

Long term plan is below followed by the structure of each unit and then the knowledge organiser. Each unit has an assessment. Teachers should give it to the pupils cold at the beginning of the unit and then again at the end of the unit. The assessment will show what the pupils have learnt and what teachers need to recover in their next unit.

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



"BE WHO
GOD MEANT
YOU TO BE
AND YOU
WILL SET THE
WORLD ON
FIRE!"

~St. Catherine of Siena

The intent of our Geography Curriculum at St Paul's

Our high-quality Geography education at St Paul's aims to inspire pupils' curiosity to know more about the world and its people. Pupils will develop the fundamental Geography skills that are need for them to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential and receive the essential knowledge that will remain with them for rest of their life.

The aims for implementation of our curriculum for Geography at St Paul's

To ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these

change over time.

- Pupils are competent Geographical explorers, using "fieldwork" and "enquiry" to find out about places in an increasingly independent way, using
- Pupils will develop a progressive range and development of mapping skills and vocabulary to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems

(GIS)

- Pupils will be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length



Reception EYFS:

During the Early Years Foundation Stage, children will develop their geographical understanding through child-initiated and adult-initiated activities in their continuous provision. At St Paul's we place a large emphasis on developing children's vocabulary through high-quality and rich texts and first-hand experiences. Regular opportunities for outdoor learning provide opportunities to develop children's understanding of the changing seasons and different weather conditions. Reception children have a regular 'welly Wednesday' where they explore the local environment of our own school and grounds. During the autumn term children will begin their geographical learning journey by exploring the geography of our own school and grounds, before progressing onto exploring the local area during the Spring term. Once children have a secure geographical understanding of the area in which they live, they will begin to explore contrasting environments from around the world during the Summer term.

Early Years Foundation Stage Framework (2021)

Educational Programmes: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal

experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

The Three I's.

Geography is taught in carefully sequenced blocks throughout the year so that pupils achieve depth in their learning by knowing more, remembering more and applying their knowledge over time. Geography alternates with History on a half-termly basis, ensuring full coverage of the National Curriculum while allowing pupils sufficient time to revisit, embed and apply key knowledge and skills. Our Geography curriculum, delivered by our scheme, is designed to inspire pupils to become curious, confident and explorative thinkers who think like geographers. Pupils develop a secure understanding of the world at a range of scales — local, national and global — and build an appreciation of how geographical processes shape lives, places and environments over time. The Geography subject lead has identified key knowledge, skills and concepts that pupils will encounter from EYFS through to the end of their primary journey in Year 6. These are revisited and built upon across key stages to ensure clear progression and secure understanding. A strong emphasis is placed on the local area, which is fully utilised to support meaningful fieldwork, enquiry and real-world application.

Our Geography curriculum is knowledge-rich and discipline-led, ensuring that pupils develop both substantive knowledge (what they learn about places, processes and environments) and disciplinary knowledge (how geographers investigate, analyse and interpret the world). The National Curriculum strands run through every Geography unit: Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. These strands are interwoven across all units to create engaging and purposeful learning experiences that allow pupils to investigate geography as geographers do. Each unit is structured around an enquiry-based question, encouraging pupils to follow a clear geographical enquiry cycle: Question → Observe → Measure → Record → Analyse → Conclude → Communicate. This approach enables pupils to ask meaningful questions, collect and interpret data, draw conclusions and present findings using appropriate geographical vocabulary and methods.

Year groups	Progression
EYFS	Children begin developing geographical understanding through exploration of their immediate environment. They observe similarities and differences between places, discuss weather and seasons, and start to use simple maps and directional language through adult-led and child-initiated learning.
Key Stage 1	Pupils develop their awareness of place and location, learning about the UK and the wider world. They begin to identify human and physical features, explore hot and cold regions, and carry out simple fieldwork in the local area. Mapping skills, basic data collection and the use of geographical vocabulary are introduced and practised.
LKS2	Pupils deepen their understanding of physical and human geography, studying climate zones, biomes, rivers, mountains, volcanoes and earthquakes. They compare regions, explore how humans interact with environments and develop confidence using maps, atlases, grid references and digital mapping. Fieldwork becomes more structured, with pupils collecting, recording and presenting data independently.
UKS2	Pupils apply and extend their geographical knowledge to more complex global contexts. They analyse patterns, distributions and relationships between physical and human features, explore climate change, migration, trade and resource distribution, and evaluate environmental issues. Pupils use advanced mapping skills, including six-figure grid references, thematic maps and GIS, and conduct independent geographical enquiries supported by purposeful fieldwork.

