St. Joseph's Catholic Primary School
Geography Planning and Progression Document Rec- Y6

Geography is the study of where places are found, what they are like and the relationships between people and their environments.

This guidance is supported by Ofsted documents and research papers.

https://www.gov.uk/government/news/ofsted-publishes-research-review-ongeography

A guiding principle of CUSP Geography is that each study draws upon prior learning. For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations through their curiosity corners, making links to where animals live. This substantive knowledge is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and deliberate practice are essential for pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.

CUSP Geography is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK. CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge.
Specific and associated geographical **vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3).** Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources.

CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

GEOGRAPHY PRIMARY CUSP CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

WHAT PUPILS WILL KNOW

Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP Geography, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge. We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork**
LOCATION I Where a place actually is found. I It helps us describe and remember where places are. I Name and locate locations. Use absolute positioning system.	**PLACE** I What a location is like. I Describes the physical and / or human geography as well as the personal and cultural experience related to that place.	**HUMAN GEOGRAPHY** I The interactions between people, places and the environment. I The built environment. Effect of migration and settlement. The effect on the landscape and environment. **PHYSICAL GEOGRAPHY** I The natural shaping of the surface of the Earth as well as the physical process that create the environment. I The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.	**SKILLS AND FIELDWORK** I Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it. I The collecting of information about people, places and the environment.

Substantive Knowledge Progression Across the Curriculum

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY (Vertical Links)			
Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the world People, Culture and Communities 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. The Natural World 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.	Continents, oceans, countries and capital cities of UK and seas **LOCATIONAL KNOWLEDGE** | Location, Order Connection	Local area study **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Order Environment, Culture Time, Pattern	Local area study **HUMAN AND PHYSICAL GEOGRAPHY** | Location, place, map skills and fieldwork	Rivers **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Order, Proximity Region, Landscape, System **PLACE KNOWLEDGE** | Location, Environment, Pattern	World cities, biomes and environmental regions **HUMAN AND PHYSICAL GEOGRAPHY** | Location Interdependence, Pattern Environment, Settlement Economic	Physical processes Earthquakes, mountains and volcanoes **HUMAN AND PHYSICAL GEOGRAPHY** | Time, Location, Process Connection, Environment System
	Hot and cold locations **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Environment Culture	Comparison of a non-European location with small area of UK (London and Nairobi) **PLACE KNOWLEDGE** | Location, Environment Culture, Connection	UK Study **LOCATIONAL KNOWLEDGE** | Location, Order Environment, Region Landscape	Latitude and longitude **LOCATIONAL KNOWLEDGE** | Location, Position Diversity, Time	4 and 6 figure grid references **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location Absolute position Scale Settlement	Settlements and relationships **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Proximity Landscape, Interdependence Lived space **PLACE KNOWLEDGE** Location, Connection Economic, Order Pattern, Remoteness
	Local area map work skills **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location, Environment, Pattern	Local area map work skills and introduction to scale **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location, Environment, Pattern, Similar	Revisit Human and physical geography **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Place, Culture Connection, Interdependence	Water cycle **HUMAN AND PHYSICAL GEOGRAPHY** | Environment, Connection Interaction, Landscape Process, Cycle	Revisit World cities, biomes and environmental regions **HUMAN AND PHYSICAL GEOGRAPHY** | Location Interdependence, Pattern Environment, Settlement Economic	Comparison study of North America, Europe and UK **PLACE KNOWLEDGE** | Location, Connection Economic, Order Pattern, Remoteness
		Compare an alternative non-European locality (Village in a rainforest) **PLACE KNOWLEDGE** | Location, Environment Culture, Remoteness	OS maps and scale **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location, Scale, Proximity	Revisit Rivers **HUMAN AND PHYSICAL GEOGRAPHY** | Location, Order, Proximity Region, Landscape, System Map skills – environmental regions **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	OS maps and fieldwork **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location, Scale, Proximity	Maps and orienteering **GEOGRAPHICAL SKILLS AND FIELDWORK** | Location, Proximity Scale, Connection, Pattern

