



# CUSP GEOGRAPHY

# Mixed Age Sequence Handbook

|

September 2023

PROGRESSION AND SEQUENCE TABLES

Written and updated by Alex Bedford

# PROGRESSION AND SEQUENCE

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Study module by study module from Year 1 – Year 6

Includes Tier 2 and Tier 3 vocabulary

## PURPOSE

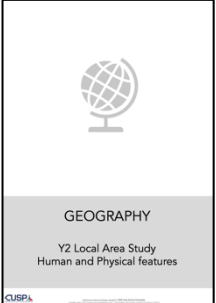
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**REFERENCE:** teachers can clearly see the cumulative nature of the curriculum model as well as a quick point of reference to connect prior learning.


**QUALITY ASSURANCE:** subject leaders know the substantive concepts, knowledge and vocabulary that pupils should remember and use when running Pupil Book Study.

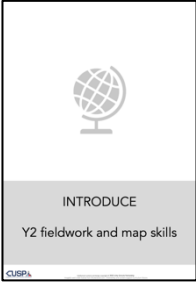
Modules highlighted in **Grey** = specific and practical opportunities for geographical skills and fieldwork.  
There are optional modules included in this sequence as well.

KS1 CYCLE 1 GEOGRAPHY MIXED AGE TEACHING (Y2 Content)


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

Grey = specific and practical opportunities for geographical skills and fieldwork

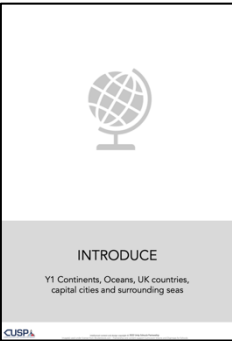
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p><b>Y2</b>   Compare a small part of the UK and a contrasting non-European country London and Nairobi  </p> <div data-bbox="96 667 322 1002" style="border: 1px solid black; padding: 5px;">  <p style="text-align: center; margin: 0;"><b>INTRODUCE</b></p> <p style="font-size: small; margin: 0;">Y2 Compare a small part of the UK and a contrasting non-European country</p> <p style="font-size: x-small; margin: 0;">CUSPA</p> </div>	<p><b>PLACE KNOWLEDGE</b>   Location, Environment Culture, Connection</p>	<p><b>Y1:</b> Continents and oceans of the world</p> <p><b>Y1:</b> UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Local fieldwork study</p>	<p><b>Europe</b> <b>United Kingdom Capital cities:</b> Remember countries and capital cities of the UK.</p> <p><b>Africa</b> <b>Kenya and Nairobi:</b> Where is the continent of Africa?</p> <p>Where is Kenya?</p> <p>What are the physical and human features?</p> <p>Where is Nairobi?</p> <p>Describe Nairobi.</p> <p><b>Compare the human and physical similarities and differences:</b> How are London and Nairobi similar?</p> <p>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>


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2   Fieldwork and map skills  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Environment, Pattern, Similar</p>	<p><b>Y1:</b> Our school</p> <p><b>Y1:</b> Continents and oceans of the world and UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Comparison study of small are and non-European location (UK and Kenya)</p>	<p><b>Fieldwork, mapping and position:</b> How do we describe places?</p> <p><b>Fieldwork, mapping and symbols:</b> What physical features does this place have?  What human features does this place have?</p> <p><b>Mapping and drawing:</b> 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><b>Summary:</b> 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>

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
<p>Y2   Study a small area of a contrasting non-European country <b>Yanomami people of the rainforest</b>  </p>  <p>INTRODUCE</p> <p>Y2 Study a small area of a contrasting non-European country Yanomami people of the rainforest</p> <p>CUSPA</p>	<p><b>PLACE KNOWLEDGE</b>   Location, Environment Culture, Remoteness</p>	<p><b>Y1:</b> Continents and oceans of the world and UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Y2 local fieldwork study</p>	<p><b>Where?</b> Where are the rainforests?  What are they like?</p> <p><b>Who?</b> How do the Yanomami people live?</p> <p><b>What is different?</b> 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>