Disciplinary concepts

These concepts are encountered in a range of contexts through the study of local, national and global geography. As a result, children are given varied opportunities to learn how geographers use disciplinary skills to investigate places, analyse patterns and relationships, and make informed judgements

about the world. Pupils confidently develop and apply their own geographical skill set, including fieldwork, data collection, mapping and interpretation. As children progress through the scheme of work, they increasingly generate and pursue their own geographical enquiries, using a range of sources, maps, data and first-hand evidence gathered through fieldwork. Children progress by developing their knowledge and understanding of both substantive and disciplinary concepts through experiencing them across different places, environments and scales. Five golden threads run through our Geography curriculum: Locational Knowledge & Spatial Awareness; Place, Similarity and Difference; Physical Geography & Natural Processes; Human Geography, Settlement & Land Use; Geographical Skills, Fieldwork & Enquiry. These concepts are encountered in a variety of contexts through the study of local, national, and global geography. Children are given rich opportunities to explore how geographers investigate places, analyze patterns and relationships, and make informed judgements about the world. Pupils confidently develop and apply their own geographical skill set, including fieldwork, data collection, mapping, spatial analysis, and interpretation. As children progress through the scheme of work, they increasingly generate and pursue their own geographical enquiries, using a range of sources, maps, data, and first-hand evidence gathered through fieldwork. Children progress by developing knowledge and understanding of both **substantive concepts** (e.g., settlements, land use, climate, biomes) and **disciplinary concepts** (e.g., geographical enquiry, analysis, interpretation) across different places, environments, and scales.

Why have we chosen to follow and adapt KAPOW's history curriculum to suit the needs of our children?

The Kapow Geography curriculum has been chosen as it provides a well-sequenced, knowledge-rich framework that enables pupils to build secure geographical understanding and disciplinary thinking over time. Its enquiry-led approach supports pupils in developing both substantive and disciplinary knowledge while encouraging curiosity, critical thinking, and a sense of global citizenship. The curriculum is deliberately adapted to reflect Plymouth's local context, allowing pupils to make meaningful connections between local, national, and global geography. Plymouth's maritime heritage, coastal landscapes, river systems, urban development, and environmental challenges are woven into units to deepen relevance and engagement. This ensures pupils understand how their local environment contributes to wider national and global geographical patterns. The flexibility of the Kapow curriculum enables teachers to adapt content, sources, and outcomes to meet the needs of all learners, including SEND and disadvantaged pupils, without compromising ambition. As a result, pupils develop a coherent understanding of places, environments, and processes, a strong sense of spatial awareness, and the knowledge and skills needed to think and work as geographers.

Local geography/field work:

Local geography is embedded purposefully within the curriculum rather than taught as a standalone or tokenistic unit. Through the curriculum, local Plymouth geography is meaningfully linked to national and global geographical enquiries, enabling pupils to see how their locality contributes to wider environmental, human, and spatial patterns. Plymouth case studies—such as its maritime heritage, coastal landscapes, dockyards, rivers, urban development, and environmental changes—are used to deepen understanding of key geographical concepts including place, significance, human-environment interaction, and continuity and change. This approach ensures that local geography strengthens pupils' substantive knowledge and disciplinary thinking, making learning relevant, coherent, and rooted in a strong sense of place. Other examples include:

- Coastal processes → Comparing Plymouth's coastline and port development with other UK and global coastal settlements.
- Urban development and land use → Plymouth's city growth compared to national and international urbanisation trends.
- Maritime trade and migration → Linking Plymouth's historic dockyards to patterns of global trade and population movement.
- Environmental change → Examining human impact on Plymouth's rivers, coast, and green spaces, alongside global examples.
- Significance → "Which has had the greatest impact on Plymouth's development: maritime trade or tourism?"

