

# CUSP GEOGRAPHY Mixed Age Sequence Handbook

September 2023
PROGRESSION AND SEQUENCE TABLES

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# PROGRESSION AND SEQUENCE

Study module by study module from Year 1 – Year 6 Includes Tier 2 and Tier 3 vocabulary

### **PURPOSE**

**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.





# CUSP Geography Progression Tables – Keeley Alborough and Alex Bedford

#### 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
Y2   Local Area   Study   Human and   Physical   Features	HUMAN AND PHYSICAL GEOGRAPHY  Location, Order Environment, Culture Time, Pattern	EYFS: People, Culture and Communities  EYFS: The Natural World  Y1: Continents and oceans of the world, UK countries, capital cities and seas  Y1: Hot and cold climates, including the equator  Y1: Fieldwork and mapping	Human Features: What are human features?  Physical Features: What are physical features?  Local Area: What features does our local area have?	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
Y2 	PLACE KNOWLEDGE	Y1: Continents and oceans of	Europe United Kingdom Capital cities:	urban	landmark
Compare a small part of the UK and a	Location, Environment	the world Y1:	Remember countries and capital cities of the UK.	sprawling	country
contrasting non- European	Culture, Connection	UK countries, capital cities and seas	Africa Kenya and Nairobi:	contrast	capital
country London and		Y1:	Where is the continent of Africa?	horizon	climate
Nairobi		Hot and cold climates, including the equator	Where is Kenya?	inspiring	feature
		Y2:	What are the physical and human features?	breath-taking	savanna
		Local fieldwork study	Where is Nairobi?	striking	
<u> </u>			Describe Nairobi.	cityscape	
INTRODUCE  Y2 Compare a small part of the UK and a contrasting non-European country			Compare the human and physical similarities and differences:	majestic	
CUSPA			How are London and Nairobi similar?	spectacular	
			How are London and Nairobi different?	colossal	
				scenic	





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



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





# 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
Y1	LOCATIONAL	ELG: People, Culture and	Continents:		
I	KNOWLEDGE	Communities	What are the 7 continents of the	vast	ocean
Continents,	I	Describe their immediate	world?		
Oceans, UK	Location	environment using knowledge from		azure	continent
countries,capital	Order Connection	observations, discussions, stories,	Oceans:		
cities and	Connection	non-fiction texts and maps.	What are the 5 oceans of the	rotated	polar
surrounding		Explain some similarities, differences	world?		
seas		between life in this country and life in other		expanse	atlas
		countries, drawing on knowledge from	Remember:		
		stories, non-fictiontexts and (when	What are the 7 continents and 5		
		appropriate) maps.	oceans of the world?		
		арргорпасо, тарз.			
			Countries:		
		ELG: The Natural World	What are the four countries of the		
		Exploring the natural world around	United Kingdom?		
INTRODUCE  Y1 Continents, Oceans, UK countries,		them, making observations and			
capital cities and surrounding seas		drawing pictures of animals and	Capital Cities:		
CUSPA		plants.	What are the capital cities of the		
			four kingdoms of the UK?		
		Know some similarities and			
		differences between the naturalworld	Seas:		
		around them, and contrasting	What seas surround the UK?		
		environments, drawing ontheir			
		experiences and what has been read to them in class.			
		to them in class.			



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





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





Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1	GEOGRAPHICAL	Y1:	Knowing	built	aerial
l Fieldwork and mapping	SKILLS AND FIELDWORK I	Introduce UK countries, capital	What is a map?  Place and space	human	connected
	Location Environment Patterns	cities,continents and oceans	How do I make an imaginary map? We're going on a bear hunt	imaginary	environment
454	1 atterns			natural	feature
		Y1: Revisit Revisit countries,	What I know about hot and cold places: Summary – where are hot and cold places of the world?	place	fieldwork
INTRODUCE Y1 Mapping and fieldwork		capital cities, continents and oceans.	How do you show what a place is like? The Storm Whale	space	location
QJSPA		Y1: Hot and cold locations	Fieldwork How do I make a real map?		