Vertical Links	**LOCATION**	**PLACE**	**HUMAN AND PHYSICAL**	**GEOGRAPHICAL SKILLS AND FIELDWORK**
	Landing Points			
Year 1 Continents, oceans, countries and capital cities of UK and seas Hot and cold locations Local area map work skills **Year 2** Local area study – Human and Physical Geography Comparison of a non-European location with small area of UK (London and Nairobi) Local area map work skills and introduction to scale Compare an alternative non-European locality (Village in a rainforest)	Pupils develop an understanding of the concept of LOCATION through: | • naming and locating the world's seven continents and five oceans (Y1) • naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) • identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) • knowing and naming the oceans and seas surrounding the United Kingdom (Y1) • identifying and locating the location of a non-European countries (Y2) • identifying and locating their school and locality (Y2)	Pupils develop an understanding of the concept of PLACE through: | • knowing where England and London are located (Y2) • knowing and explaining the main human and physical features of London (Y2) • knowing and explaining where Kenya and Nairobi are located (Y2) • knowing and explaining the main human and physical features of Nairobi (Y2) • knowing and explaining the similarities and differences of these two places (Y2)	Pupils develop an understanding of the concept of human and physical geography through: | • knowing and explaining seasonal and daily weather patterns (Y1) • locating the Equator, North and South Poles (Y1) • locating and name hot and cold places in the world (Y1) • using geographical vocabulary to refer to physical features: (Y1/2) ○ *beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal* • using geographical vocabulary to refer to human features: (Y1/2) ○ *city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum*	Pupils develop an understanding of the concept of Geographical skills and fieldwork through: | • using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2) • knowing and using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Y1/2) • using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2) • making a simple map using basic symbols in a key (Y1/2) • knowing and explaining larger and smaller scale maps, including OS maps (Y2) • using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (Y1/2)

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK

Year 3
Local area study – human and physical geography
 	
UK Study
 	
Revisit Human and physical geography
 	
OS maps and scale
 	
Year 4
Rivers
 	
Latitude and Longitude
 	
Water Cycle
 	
Revisit Rivers
 	
Map skills – environmental regions
	Pupils develop an understanding of the concept of LOCATION through:
	
	• locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4)
	
	• knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4)
	
	• naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3)
	
	• identifying land-use patterns and know how some of these aspects have changed over time (Y3)
	
	• identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Y4)
	
	• knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4)
		Pupils develop an understanding of the concept of PLACE through:
		
		• explaining what regions, counties and cities are like in the United Kingdom (Y3)
		
		• explaining the similarities and differences between places across the world (Y3/4)
		
		• knowing and explaining about places that are built around rivers (Y4)
		
		• knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4).
			Pupils develop an understanding of the concept of human and physical geography through:
			
			• knowing and describing key physical geography features
			  ○ *topography, climate zones, vegetation belts, mountains, rivers, and the water cycle* (Y3/4)
			
			• knowing and describing key human geography features
			  ○ *region, county, capital city, city, settlement, recreation, harbour,* (Y3/4)
			
			• knowing and explaining how places are shaped by human and physical features
			
			• knowing and explaining how physical features shape a place and the reason that human features are there
				Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
				
				• making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)
				
				• skilfully using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Y3/4)
				
				• using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. (Y3/4)

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through:	Pupils develop an understanding of the concept of PLACE through:	Pupils develop an understanding of the concept of human and physical geography through:	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Year 5 World cities, biomes and environmental regions 4 and 6 figure grid references Revisit World cities, biomes and environmental regions OS maps and fieldwork **Year 6** Physical processes – earthquakes, mountains and volcanoes Settlements and relationships Comparison study of North America, Europe and UK Maps and orienteering	• knowing and locating countries and cities of the world (Y5/6) • identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) • knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6)	• knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) • knowing and explaining that places are shaped by their location, physical and human features (Y5/6) • knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6)	• knowing and describing key physical geography features and processes ○ *climate zones, vegetation belts, earthquakes, mountains and volcanoes* (Y5/6) • knowing and describing key human geography features ○ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6)	• using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) • using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) • using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. (Y5/6)

Curriculum Progression of Skills – Substantive Knowledge

Skill domains: NC VERTCIAL LINKS	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge ***(DECLARATIVE)***	• Make and discuss observations on immediate environment including local area and school grounds. • Comment and enquire about other environments.	• Name and locate some places in their locality and the UK. • Understand what a Capital City is. • Compare a local town/city with a contrasting town/city.	• Name and locate significant places in their locality, the UK and wider world. • Compare the UK with a contrasting country in the world. • Name and locate the world's seven continents and five oceans. • Name and locate four countries of the UK recognising their characteristics.	• Name and locate a wider range of places in their locality, the UK identifying human and physical features. • Revise locations and names of the continents on a world map. • Locate the main countries of Europe and their capital cities.	• Use maps to name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. • Further explore similarities and differences comparing a region in and outside of the UK. • On a World Map, locate areas of similar environmental regions.	• Name and locate an increasing range of places in the world including globally and topically significant features and events. • Use maps to locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, identifying their physical and human features. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	• Name and locate an extensive range of places in the world including globally and topically significant features and events. • Use maps to locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, identifying their physical and human features. • Understand geographical similarities and differences through the study of human and physical geography.

						Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	
Human and Physical Knowledge ***(DECLARATIVE)***	• Compare and contrast immediate environment with others studied. • Identify seasonal weather patterns.	• Describe some places and features using basic geographical vocabulary. • Express views on some features of their environment e.g. what they do or do not like. • Identify daily weather patterns. • Recognise the different seasons.	• Describe places and features using simple geographical vocabulary when referring to human and physical characteristics. • Make observations about features that give places their character. • Identify seasonal and daily weather patterns in the UK. • Identify the hot and cold places of the world.	• Use geographical language to describe some aspects of human and physical features noting similarities and differences of locations. • Make observations about places and features that change over time. • Understand key aspects of different types of land use and settlements.	• Use geographical language to identify and explain some aspects of human features and physical features including climate zones, volcanoes, tornadoes, water cycle, tsunamis, earthquakes along with geographical vocabulary linked to this. • Describe how features and places change and the links between people and environments.	• Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments including economic activity. • Demonstrate understanding of how and why some features or places are similar or different and how and why they change. • Explore fair/unfair distribution of resources (Fairtrade).	• Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. • Explain some links and interactions between people, places and environments. • Use geographical language to identify and explain some aspects of human features and physical features including climate zones and biomes.
Geographical skills and Field Work ***(Procedural) and Disciplinary Knowledge***	• Observe similarities and differences in nature. • Observe seasonal weather patterns.	• Use simple fieldwork and observational skills when studying the geography of their school and its	• Identify seasonal and daily weather patterns. • Use a range of sources such as simple maps,	• Observe, record, and name geographical features in their local environments.	• Observe, record, and explain physical and human features of the environment. • Use a range of sources including	• Observe, measure, and record human and physical features using a range of methods	• Use fieldwork to observe, measure, record and present human features using a range of methods, including

• Observe changes over time. • Create own representations of local area using simple maps and plans.	grounds devising a simple map. • Use a range of sources such as simple maps, globes, atlases and images. • Use and construct basic symbols in a key understanding that they mean something on a map.	globes, atlases and images. • Develop simple fieldwork and observational skills when studying the geography, and using maps of, their school and local environment. • Use simple 4-point compass directions to describe the location of features and routes on a map.	• Use maps, atlases and globes to locate locations studied and use key vocabulary to describe their features. • Use symbols and keys to build knowledge of UK and wider world. • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.	digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. • Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. • Use simple 8 point compass directions to describe the location of features and routes on a map. • Use 4 figure grid referencing to build knowledge of the UK and the wider world.	e.g. sketch maps, plans, graphs, and digital technologies. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build upon knowledge of the UK and the wider world. • Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	sketch maps, plans and graphs, and digital technologies including digital computer mapping. • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. • Appropriately use Ordnance Survey and other maps during field work.

Disciplinary knowledge – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. I draw upon the work of Cresswell,Lambert and Massey to offer suggestions about the discipline of geography.

SUGGESTED DISCIPLINARY KNOWLEDGE - THINKING AS A GEOGRAPHER (Vertical Links)				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)

Disciplinary Knowledge is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. I draw upon the work of David Lambert, who references areas teachers can develop tasks for children to 'Think Geographically' through:

- Place
- Space
- Scale
- Interdependence

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
GEOGRAPHICAL ENQUIRY 				
Place and Space	**Scale and Connection (Relationship and interdependence)**	**Physical and human geography**	**Environment and sustainability**	**Culture and diversity (Uniqueness)**
Place Key idea is that place is its location and what it means to people. Places are influenced and shaped by the people who live there (ideas, emotions and beliefs). Space Location on the Earth's surface defined by latitude and longitude. Space is more general and does not have meaning.	Scale To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out. Connection How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global. Relational perspectives There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.	Physical and human geography An appreciation of how places evolve and are shaped by physical or human geography. PAST How have physical processes and people influenced this place? PRESENT How are physical processes and / or people influencing this place? FUTURE What could this place be like in the future, given the influences by physical processes or people?	Environment What is the environment like? Draws upon human and physical geography to help explain ' how did it get like that?' Makes us think about our ethical consumer habits and choices made about environmental impact. Sustainability An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. What it means to be a responsible citizen, embracing global dimensions within a local setting.	Culture The way people have done or do things around here. The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time. An understanding and respect for ethnicity and diversity through knowing more about other cultures and people. Diversity The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection. The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine… Regional inequality For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		

Disciplinary Knowledge – Vertical Links

Scale

Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.