Enquiry-led structure supports adaptation for all learners

The enquiry-led structure of the curriculum supports adaptation for all learners by allowing teachers to tailor lessons without compromising curriculum intent. Lessons encourage investigation, discussion, and the use of a range of geographical sources, which can be simplified, scaffolded, or extended depending on learners' abilities. For example, local Plymouth sources such as maps, aerial photographs, field sketches, and environmental data can be used to make abstract geographical concepts concrete and meaningful. This approach benefits SEND and EAL pupils by connecting learning to familiar contexts, reducing cognitive load, and promoting engagement, while ensuring all pupils develop the knowledge, skills, and confidence to think and work like geographers.

Built-in flexibility without loss of rigour

The curriculum offers built-in flexibility without compromising rigour, enabling teachers to adapt content and examples to suit the needs and interests of their pupils. In a Plymouth context, this allows local geography—such as the city's coastline, dockyards, river systems, and green spaces—to be woven into national and global enquiries, making learning more relevant and engaging. Teachers can adjust sources, questioning, and outcomes to provide additional support or challenge, ensuring all pupils can access and deepen their geographical understanding. This balance of structure and adaptability maintains high expectations while promoting meaningful, contextualised learning for every learner.

Supports inclusive, culturally responsive history teaching

The curriculum supports inclusive and culturally responsive geography teaching by ensuring a wide range of perspectives and experiences are represented and explored. In Plymouth, this enables pupils to study local communities' diverse geographies, including migration, maritime trade, urban and rural development, and environmental change, alongside national and global contexts. By connecting geographical enquiry to pupils' own lives and surroundings, the curriculum fosters engagement, belonging, and understanding of multiple viewpoints. This approach helps all learners see themselves reflected in the world around them, encourages critical thinking about human-environment relationships, and develops the knowledge and skills to think and work as geographers in an inclusive and culturally aware way.

How does the curriculum align with the national curriculum?

How the Curriculum Aligns with the National Curriculum

The Geography curriculum is fully aligned with England's National Curriculum, ensuring pupils build both substantive knowledge of places, environments, and processes and disciplinary skills in geographical enquiry, mapping, and data interpretation. From EYFS through KS2, pupils develop spatial and locational awareness, explore local, national, and global environments, and study themes such as human and physical geography, settlement, trade, and environmental change. The curriculum is enriched with Plymouth-specific contexts, including maritime heritage, dockyards, coastal management, urban development, and environmental change, making learning relevant and engaging while maintaining

statutory coverage. Its enquiry-led and flexible structure allows adaptation for all learners without compromising rigour, supporting a coherent, knowledge-rich, and culturally responsive geography curriculum.

- EYFS/KS1: Pupils learn about their own locality, local environments, and significant physical and human features, meeting the statutory focus on spatial awareness, mapping, and environmental understanding.
- Lower KS2 (Years 3–4): Units develop pupils' knowledge of rivers, coasts, settlements, and biomes, reflecting national curriculum aims for broader geographical awareness, human-environment interaction, and mapping skills.
- Upper KS2 (Years 5–6): Pupils study complex environmental systems, population change, energy, trade, and sustainability, using fieldwork and a range of sources to evaluate impact, aligning with the National Curriculum's emphasis on geographical enquiry, interpretation, and global connections.

2025 - 2026 Long term plan:

In the 2025–2026 academic year, we are using a mixture of units from Curriculum B to reflect recent developments in the geography curriculum. This approach allows us to carefully select and sequence content to ensure continuity and progression, while making sure that pupils acquire the substantive and disciplinary geographical knowledge they need by the end of Year 6. By blending units, we can cover essential geographical concepts, places, environments, and skills, while also maintaining opportunities for local contextualisation, fieldwork, and enquiry-based learning. This ensures that pupils leave Key Stage 2 with a coherent understanding of physical and human geography, a secure sense of place and spatial awareness, and the ability to think and work like geographers.

