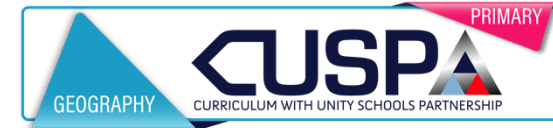


CUSP GEOGRAPHY NARRATIVE

A summary by Alex Bedford



There are several parts to this document:

1. Geographical knowledge
2. CUSP Geography Principles
3. Long-Term Sequence for CUSP Geography
4. Progression of CUSP Geography including substantive concepts, big ideas and questions as well as Tier 2 and Tier 3 vocabulary

This guidance is supported by Ofsted document and research papers, including: <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography>

CUSP Geography draws upon several powerful sources of knowledge. It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.

- a) Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP Geography, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.
- b) Disciplinary knowledge** – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. I draw upon the work of David Lambert, who references areas teachers can develop tasks for children to ‘**Think Geographically**’ through:
 - o Place
 - o Space
 - o Scale, and
 - o Interdependence.

Peter Jackson and Doreen Massey go further with additional keywords (below) to enable pupils to think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change.

Jackson and Massey elaborated this further. I've attempted to contextualise it within the Y2 learning module: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

- i. **Proximity and distance**
Comparative location of the city of Nairobi or the Yanomami tribe regionally and globally. Give a sense of place and location compared to the images and videos.
- ii. **Interactions and inter-dependencies**
Trade and relationships with local and global factors. How Nairobi has attempted to model human features on aspects of London and uses its physical locality to encourage tourists to visit.
- iii. **Scale**
To get a better understanding of locality compared to globality – Zoom in and zoom out.
- iv. **Relational perspectives**
There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.
- v. **Geographical imagination**
The ways in which people use their local resources to their advantage, such as the Yanomami extracting liquid that stuns fish from the vines in the rainforest.
- vi. **New geographical challenges to our ethics**
What it means to be a responsible citizen, embracing global dimensions within a local setting – an understanding and respect for ethnicity and diversity through knowing more about other cultures and people. This also gets us thinking about our ethical consumer habits and choices made about sustainability and environmental impact. An example of this could be considering the products we buy that have negatively affected the rainforests or are causing increased pollution.
- vii. **Regional inequality**
How Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.
- viii. **Uneven development**
In a primary school setting, this could be studied as how some areas are unevenly developed and invested in, whilst others are neglected.

- c) **Geographical analysis** is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

- d) **Substantive concepts** are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. They can include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. Concepts such as change through erosion are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES

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

CUSP Geography is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.

CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources.

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

AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR GEOGRAPHY

Early Years Foundation Stage – Key Stage 1

	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds – wildlife and spinney Know about extended family EAL – knowing about family members in other places Explore traditions and Christmas Know about farms and animals Exploring world through texts such 'We're going on a bear hunt' 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link) Learning London is the capital city Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps, Black History Naming features of the world around us (farms, beach, woodland etc) 	Locational knowledge <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and physical geography <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.
	ELG The Natural World	Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary			
	<ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 				

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Continents, oceans, countries of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Connection</p>	<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Connection</p>	<p>UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Environment, Region Landscape</p>	<p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Position Diversity, Time</p>	<p>World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
	<p>Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Environment Culture</p>	<p>Compare an alternative non-European locality (Village in a a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Remoteness</p>	<p>Human geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Culture Connection, Interdependence</p>	<p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p>	<p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location Absolute position Scale Settlement</p>	<p>Physical processes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Time, Location, Process Connection, Environment System</p>
	<p>Human geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Order, Environment Culture, Patterns</p>	<p>Human geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p>Physical geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Connection Process</p>	<p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Revisit World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Settlements</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p>
	<p>Physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Patterns</p>	<p>Physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Pattern</p>	<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Fieldwork and mapping</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Proximity Scale, Connection, Pattern</p>
<p>Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Patterns</p>	<p>Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Pattern, Similar</p>					

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
-----------------	--	------------------------------	--------------------------------	---------------------------------------

KEY STAGE 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Initially, children study the **Orientation of the world** through acquiring and making locational sense of the **7 continents and 5 oceans of the world**. They extend their knowledge and study the **Countries and capital cities of the United Kingdom**, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout KS1, pupils enhance their locational knowledge by studying and identifying **Human and physical features** of places. To deepen this understanding and transfer concepts, pupils study **Contrasting locations** throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a **non-European location in Africa**, such as Nairobi. This is also complemented by a study of an **Indigenous tribe in the rainforests of Brazil and Venezuela**. These two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. **OS maps** are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

LOWER KEY STAGE 2

As pupils begin KS2, **Fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the **Features of the UK**. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **Rivers**.

To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through **Latitude and longitude**. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the **Water cycle**. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects. Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

UPPER KEY STAGE 2

The study of **Biomes and Environmental regions** builds upon world locations, latitude and longitude studies. **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things.

In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. **More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in **geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations**. This abstract concept is made concrete through studying and comparing the Lake District, Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of **Earthquakes, mountains and volcanoes**. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

NOTE for schools

Further studies focusing on maps, OS and fieldwork will be written and added to CUSP Geography over the Autumn Term 2021 and Spring Term 2022.

