



# HOLY FAMILY

CATHOLIC PRIMARY SCHOOL

## GEOGRAPHY SEQUENCING & PROGRESSION

*We live, love and learn together in the light of God*



# YEAR 1

Year Group	Term	Substantive geographical content.	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
1	Autumn <b>MY SCHOOL</b>	<b>KS 1 National Curriculum Geographical fieldwork and skills:</b> use simple fieldwork and observational skills to study the geography of <b>their school</b> and its grounds and the key human and physical features of its surrounding environment.	This unit gives the children the opportunity to gain knowledge of the geography of their school buildings and how the buildings can be represented graphically. It is an introduction to outline plans of the classrooms and the school and a recognition of place, using directional and locational language.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>outline plans</li> <li>locational and directional language</li> <li>following directions,</li> </ul> the children will start to become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork, encouraging them to become young geographers.  <b>This unit will prepare children for:</b> an investigation of their school grounds, where they will make comparisons, describe different features (both human and physical), follow a route on a map, use a key and gain an understanding of the school and its grounds). By completing both units they are gaining a grounding in basic geographical skills.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> <b>3. Technical vocabulary</b> 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7. Developed fieldwork 8. Representation <b>9. Graphicacy</b> 10. Writing geographically at length
1	Spring <b>THE ISLES OF SCILLY</b>	<b>KS 1 National Curriculum Locational Knowledge:</b> name and locate the <b>world's seven continents and five oceans</b> <b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a <b>small area of the United Kingdom.</b> <b>Human and physical geography:</b> use basic <b>geographical vocabulary.</b> <b>Geographical fieldwork and skills:</b> use <b>compass directions, locational and directional language, fetatures and routes on a map and aerial photographs.</b>	This unit allows the children to revisit and use their newly acquired skills. It will extend their geographical understanding and help them begin to interpret a new and contrasting small area in the UK. The Isles of Scilly have been chosen as they are a unique small area of the UK. At the end of this unit the children will have a deeper understanding and knowledge of a different landscape and environment by studying their human and physical geographical similarities and differences. They will use outline maps, atlases, compasses and vertical and oblique aerial photographs of the islands. They will learn about the jobs, way of life, weather and climate of a different small area of the UK	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>outline maps and plans</li> <li>human and physical features</li> <li>aerial photographs</li> <li>locational and directional language</li> <li>NSEW compass points</li> <li>information about jobs and livelihoods</li> <li>weather and climate data,</li> </ul> the children will begin to have an understanding of human and physical geography. They will develop contextual knowledge of the location of a new place, including its defining physical and human characteristics.  <b>This unit will prepare children for:</b> an investigation of a small area in a contrasting non- European country. They will transfer their skills, deeper understanding and growing knowledge of another landscape and environment when studying Serrekunda, The Gambia again using and revisiting outline maps, compass directions and aerial photographs.	<b>1. A knowledge of places - small areas and regions.</b> 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> <b>3. Technical vocabulary</b> 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7. Developed fieldwork <b>8. Representation</b> <b>9. Graphicacy</b> <b>10. Writing geographically at length</b>
1	Summer <b>MY SCHOOL GROUNDS</b>	<b>KS 1 National Curriculum Geographical fieldwork and skills :</b> use simple fieldwork and observational skills to study the geography of their <b>school and its grounds</b> and the key human and physical features of its surrounding environment.	This unit gives the children the opportunity to build upon the knowledge of the geography of their school extending it to the school grounds. This is an opportunity to use aerial photographs, follow trails, follow routes on a map, consider scale, understand plan perspectives and start to gain an understanding of the use of maps at different scales and how they are used for different purposes. It encourages greater depth in the use of technical vocabulary.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>aerial photographs</li> <li>more complex locational and directional language</li> <li>maps at a range of scales</li> <li>following directions,</li> </ul> the children will start to become further prepared and competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork.  <b>This unit will prepare children for:</b> an investigation of their surrounding environment, where they will make comparisons, describe different features (both human and physical), follow a route on a map, use a key and understand the use of postcodes). By completing all KS1 units they are gaining a grounding in basic geographical skills.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> <b>3. Technical vocabulary</b> <b>4. Enquiry and analytical representation</b> <b>5. Asking enquiry questions and drawing conclusions.</b> 6. Interpretations <b>7. Developed fieldwork</b> <b>8. Representation</b> <b>9. Graphicacy</b> 10. Writing geographically at length