# KS1 CYCLE 2 GEOGRAPHY MIXED AGE TEACHING (Y1 Content)

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1   Continents, Oceans, UK countries, capital cities and surrounding seas  </p> 	<p><b>LOCATIONAL KNOWLEDGE</b>   Location Order Connection</p>	<p><b>ELG: People, Culture and Communities</b> 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.  <b>ELG: The Natural World</b> 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.</p>	<p><b>Continents:</b> What are the 7 continents of the world?</p> <p><b>Oceans:</b> What are the 5 oceans of the world?</p> <p><b>Remember:</b> What are the 7 continents and 5 oceans of the world?</p> <p><b>Countries:</b> What are the four countries of the United Kingdom?</p> <p><b>Capital Cities:</b> What are the capital cities of the four kingdoms of the UK?</p> <p><b>Seas:</b> 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>This OPTIONAL REVISIT module can be used to sophisticate and elaborate upon existing knowledge.</p> 	<p><b>LOCATIONAL KNOWLEDGE</b></p> <p> </p> <p>Location Order Connection</p>	<p><b>Y1:</b></p> <p>Introduce UK countries, capital cities, continents and oceans</p> <p><b>Y1: Revisit</b></p> <p>Revisit countries, capital cities, continents and oceans.</p>	<p><b>Continents and Oceans:</b></p> <p>Remember – name and find the 7 continents and 5 oceans of the world</p> <p><b>Hot and cold places:</b></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><b>What I know about hot and cold places:</b></p> <p>Summary – where are hot and cold places of the world?</p> <p><b>Continuous Learning:</b></p> <p>Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> <li>• Day</li> <li>• Month</li> <li>• Year</li> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy</li> </ul>	<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>




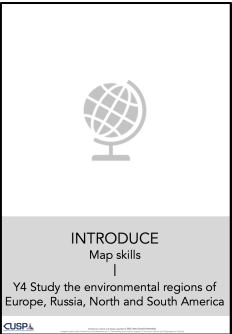
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1   Hot and cold locations</p>  <p>INTRODUCE Y1 Hot and cold locations</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPY</b>   Location Environment Patterns</p>	<p><b>Y1:</b> Introduce UK countries, capital cities, continents and oceans</p> <p><b>Y1: Revisit</b> Revisit countries, capital cities, continents and oceans.</p>	<p><b>Continents and Oceans:</b> Remember – name and find the 7 continents and 5 oceans of the world</p> <p><b>Hot and cold places:</b> 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><b>What I know about hot and cold places:</b> Summary – where are hot and cold places of the world?</p> <p><b>Continuous Learning:</b> Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> <li>• Day</li> <li>• Month</li> <li>• Year</li> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.</li> </ul>	<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>

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


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# LKS2 CYCLE 1 GEOGRAPHY MIXED AGE TEACHING (Y4 Content)


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p style="text-align: center;">Y4   Rivers  </p>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">Y4 Introduce Rivers</p> </div>	<p style="text-align: center;"><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">Location, Order, Proximity Region, Landscape, System</p> <p style="text-align: center;"><b>PLACE KNOWLEDGE</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">Location, Environment, Pattern</p>	<p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul>	<p><b>Features of a river:</b> What are the features of a river?</p> <p><b>Local rivers:</b> 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 style="text-align: center;"><b>raging</b></p> <p style="text-align: center;"><b>tumble</b></p> <p style="text-align: center;"><b>cascading</b></p> <p style="text-align: center;"><b>precipice</b></p> <p style="text-align: center;"><b>iconic</b></p> <p style="text-align: center;"><b>turbulent</b></p>	<p style="text-align: center;"><b>rivulet</b></p> <p style="text-align: center;"><b>estuary</b></p> <p style="text-align: center;"><b>flood plain</b></p> <p style="text-align: center;"><b>tributary</b></p> <p style="text-align: center;"><b>confluence</b></p> <p style="text-align: center;"><b>channel</b></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   Map skills Environmental regions of Europe, Russia, North and South America  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Place, Scale, Proximity</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<p><b>Define:</b> What are environmental regions?</p> <p><b>Know, compare and contrast:</b> Europe: what are the major environmental regions?  Russia: what are the major environmental regions?</p> <p>North America: what are the major environmental regions?  South America: what are the major environmental regions?</p> <p><b>Structured assessment task:</b> Apply and show what you know.</p>	<p>arid</p> <p>bountiful</p> <p>locality</p> <p>major</p> <p>rapid</p> <p>vibrant</p>	<p>biome</p> <p>climate</p> <p>environmental</p> <p>equatorial</p> <p>Mediterranean</p> <p>tropic</p>


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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
<p>Y4   Water cycle  </p>  <p>INTRODUCE Y4 The water cycle</p> <p><small>CUSPA</small></p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Environment, Connection Interaction, Landscape Process, Cycle</p>	<p><b>Y3 Science:</b> plants</p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> </ul>	<p><b>The process:</b> What is the water cycle?</p> <p><b>The way it works:</b> How does the water cycle work?</p> <p><b>The things that influence it:</b> 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   Rivers revisited  </p>  <p>REVISIT Y4 Rivers</p> <p><small>CUSPA</small></p>	<p><b>PHYSICAL GEOGRAPHY</b>   Environment, Connection Interaction, Landscape Process, Cycle</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> </ul>	<p><b>River features:</b> Remember – what are the features of a river?</p> <p><b>River Study:</b> Where is the river Nile and what features does it have?</p> <p><b>River Study:</b> Where is the Amazon River and what features does it have??</p>	<p><b>raging</b></p> <p><b>tumble</b></p> <p><b>cascading</b></p> <p><b>precipice</b></p> <p><b>iconic</b></p> <p><b>turbulent</b></p>	<p><b>rivulet</b></p> <p><b>estuary</b></p> <p><b>flood plain</b></p> <p><b>tributary</b></p> <p><b>confluence</b></p> <p><b>channel</b></p>


