



MAPLE HAVEN SCHOOL

PATHWAY 2-4

GEOGRAPHY



Maple Haven School

Geography Curriculum Overview

Pathways 2 to 4

Geography helps pupils understand familiar places and the wider world. Through practical exploration, maps, photographs and fieldwork, pupils develop the language and skills to describe places, compare environments and investigate how people and nature shape them.

Our curriculum framework

The supplied Kapow Primary geography sequence provides three units per year. Learning develops through locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Experiences begin with the immediate environment and build towards independent enquiry.

Access and challenge

At Maple Haven, teaching can use objects, images, signs, symbols, communication aids and supported fieldwork so pupils can express their understanding. Staff can revisit learning, adapt tasks to developmental readiness and extend pupils through comparison, explanation and enquiry.

Documents in this curriculum set

- Curriculum overview with the autumn, spring and summer sequence.
- Learning objectives organised by year and unit.
- Vocabulary tree maps with selected core words for each year.

Adapted from the supplied Kapow Primary Geography Standard long-term plan, progression of skills and knowledge, and vocabulary progression. © Kapow Primary 2026. Source planning version dated 22 December 2025.

Foundation to Year 2

The term sequence follows the supplied long-term plan. Foundation is used for the early years group.

Year group	Autumn	Spring	Summer
Foundation	Exploring maps Explore real and imaginary maps through stories, games and models.	Outdoor adventures Observe the natural world using the senses and notice seasonal change.	Around the world Explore global environments and compare them with familiar places.
Year 1	What is it like here? Locate the school and local features; draw maps and explore routes.	What is the weather like in the UK? Locate UK countries and cities; observe and record daily weather.	What is it like to live in Shanghai? Locate China and compare Shanghai with the local area.
Year 2	Would you prefer to live in a hot or cold place? Compare hot and cold places, including Kenya and the polar regions.	Why is our world wonderful? Locate continents and oceans and investigate local and global wonders.	What is it like to live by the coast? Explore the Jurassic Coast, coastal features, land use and tourism.

Maps and fieldwork are revisited across the units alongside learning about places, environments and people.

Years 3 to 6

Year group	Autumn	Spring	Summer
Year 3	Why do people live near volcanoes? Explore Earth's structure, tectonic activity and life around Mount Etna.	Who lives in Antarctica? Study polar climate and landscapes, location and exploration.	Are all settlements the same? Compare settlements and land use locally and in New Delhi.
Year 4	Why are rainforests important to us? Explore the Amazon, rainforest layers, resources and human impacts.	Where does our food come from? Investigate food origins, imports, fair trade and food miles.	What are rivers and how are they used? Explore the water cycle, river features, river locations and uses.
Year 5	What is life like in the Alps? Study the Alps and Innsbruck and compare tourism with the local area.	Why do oceans matter? Investigate oceans, the Great Barrier Reef and environmental pressures.	Would you like to live in the desert? Study hot desert landscapes, adaptations and human activity.
Year 6	Why does population change? Investigate population patterns, migration and changes in Britain.	Where does our energy come from? Compare energy sources and their social and environmental impacts.	Can I carry out an independent fieldwork enquiry? Plan, conduct, present and evaluate an enquiry in the local area.

Maps and fieldwork are revisited across the units alongside learning about places, environments and people.

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Geography Learning Objectives

Pathway 2-4

These adapted objectives make the supplied unit sequence and progression statements usable for school planning. They describe what pupils learn to recognise, describe, explain and investigate.

The source shares many progression statements across Years 3-4 and Years 5-6. Their placement here follows the unit topics; it is an adapted year-by-year allocation rather than a separate published Kapow lesson list. Earlier map, vocabulary and fieldwork skills should continue to be practised.

Pupils can demonstrate learning through their usual communication methods, practical tasks and supported geographical enquiry. The support and challenge should reflect individual readiness.

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Foundation Learning Objectives

Term and unit	Pupils learn to
Autumn Exploring maps	• Recognise that a map represents a place. • Identify familiar features in a picture map. • Use words such as near, far, behind and next to. • Follow a simple route with support. • Create a real or imaginary map using pictures or objects. • Explain a choice about a feature on their map.
Spring Outdoor adventures	• Use the senses to notice features outdoors. • Describe a familiar natural feature. • Notice changes in weather and seasons. • Compare what can be seen in two outdoor places. • Ask and answer a simple question about the surroundings. • Represent observations through pictures, objects or communication.
Summer Around the world	• Recognise land and water on a map or globe. • Name the school and the place where they live. • Describe features of a place shown in a story or photograph. • Notice a similarity between a distant place and a familiar place. • Notice a difference between environments. • Share a preference about a place and begin to explain it.