Year group	Autumn term	Spring term	Summer Term
R/1	Exploring Maps	Outdoor adventures	Around the World
Y1/Y2 - Cycle B	Where Am I?	Would you prefer to live in a cold or hot place?	What is it like to live in Shanghai?
Y3/Y4 - Cycle B	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?

Y5/Y6 - Cycle B	Why does the population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
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Reception/Y1 - Cycle A	Exploring Maps	Outdoor Adventures	Around the World
Substantive knowledge	Children develop substantive knowledge by learning about maps and their purposes, understanding that maps represent places, and beginning to recognise simple symbols and locations. They are introduced to the idea that places can be represented in different ways, from	Children develop substantive knowledge by using their senses to explore the natural world around them. They learn about seasonal changes, observe plants, animals, and weather, and develop an	Children develop substantive knowledge by exploring different countries, cultures, and environments. They compare these global environments to their local area, learning about cultural and

	stories to pictures to games.	understanding of the environment and their place within it.	physical diversity and beginning to understand that people live in different ways in different parts of the world.
Disciplinary knowledge	Children develop disciplinary knowledge by engaging in discussion, storytelling, games, and creative activities to use maps, follow simple routes, and locate familiar places. They ask questions and make observations about different places.	Children develop disciplinary knowledge by exploring outdoors, observing changes in nature, and describing what they see, hear, and feel. They begin to collect simple data and record findings through drawing, talking, or photographing.	Children develop disciplinary knowledge by using digital maps, books, role play, and discussions to explore global places. They compare environments, ask questions about differences and similarities, and begin to think about how geography affects people's lives.
EYFS learning goals	Understanding the World: Children know about their immediate environment and can explore how places are connected. Communication & Language: Children listen, ask questions, and talk about places, making connections between maps and real-life locations. Expressive Arts & Design: Children represent places and ideas through drawing, role play, and creative	Understanding the World: Children observe seasonal changes, living things, and natural processes in their environment. Physical Development: Children develop movement and coordination while exploring outdoors.	Understanding the World: Children know about similarities and differences in environments, cultures, and communities globally. Personal, Social & Emotional Development: Children begin to understand people's lives in different places and show respect

	activities.	Communication & Language: Children describe what they see, hear, and feel, using vocabulary related to the natural world.	for diversity. Communication & Language: Children ask and answer questions about different places and cultures, building knowledge and vocabulary.
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Y1/Y2 - Cycle B	Where Am I?	Would you prefer to live in a cold or hot place?	What is it like to live in Shanghai?
Substantive knowledge	Pupils develop substantive knowledge by exploring their local area and the wider UK, learning to identify key physical and human features. They begin to understand spatial awareness through simple maps and directional language, and how places can be represented using symbols. Pupils also gain knowledge of how their immediate environment contributes to their sense of place.	Pupils develop substantive knowledge by learning about different climates and climate zones, comparing hot and cold regions of the world such as the Poles and Kenya. They learn how temperature and weather influence landscapes, lifestyles, and settlements, developing an understanding of human-environment interaction across different places.	Pupils develop substantive knowledge by exploring a city outside the UK, learning about Shanghai's physical features (rivers, coastlines, parks) and human features (buildings, roads, land use). They compare these features to their local area, gaining knowledge about urban environments and how geography shapes daily life in different contexts.