Interdependence

Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

Physical and human processes

Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.

Environmental impact and sustainable development

Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.

Cultural awareness and diversity

Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

Vertical Links -Place

EYFS	Year 1	Year 2
Pupils build understanding that: ● Places have names to help people describe where they are. ● Places can be different sizes and types.	**Pupils build understanding that:** ● A place is more than just a location, it is about how it looks, what is there and how it makes you feel. ● A place has different features that make it unique.	**Pupils build understanding that:** ● Landscape and surrounding environment are important parts of a place. ● No two places are exactly alike.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: ● A 'place' encompasses distinctive features, landscape, community, and diversity. ● A 'place' is shaped by various factors including culture and shared experiences. ● As individuals, they are part of the process of shaping the place where they live. ● People's shared experiences of a place can help people to connect as a community. ● Places are interconnected, influencing and being influenced by other places.	**Pupils build understanding that:** ● Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. ● Factors such as socio-economic influences, historical context, and environmental impact can influence a place. ● The significance of different places may vary from person to person.

Space

EYFS	Year 1	Year 2
Pupils build understanding that: • Things can be distributed or spread out across a space in different ways.	**Pupils build understanding that:** • Patterns can be seen in the way features are distributed within a space.	**Pupils build understanding that:** • How far apart features are in a space can be compared and contrasted.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • The concept of space can be observed in various physical and human geographical features like landforms and urban areas. • 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. • Elements, such as information, goods and people, within a space relate to and influence each other.	**Pupils build understanding that:** • 'Space' involves examining features and the relationships between them. • Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. • That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Scale

EYFS	Year 1	Year 2
Pupils build understanding that: • Some places are bigger than others.	**Pupils build understanding that:** • Some features of an environment are bigger or smaller than others.	**Pupils build understanding that:** • People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). • Maps are small - scale representations of a place.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Scale can refer to local, national, international and global. • Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. • Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	**Pupils build understanding that:** • Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. • Geographers examine features and the relationships between them at different scales, depending on their intended outcome. • The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. • When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Interdependence

EYFS	Year 1	Year 2
Pupils build understanding that: • Aspects of our world are connected.	**Pupils build understanding that:** • Features and people are connected and rely on each other.	**Pupils build understanding that:** • People, places, environments and processes are connected and can affect each other.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Changes or events in one location can affect another, regardless of distance. • Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. • Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.	**Pupils build understanding that:** • More complex interdependencies exist, such as how the economy of one place can affect another. • Interdependence shapes our world, such as how trade connects different countries.

Physical and Human Processes

EYFS	Year 1	Year 2
Pupils build understanding that: • The physical environment changes over time.	**Pupils build understanding that:** • Humans can have an impact on our surroundings.	**Pupils build understanding that:** • Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Physical changes and human influences like urban growth can change the landscape of an area. • Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	**Pupils build understanding that:** • Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. • There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Environmental Impact and Sustainable Development

EYFS	Year 1	Year 2
Pupils build understanding that: ● Taking care of our environment is important and there are ways we can help do this.	**Pupils build understanding that:** ● Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	**Pupils build understanding that:** ● Human activities can have a positive or negative impact on the environment.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: ● Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. ● It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. ● The impact of human activities on ecosystems and the environment may have long-term effects.	**Pupils build understanding that:** ● There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. ● There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Cultural Awareness and Diversity

EYFS	Year 1	Year 2
Pupils build understanding that: • People have different daily practices and ways of life.	**Pupils build understanding that:** • There are many similarities and differences between the ways of life of people in different places.	**Pupils build understanding that:** • That similarities and differences between environments can contribute to cultural diversity.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	**Pupils build understanding that:** • That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world.

Geography Long Term Plan

EYFS

Specific Area of Learning Understanding the World	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
	ELG: • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, 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 • Exploring 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 to them in class.	• Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Become familiar with the local environment • Explore school grounds – wildlife and spinney • Know about extended family • EAL – knowing about family members in other places • Explore traditions and Christmas • Know about farms and animals • Exploring world through texts such 'We're going on a bear hunt'	• Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc…). • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families' place of birth. • Exploring Christmas traditions from around the world. • Features of cities, man-made vs natural (Naughty Bus link). • Learning London is the capital city. • Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps. • Black History. • Naming features of the world around us (farms, beach, woodland etc).	Locational knowledge • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and physical geography • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.