## YEAR 2

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language(the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
2	Autumn <b>THE SURROUNDING ENVIRONMENT</b>	<b>KS 1 National Curriculum Geographical fieldwork and skills:</b> use simple fieldwork and observational skills to study the geography of and its grounds and the <b>key human and physical features of its surrounding environment.</b>	The knowledge from this unit with that of the previous units, will ensure that the children are widening their geographical knowledge to that of the surrounding environment. It will introduce them to comparisons, describe different features (both human and physical), follow a route on a map, begin to understand the use of a key and postcodes, begin to match places to geographical representations and expand the children's geographical vocabulary.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>postcodes and addresses</li> <li>road maps</li> <li>outline plans and keys</li> <li>locational and directional language,</li> </ul> the children will further their competence in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork.  <b>This unit will prepare children for:</b> an investigation of a small area in Serrekunda. They will transfer their skills and deepen their understanding and growing knowledge of different landscapes and environments by studying the human and physical geographical similarities and differences of their own surrounding area with that of a small area of a non-European country. The children will widen their investigations of where they live.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> <b>3.Technical vocabulary</b> 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations <b>7.Developed fieldwork</b> <b>8.Representation</b> <b>9. Graphicacy</b> 10.Writing geographically at length
2	Spring <b>SERREKUNDA</b>	<b>KS 1 National Curriculum Locational Knowledge:</b> name and locate the <b>world's seven continents and five oceans.</b> <b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography <b>of a small area in a non- European country.</b> <b>Human and physical geography:</b> use basic <b>geographical vocabulary.</b> <b>Geographical fieldwork and skills :</b> use <b>simple compass directions, locational and directional language, features and routes on a map, and aerial photographs.</b>	This unit builds upon the knowledge gained in the previous Surrounding Environment and Isles of Scilly units and allows the children to revisit and consolidate prior learning. It will extend their geographical understanding of a small areas in the UK to that of another area in the world. Serrekunda has been chosen as it is a small area in the African country of The Gambia. At the end of this unit the children will be able to compare and contrast landscapes and environments in terms of landscape, climate, and how people live. They will again use outline maps, atlases, compasses and aerial images / photographs of the small area.	<b>As a result of learning about and using :</b> <ul style="list-style-type: none"> <li>outline maps and plans</li> <li>human and physical features</li> <li>aerial photographs</li> <li>locational and directional language</li> <li>NSEW compass points</li> <li>information about jobs and livelihoods</li> <li>weather and climate data,</li> </ul> the children will further their understanding of human and physical geography in a different location. The children will develop contextual knowledge of a place, including it's defining physical and human characteristics.This will be a consolidation of a number of small areas at KS1 which they will now be able to compare and contrast.  <b>This unit will prepare children for:</b> further investigations of places around the world. At KS2 they will move from small areas to regions. This preparation will allow them to use their skills and deepen their understanding and growing knowledge of different landscapes and environments by studying the human and physical geographical similarities and differences of regions in the UK, Europe and N and S America at KS2..	<b>1. A knowledge of places - small areas and regions.</b> 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li><b>interconnectedness</b></li> <li>interrelatedness.</li> </ul> <b>3.Technical vocabulary</b> 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations <b>7.Developed fieldwork</b> <b>8.Representation</b> <b>9. Graphicacy</b> 10.Writing geographically at length
2	Summer <b>FIELDWORK SKILLS IN PRACTICE</b>	<b>KS 1 National Curriculum Geographical fieldwork and skills :</b> use <b>simple fieldwork and observational skills to study the geography of and its grounds and the key human and physical features of its surrounding environment.</b>	This unit allows the children to practise a range of necessary KS1 level skills. It addresses both fieldwork and skills. Children will also begin to show competence in and have an understanding of how to investigate like a geographer with a secure knowledge and understanding of basic map skills and geographical vocabulary.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>outline maps and plans</li> <li>human and physical features</li> <li>aerial photographs</li> <li>locational and directional language</li> <li>NSEW compass points</li> <li>weather and climate data,</li> </ul> the children will reinforce their understanding of maps skills, human and physical and geographical vocabulary preparing them for further fieldwork they will undertake at KS2.  <b>This unit will prepare children for:</b> further geographical studies ensuring they have good a grounding in geographical skills that can be used in the field. It will prepare them for using fieldwork to observe, measure, record and present human and physical features, using a range of more advanced methods including sketch maps, plans and graphs and digital technologies.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> <b>3.Technical vocabulary</b> <b>4. Enquiry and analytical representation</b> 5. Asking enquiry questions and drawing conclusions. 6. Interpretations <b>7.Developed fieldwork</b> <b>8.Representation</b> <b>9. Graphicacy</b> 10.Writing geographically at length

