



St John Bosco RC Primary School

With Jesus in our hearts, we love, pray, learn and play.

Geography Long Term Plan, Progression and Coverage January 2024

Geography learning at St John Bosco is based on the following substantive concepts: locational knowledge; place knowledge, human and physical geography and geographical skills and fieldwork.

Geography draws on prior learning wherever the content is taught. 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. Pupils in EYFS explore globes and world locations, making links to where animals live. These experiences are drawn upon and used to position new learning in KS1. Our Geography curriculum uses the CUSP scheme of work as a base but is adapted to suit the unique identity of our school.

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 use of Socratic Quizzes and Kagan Strategies in our classrooms. 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.

The sequence of learning enables children to develop a sense of place, scale and an understanding of human and physical geographical features. Map skills are taught from Y1 onwards as they are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

We teach the children to "Think Geographically," via the following concepts: place and space; scale and connection (relationship and interdependence); physical and human geography; environment and sustainability and culture and diversity (uniqueness).

It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.

Specific and associated geographical vocabulary is taught sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).

Early Years Foundation Stage – Key Stage 1

	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	
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.	
	ELG The Natural World	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				
	<ul style="list-style-type: none"> 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. 					

Progression from Year 1 to Year 6

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 1</p> <p>Continents, Oceans, UK countries, capital cities and surrounding seas</p>	<p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location Order Connection</p>	<p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>	<p>Continents: What are the 7 continents of the world?</p> <p>Oceans: What are the 5 oceans of the world?</p> <p>Remember: What are the 7 continents and 5 oceans of the world?</p> <p>Countries: What are the four countries of the United Kingdom?</p> <p>Capital Cities: What are the capital cities of the four kingdoms of the UK?</p> <p>Seas: What seas surround the UK?</p>	<p>vast</p> <p>azure</p> <p>rotated</p> <p>expanse</p>	<p>ocean</p> <p>continent</p> <p>polar</p> <p>atlas</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 2</p> <p>Continents, Oceans, UK countries, capital cities and surrounding seas</p>	<p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location Order Connection</p>	<p>Y1:</p> <p>Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit</p> <p>Revisit countries, capital cities, continents and oceans.</p>	<p>Continents and Oceans:</p> <p>Remember – name and find the 7 continents and 5 oceans of the world</p> <p>Hot and cold places:</p> <p>Where is the equator? Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>What I know about hot and cold places:</p> <p>Summary – where are hot and cold places of the world?</p> <p>Continuous Learning:</p> <p>Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the 	<p>location</p> <p>moist</p> <p>misty</p> <p>scorched</p> <p>freezing</p> <p>tropical</p>	<p>continent</p> <p>ocean</p> <p>polar</p> <p>equator</p> <p>temperature</p> <p>compass</p>

			weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy		
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Y1 Unit 3 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.	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 where 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 weather using a daily dashboard: <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols 	location moist misty scorched freezing tropical	continent ocean polar equator temperature compass

			<ul style="list-style-type: none"> • 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. 		
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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 Unit 1 Local Area Study Human and Physical Features	HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, 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	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

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

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

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<p>Y2</p> <p>Unit 4</p> <p>Study a small area of a contrasting non-European country</p> <p>Yanomami people of the rainforest</p>	<p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Remoteness</p>	<p>Y1: Continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p> <p>Y2: Y2 local fieldwork study</p>	<p>Where? Where are the rainforests? What are they like?</p> <p>Who? How do the Yanomami people live?</p> <p>What is different? What is different about my location and the Yanomami?</p>	<p>remote</p> <p>isolated</p> <p>thrive</p> <p>magnificent</p>	<p>Stone Age</p> <p>indigenous</p> <p>sustainable</p> <p>eco-system</p>