Year 1 Learning Objectives

Term and unit	Pupils learn to
Autumn What is it like here?	• Locate the school or home area on an aerial photograph. • Identify features made by people and features of nature. • Describe where objects or features are using directional language. • Follow a simple route in the school grounds. • Draw a sketch map using pictures, symbols and labels. • Suggest an improvement to the playground using observations.
Spring What is the weather like in the UK?	• Locate England, Scotland, Wales and Northern Ireland on a UK map. • Identify the capital cities of the UK countries. • Describe daily weather and seasonal changes. • Use simple equipment to observe weather. • Record weather using a consistent class method. • Compare warmer and colder locations within the UK.
Summer What is it like to live in Shanghai?	• Locate Europe, Asia and China on a world map. • Locate the Atlantic and Pacific Oceans. • Identify physical features of Shanghai from maps or photographs. • Identify human features and examples of land use in Shanghai. • Compare Shanghai with the local area. • Use local fieldwork observations to create a simple map.

Year 2 Learning Objectives

Term and unit	Pupils learn to
Autumn Would you prefer to live in a hot or cold place?	• Name and locate the seven continents. • Locate the Equator and North and South Poles. • Describe features of hot and cold environments. • Compare Kenya or a polar region with the local area. • Use north, south, east and west to describe location. • Collect observations to describe local weather or features.
Spring Why is our world wonderful?	• Name and locate the five oceans. • Identify examples of natural and human-made wonders. • Locate the UK capital cities and surrounding waters. • Describe a distinctive feature of the local area. • Collect information through a simple local survey. • Present findings in a tally chart or pictogram.
Summer What is it like to live by the coast?	• Locate coastal places on a UK map. • Recognise physical features such as cliffs, bays and beaches. • Describe how people use coastal areas. • Explain a simple way tourism affects a coastal place. • Draw a sketch map with symbols and a key. • Compare local features with the coast using observations.

Year 3 Learning Objectives

Term and unit	Pupils learn to
Autumn Why do people live near volcanoes?	• Describe the Earth's main layers. • Explain how tectonic plates relate to volcanoes and earthquakes. • Locate volcanoes and recognise patterns in their distribution. • Identify features of a volcano and describe an eruption. • Explain benefits and risks of living near a volcano. • Record local geographical observations and present findings.
Spring Who lives in Antarctica?	• Locate Antarctica and the polar circles. • Use latitude and longitude to describe location. • Describe Antarctic climate and physical features. • Compare polar conditions with the local environment. • Explain challenges faced by polar explorers. • Follow or plan a route and record observations during fieldwork.
Summer Are all settlements the same?	• Distinguish urban and rural places. • Identify different settlement types. • Classify land use as residential, commercial, agricultural or recreational. • Compare human and physical features locally and in New Delhi. • Use a map key, compass directions and four-figure grid references. • Collect and present evidence about local land use.

Year 4 Learning Objectives

Term and unit	Pupils learn to
Autumn Why are rainforests important to us?	• Locate the Amazon rainforest and relevant tropical regions. • Describe the climate and layers of a tropical rainforest. • Explain links between a biome, plants and animals. • Describe how communities use rainforest resources. • Explain effects of deforestation. • Compare two woodland environments using fieldwork evidence.
Spring Where does our food come from?	• Locate countries and regions from which foods are imported. • Explain how climate affects which crops can grow. • Distinguish locally produced and imported foods. • Describe how trade links producers and consumers. • Explain why fair trading matters using cocoa production as an example. • Investigate school food origins and present evidence about food miles.
Summer What are rivers and how are they used?	• Locate significant rivers on maps. • Describe stages of the water cycle. • Identify river features from source to mouth. • Explain ways people use rivers and water. • Use map symbols and grid references to locate features. • Collect river or local water-related fieldwork data and explain findings.

Year 5 Learning Objectives

Term and unit	Pupils learn to
Autumn What is life like in the Alps?	• Locate the Alps and countries within the region. • Describe how altitude influences mountain conditions. • Identify human and physical features around Innsbruck. • Explain why visitors are attracted to the Alps. • Investigate recreational land use in the local area. • Compare tourism locally and in the Alps using fieldwork evidence.
Spring Why do oceans matter?	• Locate major oceans and the Great Barrier Reef. • Explain ways oceans support life and people. • Describe ocean currents and marine habitats. • Explain effects of climate change and coral bleaching. • Evaluate impacts of plastic pollution and possible responses. • Collect and present evidence about an environmental issue.
Summer Would you like to live in the desert?	• Locate examples of hot desert biomes. • Describe a desert's climate and physical features. • Explain how plants and animals adapt to desert conditions. • Describe human activities and land use in deserts. • Compare a desert environment with another region studied. • Use maps and evidence to explain advantages and challenges of desert life.

