St Mary's Junior School
Geography Curriculum

KS2 Geography Curriculum Intent (Aligned with Kapow Primary)

Our KS2 Geography curriculum aims to inspire pupils' curiosity and fascination about the world and its people, building on the strong foundations established in KS1. Through the Kapow Primary scheme, pupils develop a secure understanding of diverse places, people, resources and natural and human environments, alongside a deepening knowledge of the Earth's key physical and human processes.

By the end of KS2, pupils will:

- Develop Locational Knowledge

Pupils will broaden their understanding of global geography by studying contrasting regions such as the **Alps**, **deserts**, **rainforests**, **oceans**, and **Antarctica**. They will locate these places using maps, atlases, digital mapping and globes, developing confidence in identifying continents, countries, major cities, climate zones, biomes and key physical features.

- Strengthen Place Knowledge

Through enquiry-led units such as *Why do people live near volcanoes?*, *What is life like in the Alps?*, and *Would you like to live in the desert?*, pupils compare and contrast different environments, cultures and ways of life. They learn to appreciate how physical geography shapes human activity and how people adapt to their surroundings.

- Understand Physical and Human Geography

Pupils explore significant physical processes including **volcanoes**, **earthquakes**, **rivers**, **weather patterns**, **population change**, and **energy sources**. They also investigate human geography themes such as **settlements**, **land use**, **trade**, **food production**, and **resource distribution**, understanding how these influence communities locally and globally.

- Develop Geographical Skills and Fieldwork

Fieldwork is embedded progressively, culminating in Year 6 with an **independent fieldwork enquiry**. Pupils learn to:

- Use maps, compasses, grid references and symbols
- Interpret aerial photographs and digital mapping
- Collect, record and analyse data
- Present findings using a range of methods
-

These skills empower pupils to think like geographers—observing, questioning, analysing and drawing conclusions.

- Build Environmental Awareness and Responsibility

Through units such as *Why do oceans matter?* and *Where does our food come from?*, pupils develop an understanding of sustainability, environmental impact and global responsibility. They learn how human actions affect the planet and consider how they can contribute to positive change.

- Promote Curiosity, Critical Thinking and Cultural Understanding

The curriculum encourages pupils to ask thoughtful questions, challenge assumptions and engage with real-world issues. By exploring diverse places and communities, pupils develop respect, empathy and a broader worldview.

Overall Intent

Our intent is for pupils to leave KS2 as confident, knowledgeable and reflective young geographers who understand the complexity of the world, recognise their place within it, and are equipped with the skills to explore it further. The Kapow scheme ensures a coherent, well-sequenced and ambitious curriculum that builds knowledge cumulatively and fosters a lifelong interest in geography.

Subject Concepts and disciplinary learning

Kapow Primary's Geography curriculum is structured around four strands that run through every unit:

Locational Knowledge
Place Knowledge
Human and Physical Geography
Geographical skills and fieldwork

Curriculum Enrichment

Fieldwork: local area e.g: Ivel Springs, High Street, Baldock, Nature Reserve
Trips
Local area museums e.g: North Herts museum in Hitchin

Topic	Enquiry Question	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Year 3 Autumn 2	*Why do people live near volcanoes?*	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers.	-Continents and oceans of the world -Human and physical characteristics	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy	Locational knowledge Physical Geography

		• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes. • To know that countries near the Equator have less seasonal		igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	

		change than those near the poles.			
Year 3 Spring 2	*Who lives in Antarctica?*	• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	-Continents and oceans of the world -Human and physical characteristics	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	Locational Knowledge Place Knowledge Physical Geography
Year 3 Summer 2	*Are all settlements the same?*	• To know the name of some counties in the UK (local to your school).	Settlements (CC: history) -Describing and beginning to explain some key	agricultural land capital city commercial land	Locational Knowledge Place Knowledge

		• To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality • To know the UK grows food locally and imports food from other countries.	similarities between their local area and a small area of a contrasting non-European country. - Explaining why a locality has changed over time, giving examples of both physical and human features. -Recognise the name of many counties in the UK. To know the name of many cities in the UK. To name the twelve geographical regions of the UK	compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	Human and Physical Geography Geographical skills and fieldwork
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 4 Autumn 2	*Why are rainforests important to us?*	• To know where North and South America are on a world map.	-Locating the equator on a map -Latitude and Longitude -Position of northern and southern hemispheres	• analyse • biome • buttress roots • canopy layer • community	Locational Knowledge Place Knowledge Physical Geography

		• To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.		• data • deforestation • drought • emergent layer • enquiry • equator • forest floor • global warming • greenhouse gas • indigenous peoples • interpret • lianas • lines of latitude • logging • method • mining • present • questionnaire • quote • risk • route • summarise	

		• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale.			