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<p>Y3</p> <p>Unit 1</p> <p>Map and fieldwork skills</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y2: Y2 UK and non-European location study</p> <p>Y2: Y2 local area fieldwork study</p>	<p>Compass: What are the eight points on the compass?</p> <p>Human and physical features: Where are the human and physical features in this place?</p> <p>Apply it: What physical features can you identify in the UK?</p>	<p>compass</p> <p>direction</p> <p>north</p> <p>east</p> <p>south</p> <p>west</p> <p>north-east</p> <p>south-east</p> <p>north-west</p> <p>south-west</p>	<p>cardinal</p> <p>intercardinal</p>

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<p>Y3</p> <p>Unit 2</p> <p>United Kingdom Study</p>	<p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Environment, Region Landscape</p>	<p>Y2: Y2 local area of the school</p> <p>Y2: UK countries and capital cities Hot and cold location Compass field skills</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>

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<p>Y3</p> <p>Unit 3</p> <p>Revisit human and physical features</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Culture Connection, Interdependence</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Connection Process</p>	<p>Y2: Y2 local area of the school</p> <p>Y2: UK countries and capital cities Hot and cold location Compass field skills</p> <p>Geography: UK countries and cities Geographical regions Human and Physical characteristics Topographical features</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p> <p>Summarise, present and explain regions, countries, cities and landmarks of the UK.</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>

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<p>Y3</p> <p>Unit 4</p> <p>OS maps and scale</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y2: Y2 local area of the school</p> <p>Y2: UK countries and capital cities Hot and cold location Compass field skills</p> <p>Y3: UK countries and cities Geographical regions Human and Physical characteristics Topographical features</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p> <p>Summarise, present and explain regions, countries, cities and landmarks of the UK.</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>

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<p>Y4</p> <p>Unit 1</p> <p>Rivers</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p>	<p>Y2: Y2 Human and physical features Field work skills</p> <p>Y2: Compare small part of UK and a small part of a non-European region</p> <p>Y3: Human and Physical characteristics</p>	<p>Features of a river: What are the features of a river?</p> <p>Local rivers: What is our local river?</p> <p>What feature can we see?</p> <p>Where did it come from and where does it flow?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 2</p> <p>Latitude and longitude</p>	<p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Position Diversity, Time</p>	<p>Y3: Introduce rivers</p> <p>Y2: Introduce and revisit UK study</p> <p>Y3: Fieldwork and compass</p>	<p>Latitude and longitude: What are the lines of latitude?</p> <p>What are the lines of longitude?</p> <p>Location and physical features: How do lines of latitude and longitude tell us what the location is like?</p> <p>How can you find exact locations around the world?</p> <p>Time zones Day and night: What are the time zones and how do they affect us? How does day and night occur?</p>	<p>co-ordinate</p> <p>parallel</p> <p>determine</p> <p>circumnavigate</p> <p>constitutes</p> <p>straddle</p>	<p>latitude</p> <p>longitude</p> <p>horizontal</p> <p>vertical</p> <p>meridian</p> <p>equator</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 3</p> <p>Water cycle</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Y3 Science: plants</p> <p>Y4: Rivers Mapwork: 4 and 6 figure grid references</p> <p>Y4: Latitude and Longitude</p>	<p>The process: What is the water cycle?</p> <p>The way it works: How does the water cycle work?</p> <p>The things that influence it: What affects the water cycle?</p>	<p>infiltrate</p> <p>sequence</p> <p>reoccurring (recurring)</p> <p>pollution</p> <p>consequence</p> <p>permeate</p>	<p>ground water</p> <p>precipitation</p> <p>condensation</p> <p>transpiration</p> <p>percolation</p> <p>evaporation</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 4</p> <p>Rivers revisited</p>	<p>PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Y4: Rivers Mapwork: 4 and 6 figure grid references</p> <p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p>	<p>River features: Remember – what are the features of a river?</p> <p>River Study: Where is the river Nile and what features does it have?</p> <p>River Study: Where is the Amazon River and what features does it have??</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