## YEAR 3

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
3	Autumn <b>THE LOCAL AREA</b>	<b>KS 2 National Curriculum Geographical skills and fieldwork:</b> <b>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 technologies</b>	This unit builds upon the fieldwork units in KS1. When added to the knowledge of the surrounding area, children should have the readiness and breadth of knowledge to allow them the rigour to investigate the uniqueness of their own local area. They will study not only the physical features that influence and shape the landscape both in specific and general principles but the human impact on the area in which they live. They will expand their skills and fieldwork techniques learned at KS1. Children will develop a framework of questions about future changes drawing on what they have learned.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>maps and plans</li> <li>contour maps</li> <li>OS maps and grid references</li> <li>data collection in the field</li> <li>geographical enquiry</li> <li>information about housing and retail</li> </ul> the children will learn to use more complex map skills and data collection in the context of their own local area. The children will develop contextual knowledge of the location of the school and its relationship to the wider region, including its defining physical and human characteristics. Children will develop the skills of enquiry by using questionnaires and interviewing local people about how the local area has changed over time. This study will help them start to make connections with and prepare them to understand how differing geographical factors affect different locations. <b>This unit will prepare children for:</b> further investigations of the surrounding environment and the local area at a later stage in their studies at KS3.	<ol style="list-style-type: none"> <li><b>1. A knowledge of places</b> - small areas and regions.</li> <li>Understanding of the terms:                             <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>3. Technical vocabulary</b></li> <li><b>4. Enquiry and analytical representation</b></li> <li><b>5. Asking enquiry questions and drawing conclusions.</b></li> <li><b>6. Interpretations</b></li> <li><b>7. Developed fieldwork</b></li> <li><b>8. Representation</b></li> <li><b>9. Graphicacy</b></li> <li>10. Writing geographically at length</li> </ol>
3	Spring <b>GLOBAL CITIZEN</b>	<b>KS 2 National Curriculum:</b> <i>'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives'.</i>	This unit is a standalone unit that meets the aims of the National Curriculum whilst being current. It allows the children to consider The Global Goals for Sustainable Development and whether the countries that signed up for them will meet the targets that were set. It will also allow the children to discuss whether it is best to give aid or trade with countries. Issues such as the use of single use plastic will give the children opportunities to debate and consider their own practice and what they want for their future. Finally it will consider how we can make meaningful partnerships with schools overseas to share and learn.	