Year 6 Learning Objectives

Term and unit	Pupils learn to
Autumn Why does population change?	• Interpret maps showing population distribution and density. • Explain how birth and death rates affect population size. • Describe social, economic and environmental reasons for migration. • Distinguish push and pull factors. • Explain impacts of population change in Britain. • Use local data to investigate an effect of population or land-use change.
Spring Where does our energy come from?	• Distinguish renewable and non-renewable energy sources. • Locate examples of energy production in the UK and elsewhere. • Explain how natural resources are used to produce energy. • Compare social, economic and environmental effects of energy choices. • Use maps and data to justify an opinion about an energy source. • Investigate energy use locally and present evidence-based findings.
Summer Can I carry out an independent fieldwork enquiry?	• Develop an answerable geographical enquiry question. • Choose suitable maps and methods for the enquiry. • Plan data collection, including practical risks and sampling. • Use fieldwork, digital technologies and mapping to record evidence. • Analyse and present quantitative and qualitative findings. • Draw a conclusion and evaluate reliability, limitations and improvements.



Maple Haven School

Geography Vocabulary Tree Maps

Pathways 2-4

Foundation to Year 6

These trees show a core vocabulary selection from the supplied geography progression. Words are grouped into connected branches for teaching and revisiting. This is a focused selection, not every word in the provider's full vocabulary list.

The source vocabulary tables begin at Year 1. Foundation words are selected from its early years skills and knowledge statements and unit themes. Some familiar words reappear to support cumulative learning.

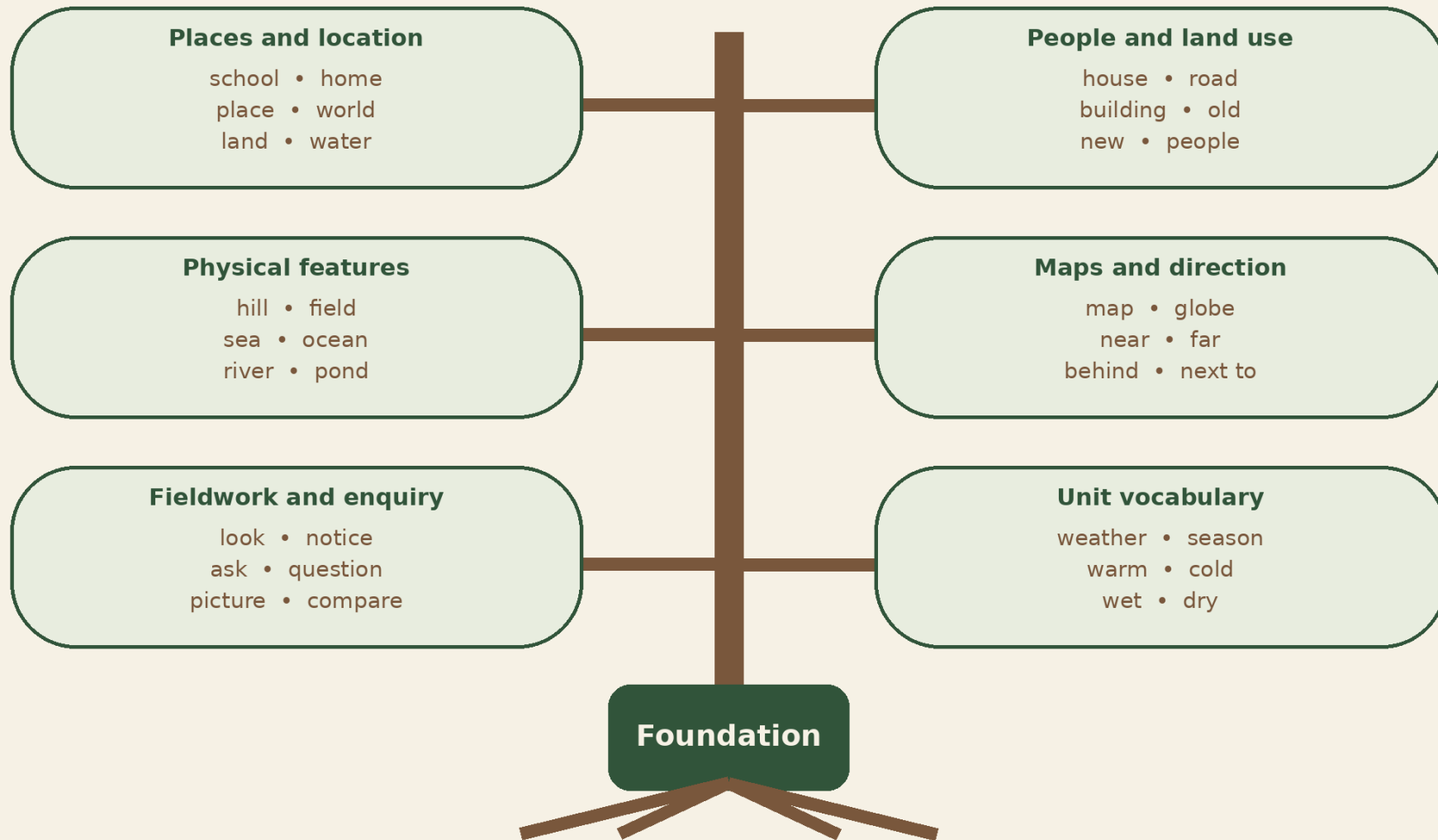
Teach meanings through maps, objects, images and real experiences. Use signs, symbols and communication aids where helpful. Pupils should revisit vocabulary from earlier years and use it to describe observations, compare places and explain findings.