Disciplinary knowledge	The unit develops disciplinary knowledge by encouraging pupils to use maps, aerial photographs, and field sketches to investigate their surroundings, ask questions about location and direction, and begin to make simple comparisons between places. Pupils also learn to record and present information using basic symbols and maps.	The unit develops disciplinary knowledge by encouraging pupils to observe and compare climates, ask questions about the impact of weather on humans and animals, and use maps and globes to locate different regions. Pupils begin to analyse patterns such as temperature differences between places and discuss how this influences how people live.	The unit develops disciplinary knowledge by encouraging pupils to examine maps, photographs, and other sources to explore a distant city, ask questions about human and physical features, and compare urban life in Shanghai to their local context. Pupils begin to make simple judgements about the similarities and differences between places and think about how geography affects lifestyles.
National curriculum	This aligns with the National Curriculum for Geography at Key Stage 1, supporting pupils' understanding of location, spatial awareness, and basic mapping skills, as well as developing the enquiry skills needed to think and work like geographers.	This aligns with the National Curriculum for Geography at Key Stage 1, helping pupils understand climate, seasonal and daily weather patterns, and developing the ability to investigate and compare different places using geographical tools.	This aligns with the National Curriculum for Geography at Key Stage 1, supporting pupils' understanding of human and physical features of places outside the UK, and developing enquiry skills to investigate, compare, and describe how geography affects people's lives.

Y3/Y4 - Cycle B	Who Lives in Antarctica?	Are All Settlements the Same?	What Are Rivers and How Are They Used?
substantive knowledge	Pupils develop substantive knowledge by learning about polar regions, including their physical features (ice, mountains, glaciers) and extreme climates. They understand how latitude and longitude influence climate, and begin to explore how humans survive in such environments, including links to the explorer Shackleton.	Pupils develop substantive knowledge by exploring different types of settlements (urban, rural, villages, towns, cities) and land use. They learn about human and physical features of settlements locally and globally, including New Delhi, and understand the factors that influence where people live and how settlements develop.	Pupils develop substantive knowledge by studying rivers and the water cycle, including the names and locations of major rivers around the world. They learn how rivers are used by humans (transport, water supply, energy, recreation) and how they shape landscapes physically and culturally.
Disciplinary knowledge	The unit develops disciplinary knowledge by encouraging pupils to use maps and globes to locate polar regions, ask questions about climate and human activity, and compare extreme environments to more familiar places. Pupils also begin to record observations and interpret evidence from sources such as	The unit develops disciplinary knowledge by encouraging pupils to observe, describe, and compare settlements, use maps and aerial photographs, and analyse land use patterns. Pupils ask questions about the reasons for differences between urban and rural areas and begin to make simple conclusions about	The unit develops disciplinary knowledge by encouraging pupils to investigate rivers through maps, diagrams, and fieldwork, ask questions about river processes, uses, and human impact, and record and present findings. Pupils learn to analyse patterns and begin to make judgements

	photographs and explorers' accounts.	human-environment interaction.	about the significance of rivers locally and globally.
National curriculum	This aligns with the National Curriculum for Geography at Lower Key Stage 2, supporting pupils' understanding of location, climate zones, and extreme environments, as well as developing enquiry skills to investigate and compare global regions.	This aligns with the National Curriculum for Geography at Lower Key Stage 2, helping pupils understand human geography, settlements, land use, and patterns of population, and develop the ability to investigate and compare places using geographical tools.	This aligns with the National Curriculum for Geography at Lower Key Stage 2, supporting pupils' understanding of physical geography, rivers, and water cycles, as well as developing enquiry skills to investigate human and environmental interaction with rivers.

Y5/Y6 - Cycle B	Why Does Population Change?	Why Do Oceans Matter?	Can I Carry Out an Independent Fieldwork Enquiry?
Substantive knowledge	Pupils develop substantive knowledge by learning why populations vary across the world, including factors that affect population size, such as birth and death rates. They explore social, economic, and environmental push and pull factors, and consider how population change affects local, national, and global communities, including population trends in Britain.	Pupils develop substantive knowledge by studying the importance of oceans for ecosystems, climate, transport, and human activity. They learn how oceans have changed over time, including human impacts such as climate change and pollution, with a case study on the Great Barrier Reef.	Pupils develop substantive knowledge by observing and investigating their local area, identifying human and physical features, collecting and recording data, and analysing results. They gain understanding of how fieldwork can inform geographical knowledge and decision-making about places and environments.
Disciplinary knowledge	The unit develops disciplinary knowledge by encouraging pupils to use maps, graphs, and data to investigate population distribution, ask questions about causes and effects, and	The unit develops disciplinary knowledge by encouraging pupils to examine maps, diagrams, photographs, and secondary sources to investigate ocean environments,	The unit develops disciplinary knowledge by encouraging pupils to plan, carry out, and present fieldwork independently, including making observations, measuring