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<p>Y4</p> <p>Unit 5</p> <p>Fieldwork and mapping</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y4: Rivers Mapwork: 4 and 6 figure grid references</p> <p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p>	<p>River features: Remember – what are the features of a river?</p> <p>River Study: Where is the river Nile and what features does it have?</p> <p>River Study: Where is the Amazon River and what features does it have?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

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<p>Y5</p> <p>Unit 1</p> <p>World countries – biomes and environments regions</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3: UK study</p> <p>Y4: Latitude and Longitude</p>	<p>Major countries and cities: Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p>Biomes: What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p>Human and physical features: What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid</p> <p>fertile</p> <p>densely</p> <p>exceptional</p> <p>craggy</p> <p>scenery</p>	<p>continent</p> <p>latitudes longitude</p> <p>equator</p> <p>hemisphere</p> <p>biome</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 2</p> <p>4 and 6 figure grid references</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location Absolute position Scale Settlement</p>	<p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p> <p>Y4: River Study</p>	<p>Finding locations: Why do we need latitude and longitude</p> <p>Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them?</p> <p>Apply it: Use 4 and 6 figure grid references</p>	<p>horizontal</p> <p>vertical</p> <p>parallel</p> <p>arctic</p> <p>Antarctic</p>	<p>equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>poles</p> <p>meridian line</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 3</p> <p>World countries – biomes and environments regions - revisited</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3: UK study</p> <p>Y4: Latitude and Longitude</p> <p>Y5: World countries and biomes</p>	<p>Major countries and cities: Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p>Biomes: What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p>Human and physical features: What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid</p> <p>fertile</p> <p>densely</p> <p>exceptional</p> <p>craggy</p> <p>scenery</p>	<p>continent</p> <p>latitudes longitude</p> <p>equator</p> <p>hemisphere</p> <p>biome</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 4</p> <p>OS maps and fieldwork</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p> <p>Y4: River Study</p>	<p>Finding locations: Why do we need latitude and longitude?</p> <p>Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them?</p> <p>Apply it: Use 4 and 6 figure grid references</p>	<p>parallel</p> <p>horizontal</p> <p>reference</p> <p>degrees</p> <p>co-ordinates</p> <p>intersect</p>	<p>latitude</p> <p>longitude</p> <p>meridian</p> <p>hemisphere</p> <p>northings</p> <p>eastings</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 1</p> <p>Comparison study – UK, Europe North or South America</p>	<p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>	<p>Y4: Latitude and Longitude</p> <p>Y5: Climate zones and biomes Revisit environmental regions</p> <p>Y6 History: Windrush study Caribbean</p>	<p>United Kingdom: Where is the Lake District?</p> <p>How was the Lake District formed?</p> <p>Europe: Poland: where can you find the Tetra mountains?</p> <p>What are the Tetra mountains like?</p> <p>North America: The Caribbean and Jamaica: what do we know?</p> <p>What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p>equivalent</p> <p>contrast</p> <p>erosion</p> <p>inhospitable</p> <p>moderately</p> <p>prosper</p>	<p>orogeny</p> <p>glaciation</p> <p>temperate</p> <p>tectonic</p> <p>summit</p> <p>altitude</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 2</p> <p>Physical processes: earthquakes, mountains and volcanoes</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Time, Location, Process Connection, Environment System</p>	<p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p> <p>Y6 History: Climate zones and biomes</p>	<p>The Earth's structure and tectonic plates: What makes up layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?></p> <p>How do tectonic plates move and what happens when they meet or separate?</p> <p>How was the Lake District formed?</p> <p>Earthquakes: What causes an earthquake and what is the effect?</p> <p>Mountains: How are mountains formed?</p> <p>Volcanoes: How do volcanoes work?</p>	<p>viscous</p> <p>churning</p> <p>buckle</p> <p>disaster</p> <p>devastation</p> <p>magnitude</p>	<p>epicentre</p> <p>fissure</p> <p>dormant</p> <p>magma</p> <p>molten</p> <p>mantle</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 3</p> <p>Settlements and relationships</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p>	<p>Y5 History: Climate zones and biomes</p> <p>Y6: Comparison study UK/Europe/N America</p> <p>Y6: Mountains, earthquakes and volcanoes</p>	<p>Settlements: What are settlements and where are they found?</p> <p>Settlement patterns: Do settlements have a pattern?</p> <p>People and economic patterns: Do people, their movement and economic activity have patterns</p>	<p>location</p> <p>resource</p> <p>distribute</p> <p>employ</p> <p>production</p> <p>consumption</p>	<p>trade</p> <p>economy</p> <p>navigable</p> <p>lowland</p> <p>migrant</p> <p>refugee</p>

Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nur	Exploring the new classroom and outdoor environment	Noticing weather	Recognising special places in the community – eg school	Noticing weather Begin to recognise similarities and differences between life in this country and other countries	Journeys – eg to school, the shops etc	Global Environmental issues – reusing and recycling eg plastic carrier bags
Rec	Exploring the new classroom and outdoor environment and the wider school – hall, garden, astro etc	Noticing weather, climate and seasons	Recognising special places in the community – eg church	Noticing weather, climate and seasons Recognise similarities and differences between life in this country and other countries (Handa's Hen)	A journey in our local environment Maps	Global Environmental issues Deforestation Global Warming Plastic pollution Recycling/ Bin – what happens to our rubbish? Recognise environments that are different to the ones in which they live.

Y1 Cusp 16 lessons plus 2 vocab modules	Unit 1 Continents and oceans / countries and capital cities of the United Kingdom 6 hours = 3 weeks Plus vocab module	Study hot and cold locations 6 lessons = 3 weeks Plus vocab module	Mapping and Fieldwork 4 lessons = 2 weeks No vocab module	
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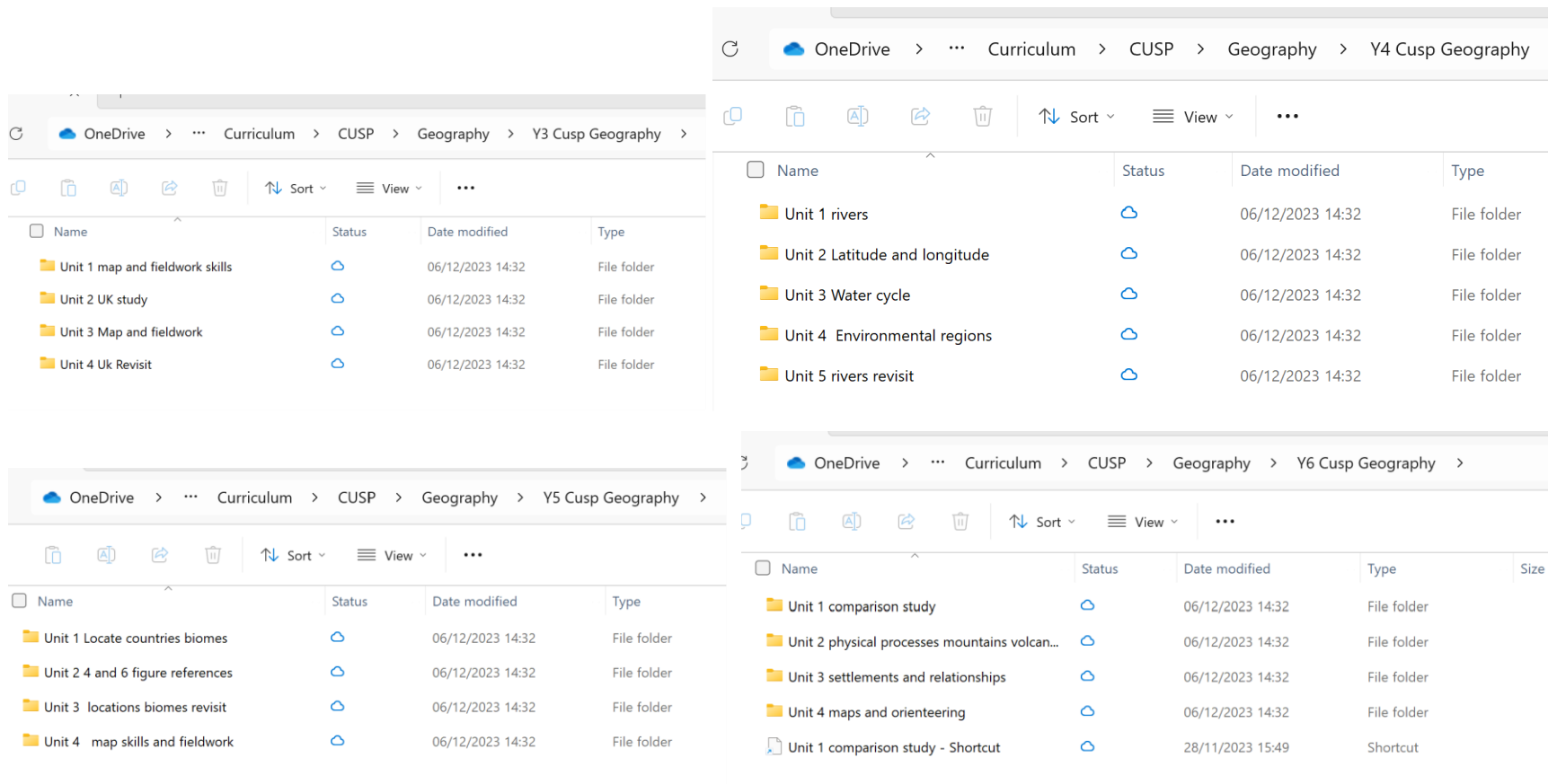