Place names and geographical terminology

Capital letters are retained for named places. Familiar labels such as UK, OS map and GIS should be explained as United Kingdom, Ordnance Survey map and Geographic Information System.

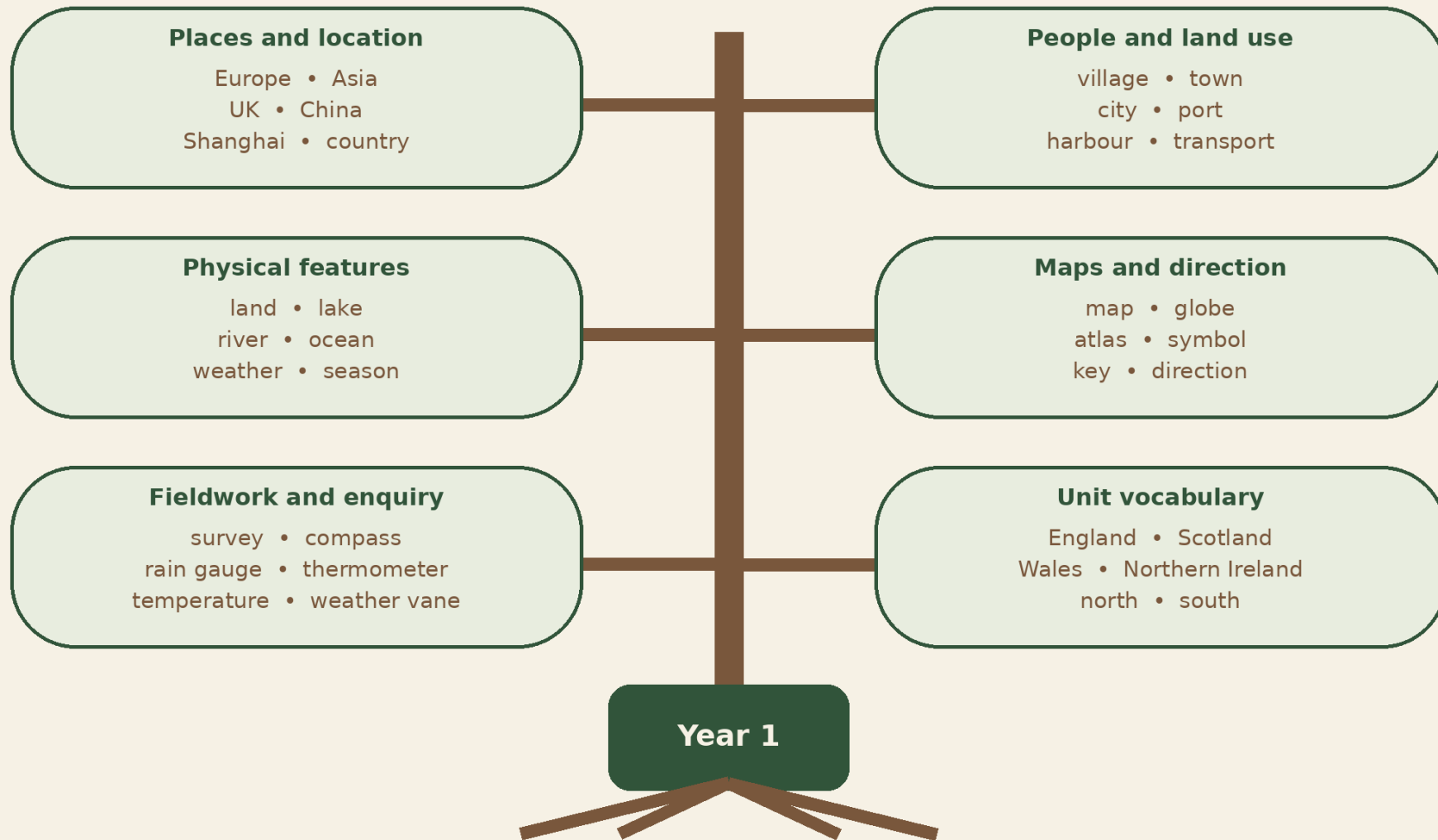
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Foundation Vocabulary Tree