# 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
Y4	HUMAN AND	Y2:	Features of a river:		
I	PHYSICAL	Map skills and fieldwork -	What are the features of a river?	raging	rivulet
Rivers	GEOGRAPHY	local area of the school			
I	  +:	UK and non-European	Local rivers:	tumble	estuary
	Location, Order,	location study – London and Nairobi	What is our local river?		
	Proximity Region, Landscape,	UK and non-European		cascading	flood plain
	System	location study –	What feature can we see?		
	System	Yanomami tribe		precipice	tributary
	PLACE	Y2 local area fieldwork	Where did it come from and where does it		-
	KNOWLEDGE	study	flow?	iconic	confluence
GEOGRAPHY					
Y4 Introduce Rivers	Location,	Y3:		turbulent	channel
CUSPA.	Environment, Pattern	Map and fieldwork skills			
		– compass			
		UK counties and cities			
		<ul> <li>Geographical regions</li> </ul>			
		Human and Physical			
		characteristics			
		<ul> <li>Topographical features</li> </ul>			
		OS maps and scale			



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



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



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



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





# 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
Y3	GEOGRAPHICAL	Y1:	Compass:		
l Map and	SKILLS AND FIELDWORK	Name and locate continents and oceans of	What are the eight points on the compass?	compass	cardinal
fieldwork skills Human and	l Location, Scale,	the world and UK countries, capital cities	Human and physical features: Where are the human and physical features in	direction	intercardinal
Physical Features	Proximity	and seas	this place?	north	
		Y2: Y2 UK and non-European	Apply it: What physical features can you identify in the	east	
		location study – London and Nairobi	UK?	south	
INTRODUCE		Y2: UK and non-European location study – Yanomami		west	
Y3 Map and fieldwork skills		tribe		north-east	
CUSPA		Y2: Y2 local area fieldwork		south-east	
		study		north-west	
				south-west	



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



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



Year group, Unit	Substantive	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2	Tier 3
Title and Name	concept	Trevious Learning	big ideas/key duestions/Learning roci	Vocabulary	Vocabulary
Y3	<u>HUMAN</u> AND	Y1:	UK:		
1	PHYSICAL	UK countries and capital	What are the regions and countries in the UK?	extensive	topography
Revisit UK Study	GEOGRAPHY	cities	S		1 0 1 3
including human and physical	l Location, Culture	Hot and cold location Map skills and fieldwork	Name and locate cities and countries of the UK.	sophisticated	landmarks
features	Connection,			settlement	rogion
leatures	Interdependence	Y2:	Home and about all factors as	settlement	region
		Map skills and fieldwork -	Human and physical features:		
	HUMAN AND <u>PHYSICAL</u>	local area of the school	Identify geographical regions by physical and human landmarks of Scotland and England.	terrain	country
	GEOGRAPHY	Y2:		wilderness	scale
	I	UK and non-European	Identify geographical regions by physical and		
	Location, Connection	location study – London and	human landmarks of Wales and Northern	barren	contour line
	Process	Nairobi	Ireland.		
REVISIT					
Y3 Revisit UK Study human and physical features		Y2:	Geographical patterns and explanations:		
CUSPA		UK and non-European location study – Yanomami	What are the topical patterns in the UK?		
		tribe	What can I see hear?		
		Y2: Y2 local area fieldwork study	Summarise, present and explain regions, countries, cities and landmarks of the UK.		
		Y3:			
		Map and fieldwork skills –			
		compass			
		Y3			
		UK countries and cities			
		Geographical regions			
		Human and Physical			
		characteristics			
		Topographical features			



# 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
Y6 I Physical processes: earthquakes, mountains and volcanoes I	HUMAN AND PHYSICAL GEOGRAPHY I Time, Location, Process Connection, Environment System	<ul> <li>Y4:</li> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> <li>Y5:</li> <li>World countries, biomes and vegetation belts</li> <li>4 and 6 figure grid</li> </ul>	The Earth's structure and tectonic plates: What makes up layers of planet Earth? What are tectonic plates and where do you find them?> How do tectonic plates move and what happens when they meet or separate?	viscous churning buckle disaster	epicentre fissure dormant magma
		references  Revisit World	How was the Lake District formed?	devastation	molten
INTRODUCE Y6 Physical processes Earthquakes, mountains and volcances CUSPA		countries – biomes and vegetation belts  Y6:  Comparison study – UK, Europe North or South America	Earthquakes: What causes an earthquake and what is the effect?  Mountains: How are mountains formed?  Volcanoes: How do volcanoes work?	magnitude	mantle