<b>As a result of learning about and using:</b> <ul style="list-style-type: none"> <li>The Global Goals for Sustainable Development</li> <li>the terms aid or trade</li> <li>more sustainable practice such as a debates around single use plastic</li> <li>sustainable partnerships</li> </ul> the children will develop an understanding and knowledge of what it means to be a Global Citizen. It will help them begin to access current and more demanding content, furnishing them with curiosity and fascination about the world in which they live. They will begin to have an understanding of and a platform to discuss issues important to young people. <b>This unit will prepare children for:</b> further development of exploration of current issues and the devising of geographical questions they want answering about sustainable practices and about a range of diverse places around the world.	<ol style="list-style-type: none"> <li>A knowledge of places - small areas and regions.</li> <li>Understanding of the terms:                             <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>3. Technical vocabulary</b></li> <li><b>4. Enquiry and analytical representation</b></li> <li><b>5. Asking enquiry questions and drawing conclusions.</b></li> <li>Interpretations</li> <li>Developed fieldwork</li> <li>Representation</li> <li>Graphicacy</li> </ol>
3	Summer <b>EAST ANGLIA</b>	<b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of human and physical <b>geography of a region of the UK.</b>  <b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including, <b>types of settlement and land use and economic activity.</b>	This unit gives the children the opportunity to investigate their first region of the UK, namely East Anglia. It has been chosen to contrast with the other regions to be studied. It will develop the children's knowledge of a geographical region that is defined by its physical geography. Children will study the geographical processes, landforms and people, where farming has defined the region. The unit will identify a range of topographical features and through systematic building, it will identify and encourage greater use of different technical vocabulary. It will also consider the use of wind farms and the impact on the region.	<b>As a result of learning about or using:</b> <ul style="list-style-type: none"> <li>defining characteristics of a region</li> <li>information on the landscape and environment</li> <li>distinctive human and physical features</li> <li>economic activity</li> </ul> the children's understanding and their knowledge of a region will help them to deepen their understanding of the interaction between physical and human processes. It will investigate how people make a living in this region both traditionally on the land and through the installation of wind farms. <b>This unit will prepare children for:</b> further studies on regions in N and S America and Europe. The cumulative effect of investigating regions will allow for both recall whilst building a web of new background knowledge. It will begin to prepare the children to extend their knowledge and understanding about further locations and expose them to the characteristics of differing regions, their specific human and physical features, how these are interdependent and how they bring about spatial variation and change over time.	<ol style="list-style-type: none"> <li><b>1. A knowledge of places</b> - small areas and regions.</li> <li><b>2. Understanding of the terms:</b> <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>3. Technical vocabulary</b></li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li><b>8. Representation</b></li> <li><b>9. Graphicacy</b></li> <li>10. Writing geographically at length</li> </ol>