	compare different regions. Pupils analyse population patterns and begin to make judgements about the impact of population change locally and globally.	ask questions about change over time, and evaluate human impact. Pupils learn to interpret data and communicate findings about global issues such as climate change.	and recording data, and using maps and diagrams. Pupils learn to analyse findings, draw conclusions, and reflect on geographical processes and human-environment interactions.
National curriculum	This aligns with the National Curriculum for Geography at Upper Key Stage 2, supporting pupils' understanding of human geography, population, migration, and global patterns, as well as developing enquiry skills to investigate and interpret data.	This aligns with the National Curriculum for Geography at Upper Key Stage 2, supporting pupils' understanding of physical geography, environmental change, and global ecosystems, and developing enquiry skills to evaluate human impact and sustainability issues.	This aligns with the National Curriculum for Geography at Upper Key Stage 2, supporting pupils' understanding of fieldwork skills, data collection, and spatial analysis, and developing the ability to independently investigate local environments and communicate findings like a geographer.

2026 - 2027 Long term plan:

As a result of blending units from Curriculum A and B in 2025–2026 to respond to recent curriculum changes, we have carefully adapted the history curriculum for the 2026–2027 academic year to ensure continuity and progression. This year we will have a mixed year 4/5 class. Due to this, we

have blending units from the 3/4 and 5/6 curriculum. These adaptations allow us to maintain coverage of all key periods, themes, and skills, while ensuring that pupils continue to build the substantive and disciplinary knowledge required by the end of Year 6. By reviewing sequencing, enquiry questions, and local context opportunities, we can provide a coherent, knowledge-rich curriculum that guarantees all pupils leave Key Stage 2 with a secure understanding of history, strong chronological awareness, and the ability to investigate, interpret, and evaluate historical evidence effectively

Year group	Autumn term	Spring term	Summer Term
R/1	Exploring Maps	Outdoor adventures	Around the World
Y1/Y2 - Cycle A	What is it like here?	What is the weather like in the UK?	What can you see at the coast?
Y3/Y4 - Cycle A	Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?
Year 4/5	What is life like in the Alps?	Would you like to live in a desert?	Where does our energy come from?
Y5/Y6 - Cycle A	What is life like in the Alps?	Would you like to live in a desert?	Where does our energy come from?

Reception/Y1 - Cycle A	Exploring Maps	Outdoor Adventures	Around the World
Substantive knowledge	Children develop substantive knowledge by learning about maps and their purposes, understanding that maps represent places, and beginning to recognise simple symbols and locations. They are introduced to the idea that places can be represented in different ways, from stories to pictures to games.	Children develop substantive knowledge by using their senses to explore the natural world around them. They learn about seasonal changes, observe plants, animals, and weather, and develop an understanding of the environment and their place within it.	Children develop substantive knowledge by exploring different countries, cultures, and environments. They compare these global environments to their local area, learning about cultural and physical diversity and beginning to understand that people live in different ways in different parts of the world.

Disciplinary knowledge	Children develop disciplinary knowledge by engaging in discussion, storytelling, games, and creative activities to use maps, follow simple routes, and locate familiar places. They ask questions and make observations about different places.	Children develop disciplinary knowledge by exploring outdoors, observing changes in nature, and describing what they see, hear, and feel. They begin to collect simple data and record findings through drawing, talking, or photographing.	Children develop disciplinary knowledge by using digital maps, books, role play, and discussions to explore global places. They compare environments, ask questions about differences and similarities, and begin to think about how geography affects people's lives.
EYFS learning goals	Understanding the World: Children know about their immediate environment and can explore how places are connected. Communication & Language: Children listen, ask questions, and talk about places, making connections between maps and real-life locations. Expressive Arts & Design: Children represent places and ideas through drawing, role play, and creative activities.	Understanding the World: Children observe seasonal changes, living things, and natural processes in their environment. Physical Development: Children develop movement and coordination while exploring outdoors. Communication & Language: Children describe what they see, hear, and feel, using vocabulary related to the natural world.	Understanding the World: Children know about similarities and differences in environments, cultures, and communities globally. Personal, Social & Emotional Development: Children begin to understand people's lives in different places and show respect for diversity. Communication & Language: Children ask and answer questions