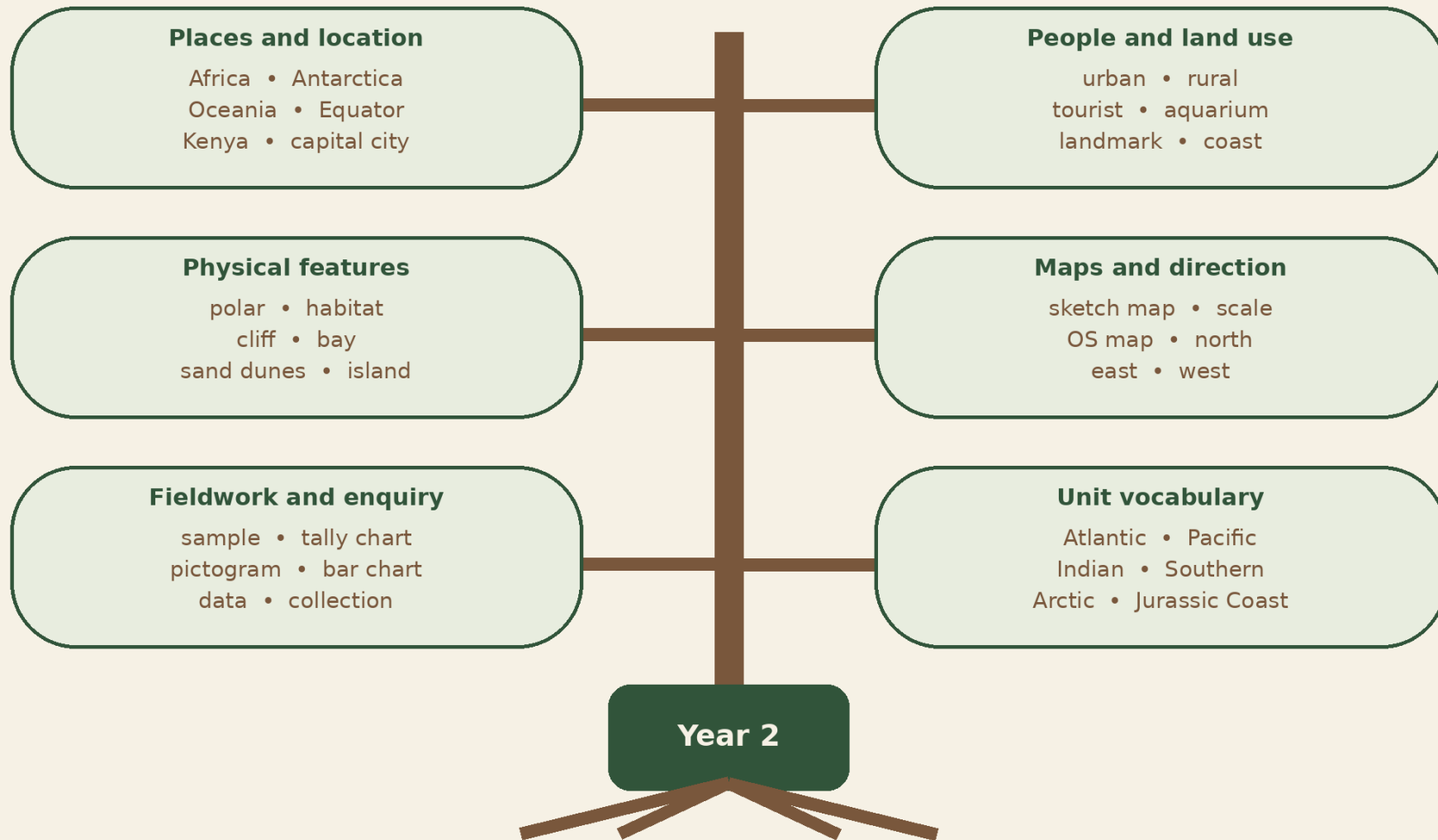
Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 1 Vocabulary Tree