## YEAR 4

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
4	Autumn  <b>NAPLES and CAMPANIA</b>	<p><b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of human and physical <b>geography of a region in a European country.</b></p> <p><b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including <b>volcanoes, earthquakes, types of settlement and land use and economic activity.</b></p>	<p>This unit gives the children the opportunity to learn more about the term region and investigate the region of Naples and Campania in greater depth. The scope broadens the learning from the UK to another region in Europe and is specific to a defined and unique region in Italy. It develops the children's knowledge of a complex geographical region that is defined by its past. Children will study the geographical processes, landforms and the future of the area as a tourist destination. The influence of volcanoes and earthquakes will inspire a curiosity and fascination about this part of the world. Through systematic building, the unit will identify and use more technical vocabulary associated with volcanoes and earthquakes.</p>	<p><b>As a result of learning about or using:</b></p> <ul style="list-style-type: none"> <li>maps at a range of scales</li> <li>the defining characteristics of a region</li> <li>volcanoes and earthquakes</li> <li>economic activity</li> <li>settlements</li> <li>tourism</li> </ul> <p>the children's understanding and knowledge of this region will help them access more demanding content to deepen their awareness of the interaction between physical and human processes. It will consolidate maps skills, regional characteristics and give them a readiness to find out more about earthquakes and volcanoes round the world.</p> <p><b>This unit will prepare children for:</b> further studies on other regions in Europe and N and S America. It will have a cumulative effect as characteristics of volcanoes and earthquakes will be revisited when they study California, a region N. America, (San Andreas fault). Tourism too, will be a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences, building their breadth of geographical understanding.</p>	<ol style="list-style-type: none"> <li><b>A knowledge of places - small areas and regions.</b></li> <li><b>Understanding of the terms:</b> <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>Technical vocabulary</b></li> <li><b>Enquiry and analytical representation</b></li> <li><b>Asking enquiry questions and drawing conclusions.</b></li> <li>Interpretations</li> <li>Developed fieldwork</li> <li>Representation</li> <li><b>Graphicacy</b></li> <li><b>Writing geographically at length</b></li> <li><b>Writing geographically length</b></li> </ol>
4	Spring  <b>PARIS BASIN</b>	<p><b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of <b>a region in a European country.</b></p> <p><b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including <b>rivers, types of settlement and land use and economic activity.</b></p>	<p>This unit gives the children the opportunity to revisit the term region and investigate the region of the Paris Basin in greater depth. The cumulative effect and rigour should allow for a thorough and coherent appreciation of another region. The influence and its importance as a major tourist destination attracts many visitors to the region every year. The unit will address associated vocabulary. It will link with work the children will be covering in other regions yet they will develop an understanding of the distinctiveness of this particular region.</p>	<p><b>As a result of learning about or using:</b></p> <ul style="list-style-type: none"> <li>maps at a range of scales</li> <li>the defining characteristics of a region</li> <li>rivers</li> <li>economic activity (trade)</li> <li>settlements</li> <li>tourism</li> </ul> <p>the children will continue to develop their understanding and knowledge to help them deepen their awareness of the physical and human processes that define another region in Europe. It will allow them to consider the importance of economic activity and trade and the reliance on tourism for many regions.</p> <p><b>This unit will prepare children for:</b> further studies on other regions in Europe, N and S America. It will have an increasing effect as characteristics will be common to other regions to be studied. Tourism is a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.</p>	<ol style="list-style-type: none"> <li><b>A knowledge of places - small areas and regions.</b></li> <li><b>Understanding of the terms:</b> <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>Technical vocabulary</b></li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li><b>Representation</b></li> <li><b>Graphicacy</b></li> <li>Writing geographically at length</li> </ol>
4	Summer  <b>THE WORLD IN MY SCHOOL</b>	<p><b>KS 2 National Curriculum:</b> <i>'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives'.</i></p>	<p>This unit is a standalone unit that meets the aims of the National Curriculum. It allows the children to consider the demographics of its own school. It will encourage the children to discuss what we all have in common and to find out about each of our cultures, background and history.</p>	<p><b>As a result of learning about and using:</b></p> <ul style="list-style-type: none"> <li>information and atlases and maps</li> <li>first hand experiences</li> <li>accounts and discussions with a range of parents and carers</li> </ul> <p>the children will develop an understanding and knowledge of what it means to be part of a diverse and exciting school. It will help them begin to access different practices and to consider all of the similarities we have. It will furnish them with curiosity and fascination about the world in which they live. They will begin to have an understanding of and a platform to discuss issues important to all young people.</p> <p><b>This unit will prepare children for:</b> further development of exploration of cultures and traditions and the devising of geographical questions they want answering about a range of diverse places around the world.</p>	<ol style="list-style-type: none"> <li><b>A knowledge of places - small areas and regions.</b></li> <li><b>Understanding of the terms:</b> <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li><b>Technical vocabulary</b></li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li><b>Representation</b></li> <li><b>Graphicacy</b></li> <li><b>Writing geographically at length</b></li> </ol>