			about different places and cultures, building knowledge and vocabulary.
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Y1/Y2 - Cycle A	What is it like here?	What is the weather like in the UK?	What can you see at the coast?
Substantive knowledge	Pupils develop substantive knowledge by exploring their local environment, identifying key physical and human features, and understanding what makes their local area unique. They learn about spatial awareness and how places can be represented using simple maps and symbols.	Pupils develop substantive knowledge by learning about weather patterns and seasonal change across the UK. They observe, record, and compare weather, and gain an understanding of how weather affects people, plants, and animals.	Pupils develop substantive knowledge by exploring coasts and coastal features, identifying physical features such as cliffs, beaches, and seas, and human features such as ports and tourist areas. They learn how people interact with coastal environments.
Disciplinary knowledge	Pupils develop disciplinary knowledge by using maps and aerial photographs, asking questions about their surroundings, creating simple maps, and making comparisons between	Pupils develop disciplinary knowledge by collecting and recording weather data, observing patterns over time, and asking questions about differences between regions.	Pupils develop disciplinary knowledge by examining maps and photographs, asking questions about physical and human features, and making simple comparisons

	places.		between the coast and other places.
National curriculum	This aligns with KS1 Geography, supporting pupils' understanding of location, local environments, and basic mapping skills, and developing enquiry skills to think like geographers.	This aligns with KS1 Geography, supporting pupils' understanding of seasonal change, weather patterns, and local variation, and developing basic observation and recording skills.	This aligns with KS1 Geography, supporting pupils' understanding of physical and human features of the local and UK coast, and developing enquiry skills to investigate and describe places.

Y3/4 - Cycle A	Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?
Substantive knowledge	Pupils develop substantive knowledge by learning about tectonic plates, volcanoes, earthquakes, and mountains, and understanding why humans choose to live in volcanic areas. They explore both physical processes and human-environment interaction.	Pupils develop substantive knowledge by learning about tropical rainforests, their ecosystems, and global importance. They explore layers of the rainforest, biodiversity, and human impact, including the benefits and challenges of rainforest use by local communities.	Pupils develop substantive knowledge by exploring food distribution, trade, and agriculture, learning where common foods originate, and understanding issues such as fair trade and local vs global sourcing.

Disciplinary knowledge	Pupils develop disciplinary knowledge by using maps and diagrams, asking questions about natural hazards, and analysing human decisions in volcanic regions.	Pupils develop disciplinary knowledge by investigating rainforest features, comparing types of forest, and evaluating human impact and environmental management	Pupils develop disciplinary knowledge by mapping food origins, examining trade patterns, and discussing the impact of human choices on the environment.
National curriculum	This aligns with Lower KS2 Geography, supporting pupils' understanding of physical geography, natural hazards, and human-environment interaction, and developing enquiry skills to investigate global patterns.	This aligns with Lower KS2 Geography, supporting pupils' understanding of biomes, ecosystems, and global environmental importance, and developing skills to compare places and evaluate human impact.	This aligns with Lower KS2 Geography, supporting pupils' understanding of human geography, trade, and food production, and developing enquiry skills to investigate global and local connections.

Y5/Y6 - Cycle A	What is life like in the Alps?	Would you like to live in a desert?	Where does our energy come from?
Substantive knowledge	Pupils develop substantive knowledge by learning about mountain environments, climate, and human activity, including tourism and settlement. They compare the Alps with their own locality.	Pupils develop substantive knowledge by learning about hot desert environments, their physical features, climate, and how humans adapt to live in extreme conditions.	Pupils develop substantive knowledge by learning about renewable and non-renewable energy sources, their origins, uses, and impact on people and the environment.
Disciplinary knowledge	Pupils develop disciplinary knowledge by using maps, photographs, and fieldwork, comparing physical and human features, and evaluating human-environment interactions.	Pupils develop disciplinary knowledge by observing and comparing desert environments, asking questions about adaptation, and analysing human decision-making.	Pupils develop disciplinary knowledge by investigating energy sources using maps, diagrams, and data, asking questions about environmental and social impact, and presenting findings.

