

Geography Coverage and Essential Learning

All Saints Catholic Voluntary Academy | Class 3 | Year 5 and Year 6 | 2026 to 2027

The agreed term order is retained as part of the school's two-year programme. The year shown identifies the Kapow source unit; teachers adapt depth, support and assessment for each year group. This sheet covers 2026–27 and does not replace the complete two-year coverage map.

Term and Kapow unit	Essential knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Advent Why do oceans matter? (Year 5)	Explain how oceans support habitats, livelihoods, trade and climate regulation. Locate and study the Great Barrier Reef. Describe effects of plastic pollution, overfishing and warming, including coral bleaching; weigh actions that could protect marine environments. Skills and fieldwork: Use world and thematic maps to connect oceans, coasts and human activity. Adapt marine fieldwork to an inland litter survey: choose sampling areas, count types and map results. Explain possible routes from local litter to rivers and seas; do not claim to have measured marine pollution. Local context: Our inland locality is connected to the sea through river systems, trade and the water cycle. Start with Glossop Brook or the Etherow on a map. Local enquiry: Trace the chosen river downstream using reliable maps to establish its route to the sea. Explore how litter or pollutants could travel through a catchment. Connect local choices with the unit's wider ocean enquiry. Local water safety: explain cold-water shock, hidden depth, currents and slippery banks around rivers and reservoirs. Keep out of reservoir water and off ice; obey signs. In an emergency, call 999 or 112, ask for Fire and Rescue for inland water (Coastguard at the coast), describe the location and never enter the water to rescue someone. Outdoor learning: link local weather and terrain to suitable clothing, footwear and agreed boundaries. Use photographs and maps to study Snake and Woodhead passes; these roads are not fieldwork observation sites.	marine, coral reef, Great Barrier Reef, ocean current, coral bleaching, microplastics, overfishing, Marine Protected Area, pollution, sample, reliability	Explain why oceans matter and how human activity affects them. Present survey findings, justify a practical response and identify a limitation of the evidence or sampling method. Local evidence: Y5: explain an inland-to-ocean connection. Y6: evaluate evidence for a proposed local action and distinguish a possible pathway from measured pollution. Safety evidence: Use a local photograph or scenario to identify hazards, explain a safe choice and rehearse an emergency call without dialling. Use RNLI Float to Live resources to explain what to do after an accidental fall; practical floating belongs in supervised swimming lessons.

Term and Kapow unit	Essential knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Lent Would you like to live in the desert? (Year 5)	Locate major deserts and study the Mojave Desert in the USA. Understand that deserts have very low precipitation and may be hot or cold. Describe hot-desert climate, vegetation and landforms; explain human uses, adaptations and environmental pressures. Skills and fieldwork: Compare climate and biome maps; use latitude and map scale to describe location. Interpret rainfall and temperature graphs, photographs and land-use evidence. Use OS map practice locally to develop contours, six-figure grid references and eight compass points. Local context: The wet upland landscapes near Snake and Woodhead passes provide a contrast with the desert studied in the unit. Local enquiry: Compare long-term climate graphs, relief maps and vegetation images. Explain why a bare or treeless local slope is not automatically a desert. Discuss how water availability affects settlement and journeys in each environment.	arid, precipitation, sparse, Mojave Desert, biome, mesa, salt flat, erosion, irrigation, ranching, tourism, desertification, contour lines	Explain how low rainfall influences life and land use. Compare the Mojave with the locality using evidence, and justify a response to the unit question while acknowledging benefits and challenges. Local evidence: Y5: explain contrasts in climate and land use. Y6: use several data sources and consider seasonal variation and exceptions.
Pentecost Where does our energy come from? (Year 6)	Compare renewable and non-renewable energy resources in the UK and USA. Explain how energy production and consumption affect people and environments; weigh advantages and drawbacks of different sources. Locate the Prime Meridian and explain time zones through Earth's rotation. Skills and fieldwork: Use maps of resources and settlements, scales and grid references. Investigate possible school solar-panel sites: record shade at different times, orientation and relevant site features. Present evidence and justify a location, recognising that observations vary with season. Local context: Use the school and surrounding area for an energy enquiry. Longdendale reservoirs offer a water-management link, but a reservoir's presence does not demonstrate hydropower generation. Local enquiry: Survey school energy uses and investigate possible solar-panel locations using shade and aspect observations. Compare energy options against land use, habitats, cost and landscape considerations. Treat local generation proposals as hypotheses unless verified. Care for our locality: connect the enquiry with RESPECT and care for creation. Take litter home, protect plants and wildlife and follow signs and paths. Discuss why fires and disposable barbecues can harm nearby moorland. Choose a small school-ground action and review its effect.	energy source, renewable, non-renewable, fossil fuel, solar power, wind power, hydropower, consumption, emissions, Prime Meridian, time zone	Compare two energy sources with reasons. Locate UK/USA examples, explain a time-zone difference using a model and recommend a solar-panel site supported by fieldwork and its limitations. Local evidence: Y5: justify an option using fieldwork. Y6: weigh trade-offs and explain what further evidence would be needed before a decision.