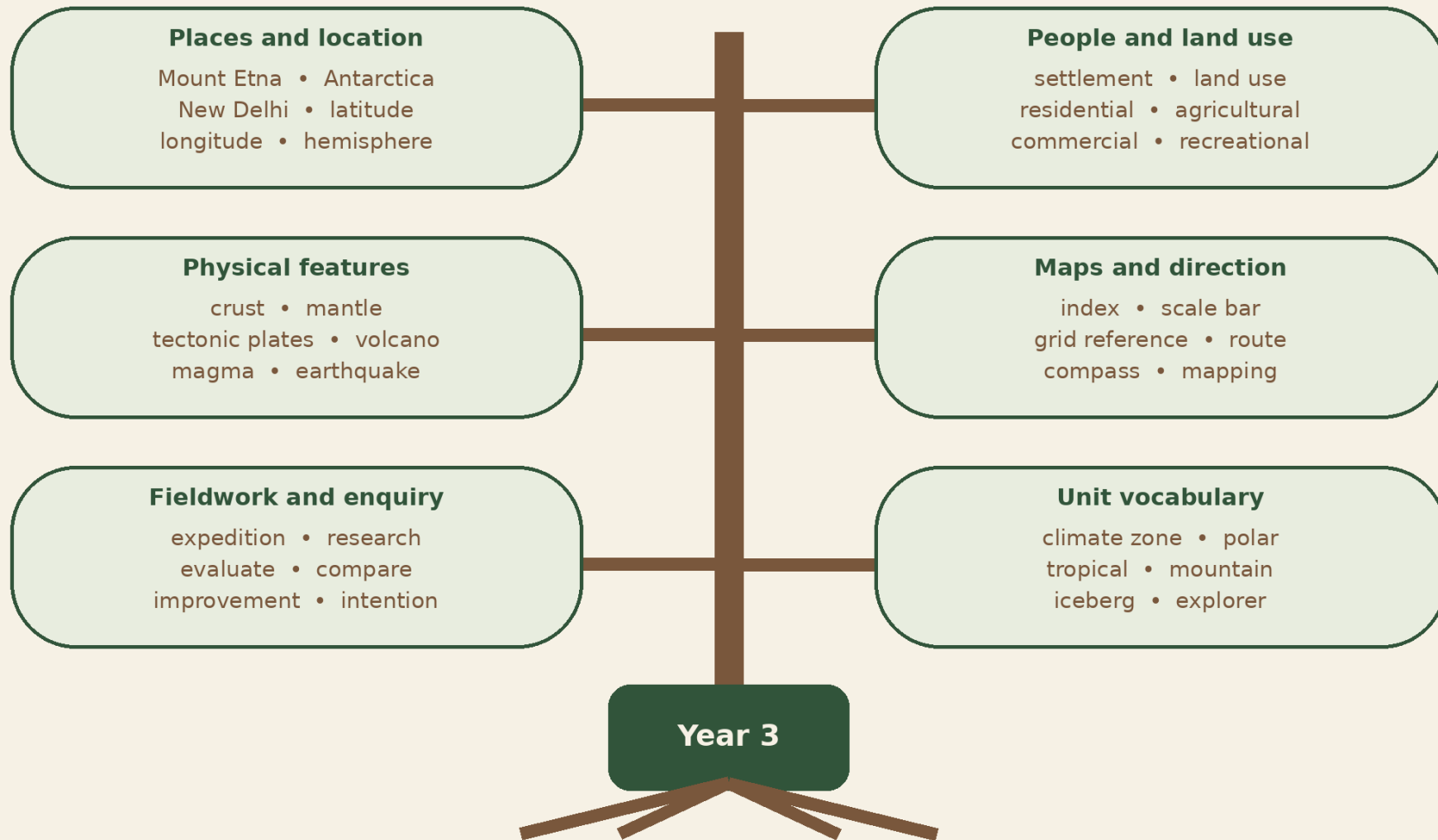
Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 2 Vocabulary Tree



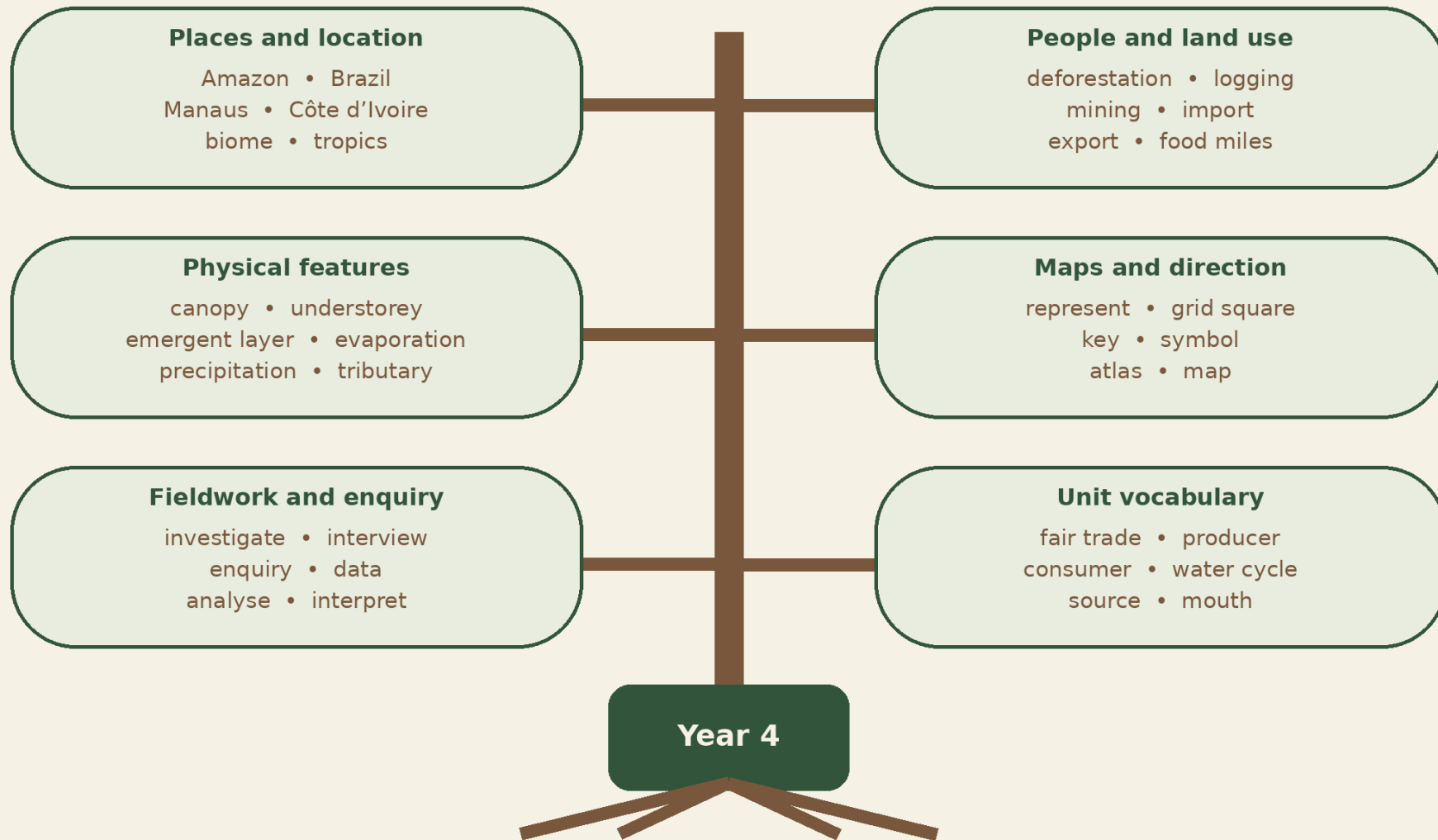
Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 3 Vocabulary Tree