National curriculum	This aligns with Upper KS2 Geography, supporting pupils' understanding of physical geography, climate, and human-environment interaction, and developing enquiry skills to investigate and compare places.	This aligns with Upper KS2 Geography, supporting pupils' understanding of biomes, extreme environments, and human adaptation, and developing enquiry and comparison skills.	This aligns with Upper KS2 Geography, supporting pupils' understanding of resources, energy, and sustainability, and developing enquiry skills to evaluate human impact on the environment.

Unit Year Group Local Link to Plymouth

Exploring Maps EYFS/KS1 Children explore local streets, parks, and playgrounds, using simple maps of Plymouth school grounds or nearby areas to develop spatial awareness.

Outdoor Adventures EYFS/KS1 Explore Plymouth Hoe, Central Park, and local gardens, observing seasonal changes, plants, animals, and human interactions with the environment.

Around the World	EYFS/KS1	Compare local Plymouth environments (coast, parks, urban areas) with global places, discussing how geography shapes everyday life.
Where Am I?	Y1/Y2	Investigate local landmarks, neighbourhoods, and features, mapping streets, rivers (Tamar/ Plym), and parks to understand local spatial patterns.
Would You Prefer to Live in a Cold or Hot Place?	Y1/Y2	Compare Plymouth's climate with hot/cold regions, such as Kenya or the Arctic, linking to how climate affects buildings, clothing, and daily life locally vs globally.
What Is It Like to Live in Shanghai?	Y1/Y2	Compare urban features, land use, and population density in Plymouth and Shanghai, highlighting similarities/differences in transport, housing, and city planning.
Who Lives in Antarctica?	Y3/Y4	Explore latitude and longitude in relation to Plymouth, linking extreme polar climates to Plymouth's temperate environment. Discuss Antarctic research and Plymouth's maritime connections.

Are All Settlements the Same?	Y3/Y4	Compare Plymouth as an urban settlement with rural Devon villages and New Delhi, exploring human and physical features, land use, and infrastructure.
What Are Rivers and How Are They Used?	Y3/Y4	Study the River Plym and Tamar, exploring uses for transport, leisure, and ecology. Compare to rivers globally to understand human-environment interaction.
Why Do People Live Near Volcanoes?	Y3/Y4	Compare Plymouth's local geography (coastlines, hills) with volcanic regions, discussing why humans live in risky areas and linking to global settlements.
Why Are Rainforests Important to Us?	Y3/Y4	Connect global rainforests to Plymouth by discussing imported products (food, timber) and human impact on distant environments.
Where Does Our Food Come From?	Y3/Y4	Map food sources for Plymouth schools, supermarkets, and homes; explore local markets, farms, and fishing ports, linking local/global trade.
What Is Life Like in the Alps?	Y5/Y6	Compare Plymouth's landscape and climate with the Alps; explore tourism, recreation, and human-environment interaction.

Would You Like to Live in a Desert?	Y5/Y6	Compare Plymouth's temperate climate to desert biomes, examining adaptations in housing, transport, and daily life.
Where Does Our Energy Come From?	Y5/Y6	Investigate local energy sources, such as tidal energy near Plymouth Sound or wind farms in Devon, linking to renewable/non-renewable sources globally.
Why Does Population Change?	Y5/Y6	Use Plymouth census data, street maps, and historical population trends to understand local population growth, migration, and density.
Why Do Oceans Matter?	Y5/Y6	Study Plymouth Sound and surrounding coasts, examining human use, environmental impact, pollution, and global connections like the Great Barrier Reef.
Can I Carry Out an Independent Fieldwork Enquiry?	Y5/Y6	Conduct fieldwork in Plymouth parks, rivers, or streets, measuring human and physical features, and comparing findings with national/global examples.