<p>Y2 Cusp</p> <p>18 lessons 3 vocab modules</p>	<p>Unit 1</p> <p>Local Area Study Teacher to adapt for our local area.</p> <p>3 lessons = 1 ½ weeks</p> <p>Plus vocab module</p>	<p>Unit 2</p> <p>Compare a small part of the UK and a contrasting non-European country Kenya</p> <p>6 lessons = 3 weeks Plus vocab module</p>	<p>Unit 3</p> <p>Fieldwork and map skills</p> <p>6 lessons</p> <p>Plus vocab module</p>	<p>Unit 4</p> <p>Study a small area of a contrasting non-European country Yanomami people of the rainforest 3 lessons = 1 ½ weeks No vocab module</p>	
<p>Y3 Cusp</p> <p>19 lessons 3 vocab units</p>	<p>Unit 1</p> <p>Map and fieldwork skills</p> <p>3 lessons = 1 ½ weeks Plus vocab unit</p>	<p>Unit 2</p> <p>United Kingdom Study</p> <p>6 lessons = 3 weeks Plus vocab unit</p>	<p>Unit 3</p> <p>Revisit human and physical features / OS Maps and scale</p> <p>4 lessons = 2 weeks No vocab unit</p>	<p>Unit 4</p> <p>OS maps and scale</p> <p>6 lessons = 3 weeks Plus vocab unit</p>	
<p>Y4 Cusp</p> <p>21 lessons 3 vocab modules</p>	<p>Unit 1</p> <p>Rivers – Teacher adapted to focus on local area. 3 lessons – 2 on features plus one on a local river = 1 ½ weeks</p>	<p>Unit 2</p> <p>Latitude and longitude 6 lessons = 3 weeks Plus vocab module</p>	<p>Unit 3</p> <p>Water cycle</p> <p>3 lessons = 1 ½ weeks Plus Vocab module</p>	<p>Unit 4</p> <p>Map skills – environmental regions 6 lessons = 3 weeks</p> <p>No vocab module</p>	<p>Unit 5 Rivers revisited – including Nile and Amazon 3 lessons</p> <p>Plus vocab module (same as the previous one)</p>