Area of Learning and Development: Understanding of the World					National Curriculum
	LANGUAGE children will encounter	**WHAT OPPORTUNITY? (When? / why?)**	**WHAT PROVISION? (What? / where?)**	**WHAT EXPERIENCE? (How? / purpose?)**	
EYFS EDUCTIONAL PROGRAMME	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.				
Early Learning Goals **The Natural World** 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 .	change | season | leaves | trees | colder | shorter days | fall | Autumn – Spring – Summer | relevant months	For example Autumn Tern: Multiple planned autumn sensory walks to see, smell, describe, observe and draw a familiar environments. Sept – Nov | Dec – Feb | March – May | June - August	For example Autumn Tern: Planned route through school grounds and forest area. Photographs and shared clipboards / iPads to capture things of interest. Leaf collection and pots to collect interesting natural things (not alive).	Children use vocabulary modelled by adults to explain what they see, hear and feel. Adults model with children how to observe and describe what they notice on the seasonal sensory walk.	Builds knowledge and understanding so pupils access Y1 **SCIENCE** • Animals, including humas • Plants • Living things and their habitats • Seasonal changes • Everyday materials • Uses of everyday materials

Long Term Plan – REC-Y6

	Autumn	Spring	Summer
Class 1 **(EYFS)**	• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World** • Exploring 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 to them in class.		
Class 1 **(Year 1)**	Continents Oceans Countries of UK	Capital cities of UK Seas around UK	Hot and cold places Mapping and fieldwork
Cycle 1 (A) **Year 2**	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non- European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Cycle 2(B) **Year 3**	UK Study	Fieldwork – human and physical features	Revisit human and physical features *(only if your class need to)* OS Maps and Scale
Cycle 1 (A) **Year 4**	Rivers (3weeks) Latitude and longitude (7 weeks)	Latitude and longitude Water cycle (3 weeks)	Rivers revisited *(only if your class need to)* Map skills – environmental regions
Cycle 2(B) **Year 5**	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Class 4 **(Year 6)**	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteering)

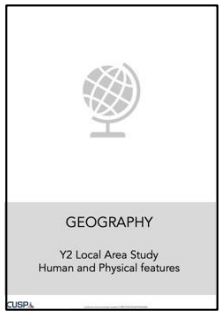
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | Continents, Oceans, UK countries,capital cities and surrounding seas |  	LOCATIONAL KNOWLEDGE | Location Order Connection	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fictiontexts and (when appropriate) maps. ELG: The Natural World Exploring the natural world around them, makingobservations and drawing pictures of animals and plants. Know some similarities and differences between the naturalworld around them, and contrasting environments, drawing ontheir experiences and what has been read to them in class.	Continents: What are the 7 continents of the world? Oceans: What are the 5 oceans of the world? Remember: What are the 7 continents and 5 oceans of the world? Countries: What are the four countries of the United Kingdom? Capital Cities: What are the capital cities of the four kingdoms of the UK? Seas: What seas surround the UK?	vast azure rotated expanse	ocean continent polar atlas

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 This OPTIONAL REVISIT module can be used to sophisticate and elaborate upon existing knowledge.	LOCATIONAL KNOWLEDGE | Location Order Connection	Y1: Introduce UK countries, capital cities, continents and oceans Y1: Revisit Revisit countries, capital cities, continents and oceans.	Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world Hot and cold places: Where is the equator? Where is hot and whare is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like? What I know about hot and cold places: Summary – where are hot and cold places of the world? Continuous Learning: Record the weatherusing a daily dashboard: • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy	location moist misty scorched freezing tropical	continent ocean polar equator temperature compass

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | Hot and cold locations  	HUMAN AND PHYSICAL GEOGRAPY | Location Environment Patterns	Y1: Introduce UK countries, capital cities,continents and oceans Y1: Revisit Revisit countries, capital cities, continents and oceans.	Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world Hot and cold places: Where is the equator? Where is hot and whare is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like? What I know about hot and cold places: Summary – where are hot and cold places of the world? Continuous Learning: Record the weatherusing a daily dashboard: • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.	location moist misty scorched freezing tropical	continent ocean polar equator temperature compass

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | Fieldwork and mapping |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location Environment Patterns	Y1: Introduce UK countries, capital cities,continents and oceans Y1: Revisit Revisit countries, capital cities, continents and oceans. Y1: Hot and cold locations	Knowing What is a map? Place and space How do I make an imaginary map? We're going on a bear hunt What I know about hot and cold places: Summary – where are hot and cold places of the world? How do you show what a place is like? The Storm Whale Fieldwork How do I make a real map?	built human imaginary natural place space	aerial connected environment feature fieldwork location