Connections across the year

Connect oceans, deserts and energy through natural resources, human choices and environmental effects. Revisit world location, map scale and the quality of evidence in every enquiry.

Geography Progression Inclusion and Implementation

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The shared topic provides common experiences while map accuracy, depth of explanation and independence develop. Year-specific teaching prompts below adapt the supplied progression; where Kapow repeats expectations across paired years, differentiation is a school-planning suggestion.

Year group	Starting points	Teaching emphasis	Expected evidence and progression
Year 5	Retrieve climate, biomes, resource use and lower KS2 map skills. Diagnose gaps before moving to more independent explanations.	Select maps at different scales; develop six-figure references and confident eight-point directions. Choose an enquiry question, sampling method and presentation.	Explain connections between environment and human activity; interpret maps and graphs, justify conclusions and suggest improvements to evidence collection.
Year 6	Secure the wider world framework, resource vocabulary and four/six-figure references. Check knowledge needed for the Year 6 energy unit.	Choose and justify maps and methods independently. Use thematic maps, scale and digital mapping; consider alternative viewpoints and reliability of samples.	Sustain an evidence-based explanation, weigh environmental choices, identify limits of findings and make a justified geographical recommendation.

Mixed-age entitlement

All Saints Year 5 and Year 6 study the shared sequence, including St Margaret's Year 6 pupils taught at All Saints. Year 5 pupils receive explicit preparation for time zones and energy vocabulary; Year 6 pupils extend independence and evaluation within the Year 5 ocean and desert units. Check each cohort's route through the two-year programme.

Inclusive curriculum and adaptive teaching

Pre-teach vocabulary with objects, photographs and gestures; model atlas use and map keys step by step. Offer enlarged or tactile maps, accessible routes, paired roles, oral rehearsal and chunked recording. Build in movement breaks and adult check-ins where needed. Accept spoken, drawn, practical or supported written evidence while retaining geographical thinking. Extend through explanation and evaluation rather than extra copying.

Fieldwork assessment and retention

Begin with a question, choose observations or measurements, collect and present data, then answer using evidence. Plan time for practical work and accessible participation; river observations require a suitable supervised location and risk assessment. Retrieve place names and map skills each term. Use pupil talk and practical tasks alongside final products. Revisit weather versus climate, human versus physical features, maps versus aerial photographs, and the difference between an observation and an opinion. **Use the school grounds in Old Glossop for All Saints or Gamesley for St Margaret's as the starting point. Revisit water-safety choices before any waterside fieldwork and before summer; use photographs where access is unsuitable.**

Subject leadership and accuracy

Sample maps, enquiry outcomes and pupil explanations across year groups; check retained vocabulary, fieldwork participation and increasing independence. Review the agreed two-year map and movement between classes for gaps or repetition. Teach that hotter equatorial conditions relate to more direct sunlight, not being meaningfully closer to the Sun; distinguish Earth's rotation and time zones from its tilt and seasons.

Sources: school Geography overview; Kapow standard long-term plan, vocabulary progression and all four skills and knowledge strands (26 August 2026); Reception activity overviews where relevant. Knowledge is summarised; activity placements, fieldwork adaptations, assessment and differentiation are school-planning suggestions.

Derbyshire County Council — local main rivers — <https://www.derbyshire.gov.uk/environment/flooding/identify-flood-risk/main-river/main-river.aspx>

Derbyshire Historic Environment Record — Longdendale reservoirs — <https://her.derbyshire.gov.uk/Monument/MDR617>

Derbyshire County Council — Snake Pass — <https://www.derbyshire.gov.uk/transport-roads/roads-traffic/landslips/snake-pass/a57-snake-pass.aspx>

Water safety teaching: <https://www.unitedutilities.com/reservoir-safety> ; <https://rnli.org/water-safety/float> ; <https://www.bedsfire.gov.uk/news/999-what-service-do-you-require>

Outdoor care: <https://www.gov.uk/government/publications/the-countryside-code/the-countryside-code-advice-for-countryside-visitors>