understanding of processes, fieldwork methods and the ability to justify conclusions.
- Monitor explicit evidence of UK countries, capitals, counties/cities, surrounding seas, continents/oceans, latitude/longitude, compass and grid-reference work.
- Review the experience and outcomes of disadvantaged pupils and pupils with SEND through books, fieldwork participation, discussion and lesson visits.
- Record Cavendish-specific enrichment and stewardship so the local curriculum is visible rather than generic.

## Statutory and supporting source links

- **National Curriculum in England: Geography programmes of study (KS1 and KS2):** <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>
- **Early Years Foundation Stage statutory framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Development Matters:** <https://www.gov.uk/government/publications/development-matters--2>
- **Ofsted subject report: Getting our bearings - Geography:** <https://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report>

## Source documents used

- Cavendish Geography Long Term Plan supplied July 2026.
- Kapow Primary: Geography Long-term plan - mixed-age, version created 5 June 2025.
- Department for Education: National Curriculum in England - Geography programmes of study.
- Department for Education: Early Years Foundation Stage statutory framework.