Grey = specific and practical opportunities for geographical skills and fieldwork

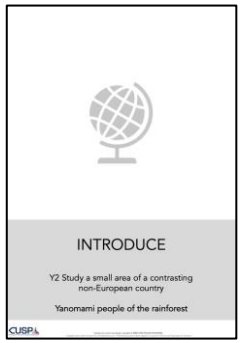
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Local Area Study Human and Physical Features |  	HUMAN AND PHYSICAL GEOGRAPHY | Location, Order Environment, Culture Time, Pattern	EYFS: People, Culture and Communities EYFS: The Natural World Y1: Continents and oceans of the world, UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y1: Fieldwork and mapping	Human Features: What are human features? Physical Features: What are physical features? Local Area: What features does our local area have?	increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation

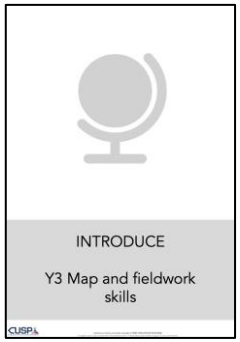
Grey = specific and practical opportunities for geographical skills and fieldwork

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Compare a small part of the UK and a contrasting non-European country London and Nairobi |  	PLACE KNOWLEDGE | Location, Environment Culture, Connection	Y1: Continents and oceans of the world Y1: UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Local fieldwork study	Europe United Kingdom Capital cities: Remember countries and capital cities of the UK. Africa Kenya and Nairobi: Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi? Describe Nairobi. Compare the human and physical similarities and differences: How are London and Nairobi similar? How are London and Nairobi different?	urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic	landmark country capital climate feature savanna

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Fieldwork and map skills |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Environment, Pattern, Similar	Y1: Our school Y1: Continents and oceans of the world and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Comparison study of small are and non-European location (UK and Kenya)	Fieldwork, mapping and position: How do we describe places? Fieldwork, mapping and symbols: What physical features does this place have? What human features does this place have? Mapping and drawing: Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? Summary: How does the scale of map tell us what the area around the school is like?	increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation

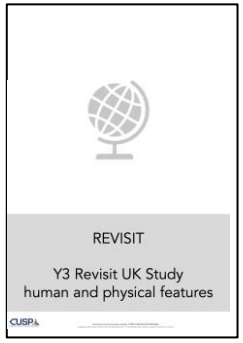
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Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Study a small area of a contrasting non-European country Yanomami people of the rainforest |  	PLACE KNOWLEDGE | Location, Environment Culture, Remoteness	Y1: Continents and oceans of the world and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Y2 local fieldwork study	Where? Where are the rainforests? What are they like? Who? How do the Yanomami people live? What is different? What is different about my location and the Yanomami?	remote isolated thrive magnificent	Stone Age indigenous sustainable eco-system

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | Map and fieldwork skills Human and Physical Features |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Scale, Proximity	Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas Y2: Y2 UK and non-European location study – London and Nairobi Y2: UK and non-European location study – Yanomami tribe Y2: Y2 local area fieldwork study	Compass: What are the eight points on the compass? Human and physical features: Where are the human and physical features in this place? Apply it: What physical features can you identify in the UK?	compass direction north east south west north-east south-east north-west south-west	cardinal intercardinal

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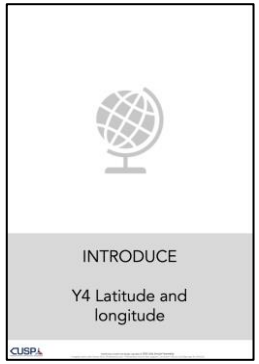
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | United Kingdom Study |  	LOCATIONAL KNOWLEDGE | Location, Order Environment, Region Landscape	Y1: UK countries and capital cities Hot and cold location Map skills and fieldwork Y2: UK and non-European location study – London and Nairobi Y2: UK and non-European location study – Yanomami tribe Y2: Y2 local area fieldwork study	UK: What are the regions and countries in the UK? Name and locate cities and countries of the UK. Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. Geographical patterns and explanations: What are the topical patterns in the UK? What can I see hear?	extensive sophisticated settlement terrain wilderness barren	topography landmarks region country scale contour line