Year group, Unit	Substantive	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2	Tier 3
Title and Name	concepts	_	, , , , , , , , , , , , , , , , , , ,	Vocabulary	Vocabulary
Y6	HUMAN AND	Y4:	Settlements:		
	PHYSICAL	Rivers	What are settlements and where are they	location	trade
Settlements and	GEOGRAPHY	Latitude and longitude	found?		
relationships		Water cycle		resource	economy
	Location, Proximity	Revisit rivers	Settlement patterns:		-
	Landscape,		Do settlements have a pattern?	distribute	navigable
	Interdependence	Y5:	μ		3
	Lived space	World countries, biomes	People and economic patterns:	employ	lowland
	DI 4 OF 1/1 ON // ED OF	and vegetation belts	Do people, their movement and economic	op.oy	iomana
<u> </u>	PLACE KNOWLEDGE	8 8	activity have patterns	production	migrant
		references		production	illigiant
INTRODUCE	Location, Connection			consumption	refugee
Y6 Settlements, land use and economic activity	Economic, Order	– biomes and		Consumption	relugee
CUSPA.	Pattern, Remoteness	vegetation belts			
		Y6:			
		Comparison study –			
		UK, Europe North or			
		South America			
		<ul> <li>Physical processes:</li> </ul>			
		earthquakes,			
		mountains and			
		volcanoes			



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6	PLACE KNOWLEDGE	Y4:	United Kingdom:		
1	I	<ul><li>Rivers</li></ul>	Where is the Lake District?	equivalent	orogeny
Comparison study – UK, Europe North or	Location, Connection Economic, Order Pattern, Remoteness	<ul><li>Latitude and longitude</li><li>Water cycle</li><li>Revisit rivers</li></ul>	How was the Lake District formed?	contrast	glaciation
South America		\	Europe:	erosion	temperate
I		<ul><li>Y5:</li><li>World countries, biomes and vegetation belts</li></ul>	Poland: where can you find the Tetra mountains?	inhospitable	tectonic
		<ul><li>4 and 6 figure grid references</li><li>Revisit World countries</li></ul>	What are the Tetra mountains like?	moderately	summit
		<ul><li>biomes and</li></ul>	North America:	prosper	altitude
INTRODUCE  Y6 Comparison of a region of the UK, Europe and North		vegetation belts	The Caribbean and Jamaica: what do we know?		
America.			What is similar and what is different between		
			the Lake District, Tatra mountains and the Caribbean?		





Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6	GEOGRAPHICAL	Y4:	Remember	aerial	checkpoint
I	SKILLS AND	Rivers	What are 4 and 6 figure grid references? How		
Orienteering	FIELDWORK	<ul> <li>Latitude and longitude</li> </ul>	do we use them?	appreciate	control
1	1	Water cycle		•	
	Location, Scale,	Revisit rivers	Introduction to orienteering	coniferous	legend
	Proximity		What is orienteering? How do I orientate a		J
		Y5:	map?	distinctive	navigate
		World countries,	'		J
		biomes and vegetation belts	How do I navigate a simple <u>indoor</u> course using	participant	orientate
		<ul> <li>4 and 6 figure grid</li> </ul>	controls?		
INTRODUCE Orienteering		references		randomised	orienteering
Y6 Orienteering map skills and navigation		Revisit World	Outdoor orienteering courses		g
CUSPA.		countries – biomes	How do I navigate a simple course <u>outdoors</u>		
		and vegetation belts	with controls?		
		and vegetation beits	Will contact the		
		Y6:	Motala: how do I navigate multiple outdoor		
		<ul> <li>Physical processes:</li> </ul>	courses using controls?		
		earthquakes,	courses using controls.		
		mountains and	How do I plan and set up an orienteering		
		volcanoes	course?		
		Comparison study –	course.		
		UK, Europe North			
		or South America			
		or Journ America			



# 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
World countries – biomes and vegetation belts I  INTRODUCE Y5 Locate world countries, biomes and vegetation belts cusps.	HUMAN AND PHYSICAL GEOGRAPHY I Location Interdependence, Pattern Environment, Settlement Economic	<ul> <li>Y3:</li> <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> <li>Y4:</li> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul>	the world?  Where would you find the major cities of the world?	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome



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Y5 I 4 and 6 figure grid references I	GEOGRAPHICAL SKILLS AND FIELDWORK I Location Absolute position Scale Settlement	<ul> <li>Y3:</li> <li>Map and fieldwork skills <ul> <li>compass</li> </ul> </li> <li>UK counties and cities</li> <li>Geographical regions</li> <li>Human and Physical <ul> <li>characteristics</li> </ul> </li> <li>Topographical features</li> <li>OS maps and scale</li> </ul>	Finding locations: Why do we need latitude and longitude  Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them?  Apply it: Use 4 and 6 figure grid references	horizontal vertical parallel arctic	equator  Tropic of  Cancer  Tropic of  Capricorn
GEOGRAPHY  YS Introduce 4 and 6 figure grid references  CUSPA		<ul> <li>Y4: <ul> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul> </li> <li>Y5: <ul> <li>World countries – biomes and vegetation belts</li> </ul> </li> </ul>		Antarctic	poles meridian line



Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
HUMAN AND	Y3:	Major countries and cities:		
PHYSICAL GEOGRAPHY	– compass		arid	continent
			fertile	latitudes
Interdependence,	Human and Physical	Where would you find the major cities of the world?	densely	longitude
Environment,	Topographical features	Biomes:	exceptional	equator
Economic	oo maps and seare	What is a biome? (Environmental region)		hemisphere
	Y4:  Rivers  Latitude and longitude	How do biomes change across the world?	craggy	biome
	<ul><li>Water cycle</li><li>Revisit rivers</li></ul>	Human and physical features: What are the human characteristics that define Europe, North and South America?	coonery	
		What are the physical characteristics that define Europe, North and South America?		
	concepts  HUMAN AND PHYSICAL GEOGRAPHY I Location Interdependence, Pattern Environment, Settlement	The state of the s	Thuman and physical characteristics  HUMAN AND PHYSICAL GEOGRAPHY I Location Interdependence, Pattern Environment, Settlement Economic  Y4:  Rivers Latitude and longitude Water cycle Revisit rivers  Wajor countries and cities: Where would you find the major countries of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  Where would you find the major cities of the world?  How do biomes: What is a biome? (Environmental region)  How do biomes change across the world?  Human and physical features: What are the human characteristics that define Europe, North and South America?  What are the physical characteristics that define Europe, North and South America?	THUMAN AND PHYSICAL GEOGRAPHY I Location Interdependence, Pattern Environment, Settlement Economic  Y4:  Rivers Latitude and longitude Water cycle Revisit rivers  World countries, biomesand vegetation belts A and 6 figure grid references Revisit World countries – biomes  Rig Ideas/Key Questions/Learning Foci Vocabulary  Wajer countries and cities: Where would you find the major cities of the world?  fertile  Where would you find the major cities of the world?  Seminary  Where would you find the major cities of the world?  It world?  Seminary  Where would you find the major cities of the world?  Where would you find the major cities of the world?  It world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It where would you find the major cities of the world?  It was a biomes:  What are the human characteristics that define Europe, North and South America?





Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5	GEOGRAPHICAL	Y3:	OS maps	contrast	coordinates
OS maps and fieldwork	SKILLS AND FIELDWORK I	<ul><li>Map and fieldwork skills – compass</li><li>UK counties and cities</li></ul>	Remember: what are OS maps and how do we use them?	intersect	contour line
I	Location, Scale, Proximity	<ul><li>Geographical regions</li><li>Human and Physical</li></ul>	A4 1:11 1 C 1 1 1	slope	eastings
		characteristics  Topographical features	Map skills and fieldwork What are four and six figure grid references?	solar farm	northings
		OS maps and scale	What are contour lines?	turbine	plateau
INTRODUCE  Map skills and fieldwork      Y5 Ordnance Survey (OS) map skills and fieldwork		<ul><li>Y4:</li><li>Rivers</li><li>Latitude and longitude</li></ul>		undulating	terrain
map skills and fieldwork		<ul><li>Water cycle</li><li>Revisit rivers</li></ul>	What is the land like in a contrasting locality?		
		<ul> <li>Y5:</li> <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>	Show what you know Structured Explanative Assessment Task.		