	Plus vocab lessons				
Y5 Cusp 21 lessons 1 vocab module	Unit 1 World countries – biomes and environments regions 6 lessons = 3 weeks Vocab module	Unit 2 4 and 6 figure grid references 3 lessons – 1 ½ weeks No vocab module	Unit 3 World countries – biomes and environments regions – revisited 6 lessons = 3 weeks No vocab module	Unit 4 OS maps and fieldwork 6 lessons = 3 weeks	
Y6 Cusp 21 lessons 2 vocab units 24 hours on timetable so that is fine.	Unit 1 Comparison study – UK, Europe North or South America 6 lessons = 3 weeks Plus vocab unit	Unit 2 Physical processes: earthquakes, mountains and volcanoes 6 lessons = 3 weeks Plus vocab unit	Unit 3 Settlements and relationships 3 lessons = 1 ½ weeks NO VOCAB	Unit 4 Maps and fieldwork Maps and orienteering Location, scale, proximity, connection and pattern 6 lessons = 3 weeks No vocab	

Geography Curriculum Coverage

	Bullet point in national curriculum, Development Matters or Early Learning Goals	Where do we cover it at SJB?
EYFS	Understand position through words alone. For example, “The bag is under the table,” – with no pointing..(Maths DM age 3-4)	Coming soon
	Describe a familiar route (Maths DM age 3-4)	
	Discuss routes and locations, using words like ‘in front of’ and ‘behind’ (Maths DM age 3-4)	
	Use all their senses in hands-on exploration of natural materials. (UTW DM age 3-4)	
	Begin to understand the need to respect and care for the natural environment and all living things. (UTW DM age 3-4)	
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW DM age 3-4).	
	Draw information from a simple map. (UTW Reception)	
	Recognise some similarities and differences between life in this country and life in other countries. (UTW Reception).	
	Understand that some places are special to members of their community	
	Explore the natural world around them. (UTW Reception).	
	Recognise some environments that are different to the one in which they live. (UTW Reception).	
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG UTW PC&C).	
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (ELG UTW PC&C)	
	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. (ELG UTW TNW)	
Understand some important processes and changes in the natural world around them, including the seasons. (ELG UTW TNW)		

KS1 Locational knowledge	Name and locate the world's seven continents and five oceans	Y1 Cusp unit 1
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Y1 Cusp unit 1
KS1 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	Y2 Cusp unit 2
KS1 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	Y1 Cusp unit 2
	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 	Y2 Cusp unit 2 & 3
KS1 Geographical skills and fieldwork.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Y1 Cusp Unit 1
	Use 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	Y2 Cusp unit 3
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Y2 Cusp unit 2 & 4
	Use 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.	Y2 Cusp unit 3



KS2 Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Year 4 Unit 2 Year 5 Unit 1 and 3 Year 5 Unit 3
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and	Year 3 Unit 1 Year 3 Unit 4 Year 4 Unit 1 Year 6 Unit 3

	land-use patterns; and understand how some of these aspects have changed over time	
	Identify 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)	Year 4 Unit 2 Year 5 Unit 1 and 3
KS2 Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Year 3 Unit 1 Year 3 Unit 4 Year 4 Unit 1 Year 6 Unit 3
KS2 Human and Physical Geography	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Year 4 Unit 2 Year 4 Unit 3 Year 5 Unit 3 Year 6 Unit 2
KS2 Geographical skills and fieldwork.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1 and 3 Year 4 Unit 2 and 4
	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 their knowledge of the United Kingdom and the wider world	Year 3 Unit 1 and 3 Year 4 Unit 2 and 4 Year 5 Unit 2 and 4
	Use 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 technology	Year 3 Unit 1 and 3 Year 4 Unit 2 and 4 Year 6 Unit 1 and 3