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | Revisit UK Study including human and physical features |  	<u>HUMAN</u> AND PHYSICAL GEOGRAPHY | Location, Culture Connection, Interdependence HUMAN AND <u>PHYSICAL</u> GEOGRAPHY | Location, Connection Process	Y1: UK countries and capital cities Hot and cold location Map skills and fieldwork Y2: Map skills and fieldwork - local area of the school Y2: UK and non-European location study – London and Nairobi Y2: UK and non-European location study – Yanomami tribe Y2: Y2 local area fieldwork study Y3: Map and fieldwork skills – compass Y3 UK countries and cities Geographical regions Human and Physical characteristics Topographical features	UK: What are the regions and countries in the UK? Name and locate cities and countries of the UK. Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. Geographical patterns and explanations: What are the topical patterns in the UK? What can I see hear? Summarise, present and explain regions, countries, cities and landmarks of the UK.	extensive sophisticated settlement terrain wilderness barren	topography landmarks region country scale contour line

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | OS maps and scale |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Scale, Proximity	Y1: • UK countries and capital cities • Hot and cold location • Map skills and fieldwork Y2: • Map skills and fieldwork - local area of the school • UK and non-European location study – London and Nairobi • UK and non-European location study – Yanomami tribe • Y2 local area fieldwork study Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features	Knowing What is an Ordnance Survey (OS) map? Large and small-scale maps How does scale change the way we describe a place? What's the area like just beyond the school? Maps of other places What's the area like beyond our region?	area cardinal historical landscape measuring solar	geographical key ordnance scale survey sustainable

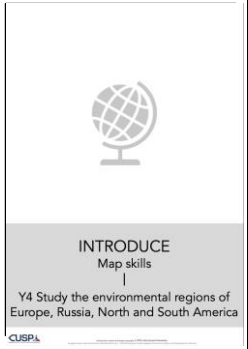
Grey = specific and practical opportunities for geographical skills and fieldwork

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Rivers |  	HUMAN AND PHYSICAL GEOGRAPHY | Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE | Location, Environment, Pattern	Y2: • Map skills and fieldwork - local area of the school • UK and non-European location study – London and Nairobi • UK and non-European location study – Yanomami tribe • Y2 local area fieldwork study Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale	Features of a river: What are the features of a river? Local rivers: What is our local river? What feature can we see? Where did it come from and where does it flow?	raging tumble cascading precipice iconic turbulent	rivulet estuary flood plain tributary confluence channel

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Latitude and longitude |  	LOCATIONAL KNOWLEDGE | Location, Position Diversity, Time	Y2: • Map skills and fieldwork - local area of the school • UK and non-European location study – London and Nairobi • UK and non-European location study – Yanomami tribe • Y2 local area fieldwork study Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: Rivers	Latitude and longitude: What are the lines of latitude? What are the lines of longitude? Location and physical features: How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? Time zones Day and night: What are the time zones and how do they affect us? How does day and night occur?	co-ordinate parallel determine circumnavigate constitutes straddle	latitude longitude horizontal vertical meridian equator

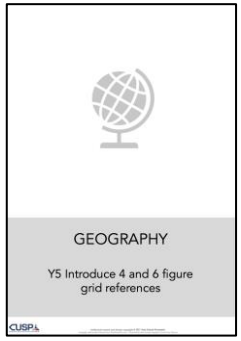
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Water cycle |  	HUMAN AND PHYSICAL GEOGRAPHY | Environment, Connection Interaction, Landscape Process, Cycle	Y3 Science: plants Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude	The process: What is the water cycle? The way it works: How does the water cycle work? The things that influence it: What affects the water cycle?	infiltrate sequence reoccurring (recurring) pollution consequence permeate	ground water precipitation condensation transpiration percolation evaporation

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Rivers revisited |  	PHYSICAL GEOGRAPHY | Environment, Connection Interaction, Landscape Process, Cycle	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle	River features: Remember – what are the features of a river? River Study: Where is the river Nile and what features does it have? River Study: Where is the Amazon River and what features does it have??	raging tumble cascading precipice iconic turbulent	rivulet estuary flood plain tributary confluence channel

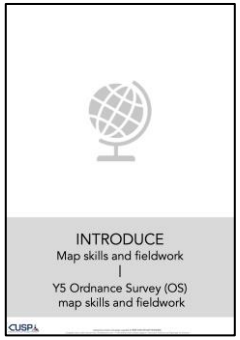
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Map skills Environmental regions of Europe, Russia, North and South America |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Place, Scale, Proximity	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers	Define: What are environmental regions? Know, compare and contrast: Europe: what are the major environmental regions? Russia: what are the major environmental regions? North America: what are the major environmental regions? South America: what are the major environmental regions? Structured assessment task: Apply and show what you know.	arid bountiful locality major rapid vibrant	biome climate environmental equatorial Mediterranean tropic