CUSP Geography Progression Tables – Keeley Alborough and Alex Bedford

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

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 2</p> <p>Continents, Oceans, UK countries, capital cities and surrounding seas</p>	<p>LOCATIONAL KNOWLEDGE</p> <p>I</p> <p>Location Order Connection</p>	<p>Y1:</p> <p>Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit Revisit countries, capital cities, continents and oceans.</p>	<p>Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world</p> <p>Hot and cold places: Where is the equator? Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>What I know about hot and cold places: Summary – where are hot and cold places of the world?</p> <p>Continuous Learning: Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy 	<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</p> <p>Unit 3</p> <p>Fieldwork and mapping</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>I</p> <p>Location Environment Patterns</p>	<p>Y1:</p> <p>Introduce UK countries, capital cities, continents and oceans</p> <p>Y1: Revisit</p> <p>Revisit countries, capital cities, continents and oceans.</p>	<p>Continents and Oceans:</p> <p>Remember – name and find the 7 continents and 5 oceans of the world</p> <p>Hot and cold places:</p> <p>Where is the equator? Where is hot and where is cold on the Earth?</p> <p>Where are the North and South Poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>What I know about hot and cold places:</p> <p>Summary – where are hot and cold places of the world?</p> <p>Continuous Learning:</p> <p>Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy. 	<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 concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2</p> <p>Unit 1</p> <p>Local Area Study Human and Physical Features</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern</p> <p>HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Pattern</p>	<p>EYFS: People, Culture and Communities</p> <p>EYFS: The Natural World</p> <p>Y1: Continents and oceans of the world, UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p>	<p>Human Features: What are human features?</p> <p>Physical Features: What are physical features?</p> <p>Local Area: 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>

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

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2</p> <p>Unit 4</p> <p>Study a small area of a contrasting non-European country</p> <p>Yanomami people of the rainforest</p>	<p>PLACE KNOWLEDGE</p> <p>I</p> <p>Location, Environment Culture, Remoteness</p>	<p>Y1: Continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y1: Hot and cold climates, including the equator</p> <p>Y2: Y2 local fieldwork study</p>	<p>Where? Where are the rainforests? What are they like?</p> <p>Who? How do the Yanomami people live?</p> <p>What is different? What is different about my location and the Yanomami?</p>	<p>remote</p> <p>isolated</p> <p>thrive</p> <p>magnificent</p>	<p>Stone Age</p> <p>indigenous</p> <p>sustainable</p> <p>eco-system</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3</p> <p>Unit 1</p> <p>Map and fieldwork skills</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas</p> <p>Y2: Y2 UK and non-European location study</p> <p>Y2: Y2 local area fieldwork study</p>	<p>Compass: What are the eight points on the compass?</p> <p>Human and physical features: Where are the human and physical features in this place?</p> <p>Apply it: What physical features can you identify in the UK?</p>	<p>compass</p> <p>direction</p> <p>north</p> <p>east</p> <p>south</p> <p>west</p> <p>north-east</p> <p>south-east</p> <p>north-west</p> <p>south-west</p>	<p>cardinal</p> <p>intercardinal</p>

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

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

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3</p> <p>Unit 4</p> <p>OS maps and scale</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>I</p> <p>Location, Scale, Proximity</p>	<p>Y2: Y2 local area of the school</p> <p>Y2: UK countries and capital cities Hot and cold location Compass field skills</p> <p>Y3: UK countries and cities Geographical regions Human and Physical characteristics Topographical features</p>	<p>UK: What are the regions and countries in the UK?</p> <p>Name and locate cities and countries of the UK.</p> <p>Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England.</p> <p>Identify geographical regions by physical and human landmarks of Wales and Northern Ireland.</p> <p>Geographical patterns and explanations: What are the topical patterns in the UK?</p> <p>What can I see hear?</p> <p>Summarise, present and explain regions, countries, cities and landmarks of the UK.</p>	<p>extensive</p> <p>sophisticated</p> <p>settlement</p> <p>terrain</p> <p>wilderness</p> <p>barren</p>	<p>topography</p> <p>landmarks</p> <p>region</p> <p>country</p> <p>scale</p> <p>contour line</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 1</p> <p>Rivers</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>I</p> <p>Location, Order, Proximity</p> <p>Region, Landscape, System</p>	<p>Y2:</p> <p>Y2 Human and physical features</p> <p>Field work skills</p> <p>Y2:</p> <p>Compare small part of UK and a small part of a non-European region</p> <p>Y3:</p> <p>Human and Physical characteristics</p>	<p>Features of a river:</p> <p>What are the features of a river?</p> <p>Local rivers:</p> <p>What is our local river?</p> <p>What feature can we see?</p> <p>Where did it come from and where does it flow?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

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

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

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

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 5</p> <p>Fieldwork and mapping</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>I</p> <p>Location, Scale, Proximity</p>	<p>Y4: Rivers Mapwork: 4 and 6 figure grid references</p> <p>Y4: Latitude and Longitude</p> <p>Y4: Water cycle</p>	<p>River features: Remember – what are the features of a river?</p> <p>River Study: Where is the river Nile and what features does it have?</p> <p>River Study: Where is the Amazon River and what features does it have?</p>	<p>raging</p> <p>tumble</p> <p>cascading</p> <p>precipice</p> <p>iconic</p> <p>turbulent</p>	<p>rivulet</p> <p>estuary</p> <p>flood plain</p> <p>tributary</p> <p>confluence</p> <p>channel</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 1</p> <p>World countries – biomes and environments regions</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>I</p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3: UK study</p> <p>Y4: Latitude and Longitude</p>	<p>Major countries and cities: Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p>Biomes: What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p>Human and physical features: What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p>arid</p> <p>fertile</p> <p>densely</p> <p>exceptional</p> <p>craggy</p> <p>scenery</p>	<p>continent</p> <p>latitudes longitude</p> <p>equator</p> <p>hemisphere</p> <p>biome</p>

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

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

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

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

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

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