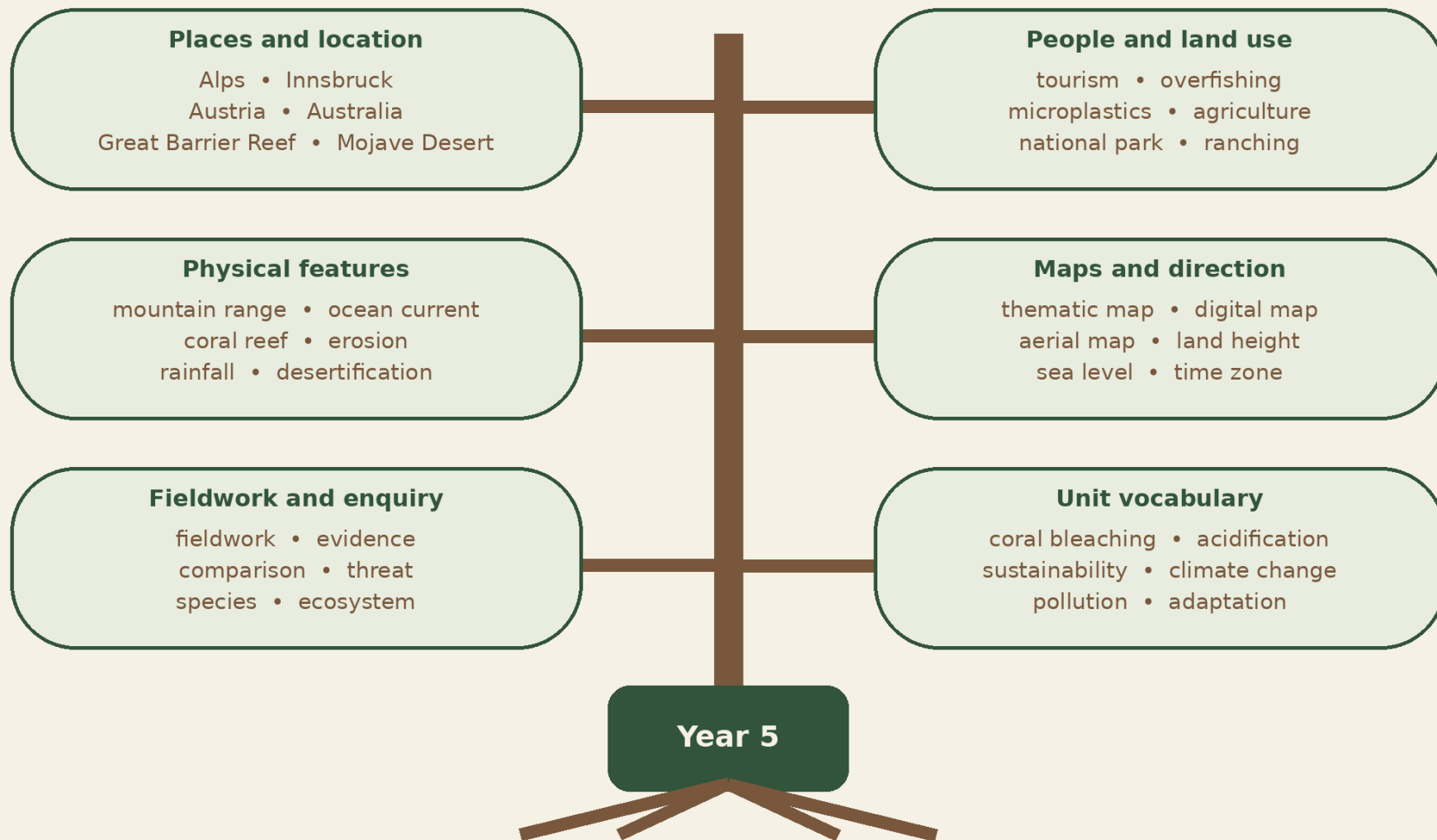
Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 4 Vocabulary Tree