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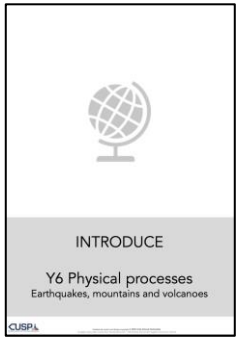
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | World countries – biomes and vegetation belts |  	HUMAN AND PHYSICAL GEOGRAPHY | Location Interdependence, Pattern Environment, Settlement Economic	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers	Major countries and cities: Where would you find the major countries of the world? Where would you find the major cities of the world? Biomes: What is a biome? (Environmental region) How do biomes change across the world? Human and physical features: What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | 4 and 6 figure grid references |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location Absolute position Scale Settlement	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries – biomes and vegetation belts	Finding locations: Why do we need latitude and longitude Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them? Apply it: Use 4 and 6 figure grid references	horizontal vertical parallel arctic Antarctic	equator Tropic of Cancer Tropic of Capricorn poles meridian line

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | Revisit World countries – biomes and vegetation belts |  	HUMAN AND PHYSICAL GEOGRAPHY | Location Interdependence, Pattern Environment, Settlement Economic	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts	Major countries and cities: Where would you find the major countries of the world? Where would you find the major cities of the world? Biomes: What is a biome? (Environmental region) How do biomes change across the world? Human and physical features: What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome

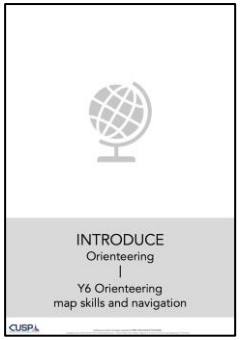
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | OS maps and fieldwork |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Scale, Proximity	Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts	OS maps Remember: what are OS maps and how do we use them? Map skills and fieldwork What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality? Show what you know Structured Explanative Assessment Task.	contrast intersect slope solar farm turbine undulating	coordinates contour line eastings northings plateau terrain

Grey = specific and practical opportunities for geographical skills and fieldwork

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 | Physical processes: earthquakes, mountains and volcanoes |  	HUMAN AND PHYSICAL GEOGRAPHY | Time, Location, Process Connection, Environment System	Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts Y6: • Comparison study – UK, Europe North or South America	The Earth's structure and tectonic plates: What makes up layers of planet Earth? What are tectonic plates and where do you find them?> How do tectonic plates move and what happens when they meet or separate? How was the Lake District formed? Earthquakes: What causes an earthquake and what is the effect? Mountains: How are mountains formed? Volcanoes: How do volcanoes work?	viscous churning buckle disaster devastation magnitude	epicentre fissure dormant magma molten mantle

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Y6 | Settlements and relationships |  	HUMAN AND PHYSICAL GEOGRAPHY | Location, Proximity Landscape, Interdependence Lived space PLACE KNOWLEDGE | Location, Connection Economic, Order Pattern, Remoteness	Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts Y6: • Comparison study – UK, Europe North or South America • Physical processes: earthquakes, mountains and volcanoes	Settlements: What are settlements and where are they found? Settlement patterns: Do settlements have a pattern? People and economic patterns: Do people, their movement and economic activity have patterns	location resource distribute employ production consumption	trade economy navigable lowland migrant refugee

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Y6 | Comparison study – UK, Europe North or South America |  	PLACE KNOWLEDGE | Location, Connection Economic, Order Pattern, Remoteness	Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts	United Kingdom: Where is the Lake District? How was the Lake District formed? Europe: Poland: where can you find the Tetra mountains? What are the Tetra mountains like? North America: The Caribbean and Jamaica: what do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?	equivalent contrast erosion inhospitable moderately prosper	orogeny glaciation temperate tectonic summit altitude

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 | Orienteering |  	GEOGRAPHICAL SKILLS AND FIELDWORK | Location, Scale, Proximity	Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries, biomes and vegetation belts • 4 and 6 figure grid references • Revisit World countries – biomes and vegetation belts Y6: • Physical processes: earthquakes, mountains and volcanoes • Comparison study – UK, Europe North or South America	Remember What are 4 and 6 figure grid references? How do we use them? Introduction to orienteering What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? Outdoor orienteering courses How do I navigate a simple course outdoors with controls? Motala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course?	aerial appreciate coniferous distinctive participant randomised	checkpoint control legend navigate orientate orienteering

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