## YEAR 5

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
5	Autumn <b>ATHENS and CENTRAL GREECE</b>	<p><b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of human and physical <b>geography of a region in a European country.</b></p> <p><b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including <b>mountains, types of settlement and land use and economic activity including trade links and tourism.</b></p>	<p>This unit gives the children the opportunity to revisit the term region and investigate the region of Athens and Central Greece providing a thorough and coherent appreciation of another region. The influence of its history will attract most tourists to the region but geographically the region is important because of its mountains, trade and its port. The unit will address associated technical vocabulary, in particular in the case of the rock formations. It will link with work the children will be covering when they meet Ancient Greece in history although the rigour will come from the progressive understanding of the distinctiveness of European regions.</p>	<p><b>As a result of learning about or using:</b></p> <ul style="list-style-type: none"> <li>maps at a range of scales</li> <li>the defining characteristics of a region</li> <li>mountains</li> <li>economic activity (trade)</li> <li>settlements</li> <li>tourism</li> </ul> <p>the children's understanding and their knowledge will help them deepen their awareness of the interaction between physical and human processes that define another region in Europe. It will consolidate knowledge on economic activity and trade and the reliance on tourism for many European regions.</p> <p><b>This unit will prepare children for:</b> further studies on other regions in N and S America. It will have an increasing effect as the children will start to question and identify if characteristics are common to other regions that have been studied. Tourism a recurring theme amongst many of the European regions. As the children build their knowledge of regions will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.</p>	<ol style="list-style-type: none"> <li>A knowledge of places - small areas and regions.</li> <li>Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li>Technical vocabulary</li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li>Representation</li> <li>Graphicacy</li> <li>Writing geographically at length</li> </ol>
5	Spring <b>CALIFORNIA</b>	<p><b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of human and physical <b>geography of a region within N and S America.</b></p> <p><b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including <b>volcanoes, earthquakes, types of settlement and land use and economic activity.</b></p>	<p>This unit gives the children the opportunity to learn about the region of California. The scope of the unit shapes the learning from the UK and Europe to N America and is specific to a defined but unique region they will have heard of. It develops the children's knowledge of a complex geographical region where they will study a number of unique areas within the region itself. Children will study the geographical processes and landforms and add this new knowledge to existing knowledge that they should be able to retrieve. It will be an opportunity to compare and contrast coastal regions, mountains, earthquakes and aspects of tourism.</p>	<p><b>As a result of learning about or using:</b></p> <ul style="list-style-type: none"> <li>maps at a range of scales</li> <li>the defining characteristics of a region</li> <li>volcanoes and earthquakes</li> <li>coastal features</li> <li>economic activity</li> <li>tourism</li> </ul> <p>the children's understanding and knowledge of this region will help them access more demanding content to deepen their awareness of the interaction between physical and human processes. It will consolidate maps skills, regional characteristics and give them a readiness to draw on previous knowledge and add new information, widening their understanding of different regions across the world.</p> <p><b>This unit will prepare children for:</b> further regional variation studies. Their increasing knowledge at KS1 and KS2 will give them sound geographical understanding that will prepare them for KS3.</p>	<ol style="list-style-type: none"> <li>A knowledge of places - small areas and regions.</li> <li>Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li>Technical vocabulary</li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li>Representation</li> <li>Graphicacy</li> <li>Writing geographically at length</li> </ol>
5	Summer <b>GIS</b>	<p><b>KS 2 National Curriculum aims to ensure that all pupils are competent in the geographical skills needed to:</b> interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p>	<p>This unit introduces the children to Geographical Information Systems. Geographical Information Systems often known as GIS, are systems that capture, store, then analyse and present a range of geographical data. The data is spatial data, data that is geo-referenced or location specific and is what is shown graphically on the computer screen. GIS can be used to plan the location of many geographical based projects and activities such as wind farms, new supermarkets and flood defences. The children will investigate how GIS aids a number of environmental issues.</p>	<p><b>As a result of learning about or using:</b></p> <ul style="list-style-type: none"> <li>GIS simulations</li> </ul> <p>the children's newly acquired understanding and knowledge will help them access in the future more demanding content to deepen their awareness how digital technologies are used in the decision making process. The case studies will allow expose them to a range of situations where GIS is used.</p> <p><b>This unit will prepare children for:</b> further opportunities to study GIS in many of their geography studies at KS 3.</p>	<ol style="list-style-type: none"> <li>A knowledge of places - small areas and regions.</li> <li>Understanding of the terms: <ul style="list-style-type: none"> <li>interdependence</li> <li>interconnectedness</li> <li>interrelatedness.</li> </ul> </li> <li>Technical vocabulary</li> <li>Enquiry and analytical representation</li> <li>Asking enquiry questions and drawing conclusions.</li> <li>Interpretations</li> <li>Developed fieldwork</li> <li>Representation</li> <li>Graphicacy</li> <li>Writing geographically at length</li> </ol>