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p style="text-align: center;">Y4   Latitude and longitude  </p> <div style="border: 1px solid black; padding: 5px; text-align: center;">             INTRODUCE            Y4 Latitude and longitude  <small>CUSPA</small> </div>	<p style="text-align: center;"><b>LOCATIONAL KNOWLEDGE</b>   Location, Position Diversity, Time</p>	<p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b> Rivers</p>	<p><b>Latitude and longitude:</b> What are the lines of latitude?  What are the lines of longitude?</p> <p><b>Location and physical features:</b> How do lines of latitude and longitude tell us what the location is like?  How can you find exact locations around the world?</p> <p><b>Time zones</b> <b>Day and night:</b> What are the time zones and how do they affect us? How does day and night occur?</p>	<p style="text-align: center;"><b>co-ordinate</b></p> <p style="text-align: center;"><b>parallel</b></p> <p style="text-align: center;"><b>determine</b></p> <p style="text-align: center;"><b>circumnavigate</b></p> <p style="text-align: center;"><b>constitutes</b></p> <p style="text-align: center;"><b>straddle</b></p>	<p style="text-align: center;">latitude</p> <p style="text-align: center;">longitude</p> <p style="text-align: center;">horizontal</p> <p style="text-align: center;">vertical</p> <p style="text-align: center;">meridian</p> <p style="text-align: center;">equator</p>

## LKS2 CYCLE 2 GEOGRAPHY MIXED AGE TEACHING (Y3 Content)


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


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
<p>Y3   OS maps and scale  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p><b>Y1:</b></p> <ul style="list-style-type: none"> <li>• UK countries and capital cities</li> <li>• Hot and cold location</li> <li>• Map skills and fieldwork</li> </ul> <p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> </ul>	<p><b>Knowing</b> What is an Ordnance Survey (OS) map?</p> <p><b>Large and small-scale maps</b> How does scale change the way we describe a place?</p> <p>What's the area like just beyond the school?</p> <p><b>Maps of other places</b> What's the area like beyond our region?</p>	<p>area</p> <p>cardinal</p> <p>historical</p> <p>landscape</p> <p>measuring</p> <p>solar</p>	<p>geographical</p> <p>key</p> <p>ordnance</p> <p>scale</p> <p>survey</p> <p>sustainable</p>


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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
<p>Y3   United Kingdom Study  </p> 	<p><b>LOCATIONAL KNOWLEDGE</b>   Location, Order Environment, Region Landscape</p>	<p><b>Y1:</b> UK countries and capital cities Hot and cold location Map skills and fieldwork</p> <p><b>Y2:</b> UK and non-European location study – London and Nairobi</p> <p><b>Y2:</b> UK and non-European location study – Yanomami tribe</p> <p><b>Y2:</b> Y2 local area fieldwork study</p>	<p><b>UK:</b> What are the regions and countries in the UK?  Name and locate cities and countries of the UK.</p> <p><b>Human and physical features:</b> 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.</p> <p><b>Geographical patterns and explanations:</b> What are the topical patterns in the UK?  What can I see hear?</p>	<p><b>extensive</b></p> <p><b>sophisticated</b></p> <p><b>settlement</b></p> <p><b>terrain</b></p> <p><b>wilderness</b></p> <p><b>barren</b></p>	<p><b>topography</b></p> <p><b>landmarks</b></p> <p><b>region</b></p> <p><b>country</b></p> <p><b>scale</b></p> <p><b>contour line</b></p>


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

UKS2 CYCLE 1 GEOGRAPHY MIXED AGE TEACHING (Y6 Content)

