

Geography Coverage and Essential Learning

St Margaret's Catholic Voluntary Academy | Class 2 | Year 3 Year 4 and Year 5 | 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 Are all settlements the same? (Year 3)	Distinguish villages, towns and cities and describe rural and urban environments. Identify residential, agricultural, commercial, industrial, recreational and transport land uses. Explain why settlements develop where they do and how places change. Compare the locality with a selected area of New Delhi. Skills and fieldwork: Map land use on a local walk; use photographs, OS symbols, four-figure grid references and a key. Compare maps or images from different dates. Collect observations or a short questionnaire and distinguish counted evidence from opinions. Local context: Compare land use in Gamesley, Glossop and Manchester, then retain the planned comparison with New Delhi. The nearby Pennine landscape and passes help explain connections between places. Local enquiry: Create a land-use map from a local walk or aerial photographs. Use maps to locate the A57 Snake Pass and A628 Woodhead Pass and discuss how relief affects routes. Add reservoirs as an example of links between upland water resources and Manchester. 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.	settlement, urban, rural, land use, residential, commercial, agricultural, facilities, New Delhi, OS map, grid reference, scale, questionnaire	Create an annotated land-use map. Explain why a feature is located there and support a local/New Delhi comparison with evidence. Describe a change and suggest a reason. Local evidence: Y3: classify land use and use a key. Y4: explain a pattern using map evidence. Y5 where taught: evaluate a proposed change from different users' viewpoints.

Term and Kapow unit	Essential knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Lent Where does our food come from? (Year 4)	Explain how climate influences crops and why the UK grows some food and imports other products. Trace food from producer to consumer, including cocoa from Côte d'Ivoire. Explain fair trade and compare local and global sourcing, considering livelihoods, seasons, transport and environmental effects. Skills and fieldwork: Map food origins and trade routes using an atlas. Investigate a sample of food labels or local food outlets; record origins, compare distances and present data. Explain that food miles alone do not measure the whole environmental impact. Local context: Local shops and school food connect Gamesley/Glossop to farms, Manchester and the wider world. Local enquiry: Survey food labels and map confirmed countries of origin. Compare local/UK and imported examples. Use maps to discuss possible distribution routes, but distinguish an imagined route from a verified supply chain; proximity alone does not prove food travelled over Snake or Woodhead Pass.	import, export, trade, food miles, produce, seasonal food, distribution, fair trade, cooperative, carbon footprint, Côte d'Ivoire, biome	Produce a food-origin map and explain a trade link. Use collected data to discuss advantages and disadvantages of sourcing choices and explain how fair trade can support producers. Local evidence: Y3: record and map origins. Y4: explain climate and trade links. Y5 where taught: evaluate sourcing choices using evidence beyond distance alone.

Term and Kapow unit	Essential knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Pentecost What are rivers and how are they used? (Year 4)	Describe water-cycle processes and stores, including evaporation, condensation, precipitation and groundwater. Locate major UK and world rivers. Explain source, tributary, channel and mouth, and how rivers shape land. Describe uses such as water supply, farming, transport and leisure. Skills and fieldwork: Trace rivers on maps and identify features from photographs and OS maps. Plan a supervised local river study from a safe accessible bank, recording features and human uses through sketches, photographs and simple observations. Compare findings with mapped evidence. Local context: Use Glossop Brook and the River Etherow as local river examples. The Longdendale chain includes Bottoms, Valehouse, Rhodeswood, Torside and Woodhead reservoirs, built to supply Manchester. Local enquiry: Trace a local river on a map; identify tributaries, flow direction and human uses. Distinguish the river channel from an artificial reservoir and dam. Use photographs or an approved observation point to discuss storage, supply and effects on habitats. 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. 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.	water cycle, evaporation, condensation, precipitation, groundwater, source, tributary, meander, mouth, estuary, floodplain, erosion, irrigation	Annotate a water-cycle diagram and river map. Explain a river use and its effect on people or the environment; present field observations and answer the enquiry using evidence. Local evidence: Y3: label river features and describe a use. Y4: link observations to the water cycle and explain a human impact. Y5: evaluate competing needs for water and identify limits of the fieldwork evidence. 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.

Connections across the year

Connect settlement locations and land use with food production and rivers. Revisit how people depend on and change their environments, using local observations and wider-world examples.

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>

Peak District National Park — Longdendale learning site — <https://www.peakdistrict.gov.uk/learning-about/education/our-learning-centres-and-sites>

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>

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 3	Retrieve KS1 map keys, continents, features and directions. Introduce the location and vocabulary needed for each shared unit.	Model atlas index use, scale estimates, four-figure references and eight compass points. Plan data collection with adult support and annotate observations.	Describe and begin to explain links between people and places; use mapped evidence, simple sampling and a graph or sketch to answer an enquiry.
Year 4	Check the same lower KS2 prerequisites and relevant prior units. Revisit climate, land use and world location where needed.	Increase accuracy and independence with four-figure references, scale and OS symbols. Compare sources; distinguish numerical findings from opinions.	Explain similarities, differences and environmental effects; justify a simple enquiry conclusion with mapped and collected evidence.
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 5 within the shared Year 3 and Year 4 units

Settlements: use maps at different scales, six-figure references and a justified land-use comparison. Food: choose a sample, interpret trade patterns and weigh sourcing choices. Rivers: select an enquiry question and method, explain links between river processes and human use, and evaluate the evidence. These deepen the agreed units; they do not replace checking Year 5 coverage across the full rolling 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.