## YEAR 6

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
6	Autumn  <b>Globally Significant Places</b>	<b>KS 2 National Curriculum Aims:</b> to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes	This unit focuses on the locational knowledge and human and physical geography in some globally significant places. Other case studies could of course be chosen. It is intended to help the children appreciate that places are constantly evolving and changing and are significant for numerous reasons.	<b>As a result of learning about or using:</b> this unit, the children can spend time exploring the term, continent, country and city in the context of being globally significant. Antarctica, China, London and Russia have been used as case studies as these places have not been covered throughout the scheme, each being significant for different reasons. The unit also considers the location of Russia and the importance of keeping abreast of the news. <b>This unit will prepare children for:</b> further geographical globally significant studies at KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: • interdependence • interconnectedness • interrelatedness. <b>3. Technical vocabulary</b> <b>4. Enquiry and analytical representation</b> 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7. Developed fieldwork <b>8. Representation</b> <b>9. Graphicacy</b> 10. Writing geographically at length <b>at</b>
6	Spring  <b>THE AMAZON BASIN</b>	<b>KS 2 National Curriculum Place knowledge:</b> understand geographical similarities and differences through the study of <b>human and physical geography of a region within N and S America.</b>  <b>Human and physical geography:</b> describe and understand key aspects of physical and human geography including <b>climate zones, biomes and vegetation belts, rivers and the water cycle and settlement.</b>	This unit gives the children the opportunity to learn about The Amazon Basin. The scope of the unit shapes the learning and is specific to a defined but unique region. It develops the children's knowledge of a complex geographical region where they will study a unique and special area. Children will also develop contextual knowledge of the location of this globally significant region. They will study its defining human and physical characteristics and how these provide a geographical context for understanding how the actions we take affect others. They will consider how this region is interdependent and is changing over time. They will learn about climate zones, biomes and vegetation belts.	<b>As a result of learning about or using:</b> • maps at a range of scales • the defining characteristics of a region • biomes, climate zones and vegetation belts • the water cycle • rivers • settlement • rainforests the children's understanding and knowledge of this region will help them access more demanding content to deepen their awareness of the interaction between physical and human processes and the way in which places around the world are interdependent and interconnected. It will contrast with the region of California in N America. It will consolidate maps skills, regional characteristics and give them a readiness to draw on previous knowledge and add new information, widening their understanding of different regions across the world. <b>This unit will prepare children for:</b> consolidating their increasing knowledge at KS2, that will give them sound geographical understanding in preparation for further studies both in their final years at KS2 and preparation for KS3.	1. <b>A knowledge of places - small areas and regions.</b> <b>2. Understanding of the terms:</b> • interdependence • interconnectedness • interrelatedness. <b>3. Technical vocabulary</b> <b>4. Enquiry and analytical representation</b> 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7. Developed fieldwork 8. Representation <b>9. Graphicacy</b> <b>10. Writing geographically at length</b>
6	Summer  <b>RIVERS</b>	<b>KS 2 National Curriculum Human and physical geography:</b> describe and understand key aspects of: physical geography, including <b>rivers and the water cycle</b> <b>Geographical fieldwork and skills:</b> 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	This unit is a standalone fieldwork unit about rivers. It is the opportunity to learn about the key features of the river in the field, whilst having opportunity to measure and record data, which can be analysed in the classroom. Children will be using new technical vocabulary and identifying these features in practice. The children will be taught how to collect data relating to river depth and speed, and downstream changes, carry out these exercises and draw conclusions from the data collected. This is a systematic building of skills that are purposefully utilised.	<b>As a result of learning about and using:</b> • river terms and vocabulary • field equipment • field recording sheets, the children will be experiencing geography in the field. Using sketches and collecting data will allow children to focus on the key features of the river. Labelling sketches using appropriate geographical terms will aid their vocabulary (e.g. bank, spring, channel, meander, erosion or deposition). <b>This unit will prepare children for:</b> further recognition of river processes and the higher order skills needed (data collection, analysis, interpretation and presentation) for fieldwork at KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: • interdependence • interconnectedness • interrelatedness. <b>3. Technical vocabulary</b> <b>4. Enquiry and analytical representation</b> <b>5. Asking enquiry questions and drawing conclusions.</b> <b>6. Interpretations</b> <b>7. Developed fieldwork</b> 8. Representation 9. Graphicacy 10. Writing geographically at length