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6   Physical processes: earthquakes, mountains and volcanoes  </p>  <p>INTRODUCE Y6 Physical processes Earthquakes, mountains and volcanoes</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Time, Location, Process Connection, Environment System</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>World countries, biomes and vegetation belts</li> <li>4 and 6 figure grid references</li> <li>Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Comparison study – UK, Europe North or South America</li> </ul>	<p><b>The Earth’s structure and tectonic plates:</b> What makes up layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?&gt;</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><b>Earthquakes:</b> What causes an earthquake and what is the effect?</p> <p><b>Mountains:</b> How are mountains formed?</p> <p><b>Volcanoes:</b> 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   Settlements and relationships  </p>  <p>INTRODUCE Y6 Settlements, land use and economic activity</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b>   Location, Connection Economic, Order Pattern, Remoteness</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Comparison study – UK, Europe North or South America</li> <li>• Physical processes: earthquakes, mountains and volcanoes</li> </ul>	<p><b>Settlements:</b> What are settlements and where are they found?</p> <p><b>Settlement patterns:</b> Do settlements have a pattern?</p> <p><b>People and economic patterns:</b> 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>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6   Comparison study – UK, Europe North or South America  </p>  <p>INTRODUCE</p> <p>Y6 Comparison of a region of the UK, Europe and North America.</p> <p><small>CUSPA</small></p>	<p>PLACE KNOWLEDGE   Location, Connection Economic, Order Pattern, Remoteness</p>	<p>Y4:</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p>Y5:</p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p><b>United Kingdom:</b> Where is the Lake District?  How was the Lake District formed?</p> <p><b>Europe:</b> Poland: where can you find the Tetra mountains?  What are the Tetra mountains like?</p> <p><b>North America:</b> The Caribbean and Jamaica: what do we know?  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   Orienteering  </p>  <p>INTRODUCE Orienteering   Y6 Orienteering map skills and navigation</p> <p>CUSPA</p>	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>World countries, biomes and vegetation belts</li> <li>4 and 6 figure grid references</li> <li>Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Physical processes: earthquakes, mountains and volcanoes</li> <li>Comparison study – UK, Europe North or South America</li> </ul>	<p><b>Remember</b> What are 4 and 6 figure grid references? How do we use them?</p> <p><b>Introduction to orienteering</b> What is orienteering? How do I orientate a map?</p> <p>How do I navigate a simple <u>indoor</u> course using controls?</p> <p><b>Outdoor orienteering courses</b> How do I navigate a simple course <u>outdoors</u> with controls?</p> <p>Motala: how do I navigate multiple outdoor courses using controls?</p> <p>How do I plan and set up an orienteering course?</p>	<p>aerial</p> <p>appreciate</p> <p>coniferous</p> <p>distinctive</p> <p>participant</p> <p>randomised</p>	<p>checkpoint</p> <p>control</p> <p>legend</p> <p>navigate</p> <p>orientate</p> <p>orienteering</p>


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UKS2 CYCLE 2 GEOGRAPHY MIXED AGE TEACHING (Y5 Content)

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p style="text-align: center;">Y5   World countries – biomes and vegetation belts  </p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>INTRODUCE</p> <p>Y5 Locate world countries, biomes and vegetation belts</p> <p><small>CUSPA</small></p> </div>	<p style="text-align: center;"><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location Interdependence, Pattern Environment, Settlement Economic</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<p><b>Major countries and cities:</b> Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p><b>Biomes:</b> What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p><b>Human and physical features:</b> 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 style="text-align: center;">arid</p> <p style="text-align: center;">fertile</p> <p style="text-align: center;">densely</p> <p style="text-align: center;">exceptional</p> <p style="text-align: center;">craggy</p> <p style="text-align: center;">scenery</p>	<p style="text-align: center;">continent</p> <p style="text-align: center;">latitudes longitude</p> <p style="text-align: center;">equator</p> <p style="text-align: center;">hemisphere</p> <p style="text-align: center;">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   4 and 6 figure grid references  </p>  <p><b>GEOGRAPHY</b> Y5 Introduce 4 and 6 figure grid references</p> <p><small>CUSPA</small></p>	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location Absolute position Scale Settlement</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries – biomes and vegetation belts</li> </ul>	<p><b>Finding locations:</b> Why do we need latitude and longitude</p> <p><b>Finding locations precisely:</b> What are 4 and 6 figure grid reference and how do we use them?</p> <p><b>Apply it:</b> 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   Revisit World countries – biomes and vegetation belts  </p>  <p>REVISIT Y5 Locate world countries, biomes and vegetation belts</p> <p><small>CUSPL</small></p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location Interdependence, Pattern Environment, Settlement Economic</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p><b>Major countries and cities:</b> Where would you find the major countries of the world?  Where would you find the major cities of the world?</p> <p><b>Biomes:</b> What is a biome? (Environmental region)  How do biomes change across the world?</p> <p><b>Human and physical features:</b> What are the human characteristics that define Europe, North and South America?  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   OS maps and fieldwork  </p>  <p>INTRODUCE Map skills and fieldwork   Y5 Ordnance Survey (OS) map skills and fieldwork</p> <p>CUSPA</p>	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p><b>OS maps</b> Remember: what are OS maps and how do we use them?</p> <p><b>Map skills and fieldwork</b> 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?</p> <p><b>Show what you know</b> Structured Explanative Assessment Task.</p>	<p>contrast</p> <p>intersect</p> <p>slope</p> <p>solar farm</p> <p>turbine</p> <p>undulating</p>	<p>coordinates</p> <p>contour line</p> <p>eastings</p> <p>northings</p> <p>plateau</p> <p>terrain</p>

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