		• To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are.			
Year 4 Spring 2	*Where does our food come from?*	• To know where North and South America are on a world map. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes.	-Locating the equator on a map -Understand the difference in climates between countries near to and further from the equator -To know the difference between different climates	• air freight • carbon footprint • consume • distribution • export • fertiliser • food bank • food miles • grant • import • pesticides • produce • qualitative • quantitative • reliability • responsible trade • sample size	Locational Knowledge Place Knowledge Human and Physical Geography

		• To know vegetation belts are areas of the world which are home to similar plant species. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above		• scale bar • seasonal food • source • sustainability • trade • trend	

		and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. • To know that a natural resource is something that people can use which comes from the natural environment. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. • To know that grid references help us locate a particular square on a map. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are.			

		• To know that quantitative data involves numerical facts and figures and is often objective. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective.			
Year 4 Summer 2	*What are rivers and how are they used?*	• To know where North and South America are on a world map. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use.	-Locating rivers on a map -Locate the UK on a map	• condensation • delta • estuary • evaporation • flooding • floodplain • groundwater • irrigation • leisure • meander • oxbow lake • percolation • precipitation • river mouth • source • transpiration • tributary • valley • water cycle • waterfall	Locational Knowledge Place Knowledge Human and Physical Geography Geographical skills and fieldwork

		• To know some types of settlement. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life.			

		• To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.			

		• To know a Likert scale is used to record people's feelings and attitudes. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.			
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 5 Autumn 2	*What is life like in The Alps?*	• To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like.	-Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. -Describing where volcanoes, earthquakes and mountains are located globally. -Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	• atlas • climate • climate change • coniferous trees • data • deciduous trees • enquiry • fold mountain • glacier • hemisphere • human feature • land height • latitude • leisure • longitude • method • mountain climate • mountain range • OS map • physical feature • population • questionnaire • sea level • recreational land use • risk • route • scale	Locational Knowledge Place Knowledge Physical Geography

		• To know how to use a range of data collection methods.			
Year 5 Spring 2	*Why do oceans matter?*	• To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. -Human impact on the environment	• atmosphere • biodegradable • buffer • coral bleaching • coral reef • decompose • digital map • disposable • ecology • ecosystem • erosion • geology • habitat • human footprint • marine • microplastics • natural disaster • ocean current • policy • renewable energy • single use plastic • species • water cycle	Locational Knowledge Place Knowledge Human and Physical Geography Geographical skills and fieldwork
Year 5 Summer 2	*Would you like to live in the desert?*	• To know the name of many countries and major cities in	-Biomes	• agriculture • airstrip	Locational Knowledge Place Knowledge

		Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment.	-Locating countries, counties and cities on a world map -Climate change	• arid • barren • biome • climate • desert • desertification • drought • flash flood • mesa • mining • mushroom rock • national park • natural arch • nature reserve • rainfall • ranching • renewable energy • salt flat • sand dune • sparse • time zone • tourist attraction • vegetation • weather	Human and Physical Geography

		• To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.			
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 6 Autumn 2	*Why does population change?*	• To know that the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK.	-Human impact on the environment -Finding and labelling counties on a map of the UK -Finding and labelling countries, continents and cities on a world map -Settlements	• climate • climate change • conclusions • death rate • deforestation • densely populated • digital technologies • fossil fuels • greenhouse gases • impact • improvements • involuntary • Likert scale • migrants • migration • natural increase • noise pollution • population • population density	Human and Physical Geography Geographical skills

		• To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or		• population distribution • pull factors • push factors • qualitative • quantitative • refugee • region • sparsely populated • voluntary	

		percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.			
Year 6 Spring 2	*Where does our energy come from?*	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope.	-Local and world map famliarity -Latitude and Longitude -4 figure grid references -Human and physical features	• biofuel • coal • consumption • contour line • crude oil • dam • emissions • energy source • hydropower • natural gas • non-renewable • nuclear power • Prime Meridian • producer • regenerate • renewable • replenish • sea level • solar power • time zone • urban planner • windpower • six-figure grid reference	Locational Knowledge Human and Physical Geography

		• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.			
Year 6 Summer 2	*Can I carry out an independent fieldwork enquiry?*	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.	-To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) -To know an enquiry-based question has an open-ended answer found by research.	• analyse • audience • city • data • data collection methods • enquiry • evidence • impact • improvement • issue • justify • plot • presenting • process • recommendation • region • risk • route • subjective • viewpoint	Locational Knowledge Geographical skills and fieldwork

		• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.			