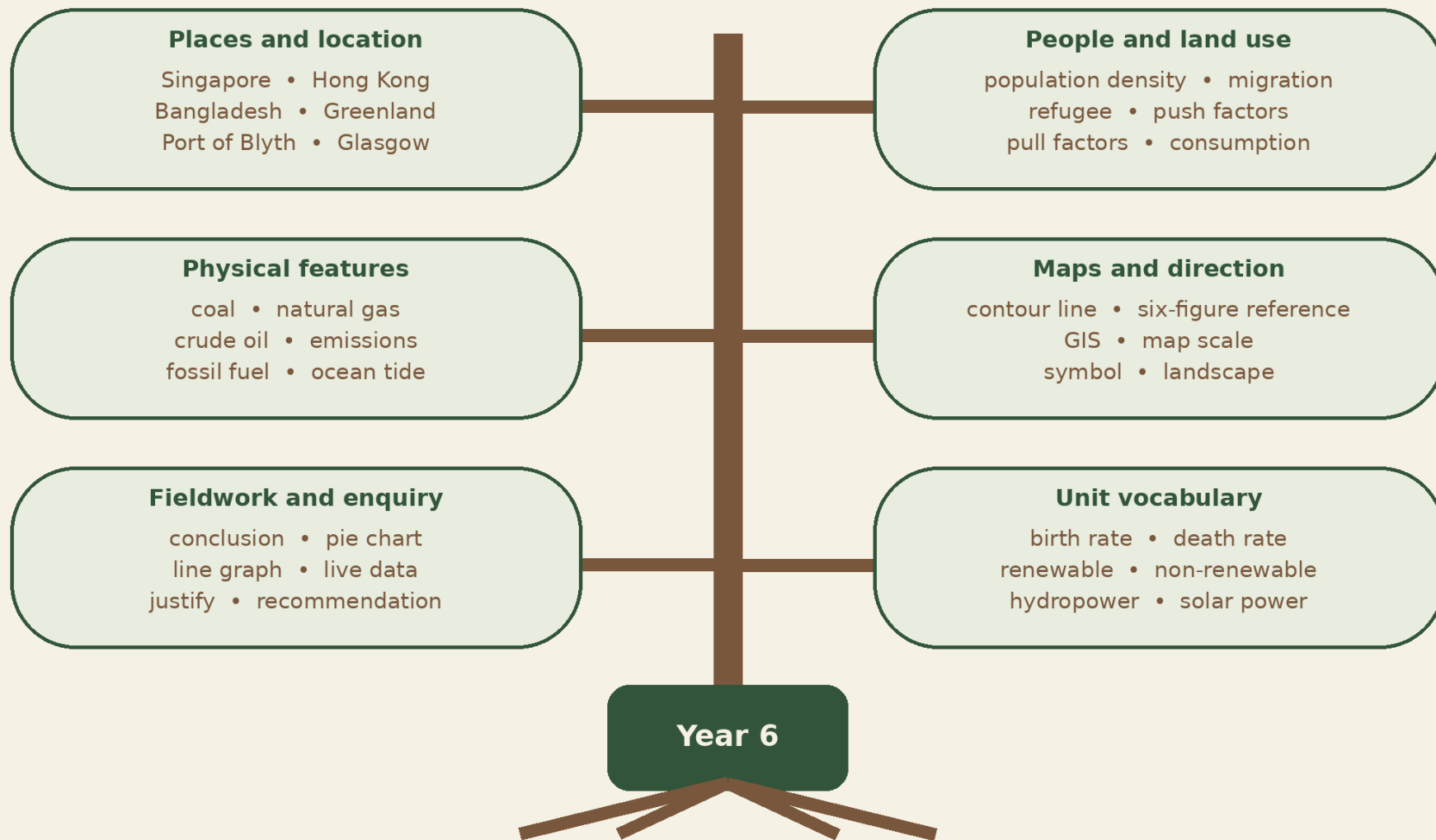
Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 5 Vocabulary Tree



Revisit earlier vocabulary and use these words in meaningful geographical learning.

Year 6 Vocabulary Tree



Revisit earlier vocabulary and use these words in meaningful geographical learning.