

Progress model (skills that build in challenge) with a scaffold of opportunities. EYFS Geographers should be exposed to :	What EYFS Geographers need to know:	How can the children show they are Geographers?
Geographical enquiry:	<ul style="list-style-type: none"> How to frame enquiry based questions with How, What, Where, When, Why, Where? How to access answers to the questions. Ways of annotating /marking, maps and plans. Language related maps, atlases, globes. What certain pieces of equipment are used for : (tape measures, compasses, trundle wheels). 	<ul style="list-style-type: none"> Ask enquiry based questions. Use geographical directional, locational language and give directions. Attempt to use and draw maps. Explain the use of maps and atlases. Name geographical equipment. Explain what artefacts tell us.
Place Knowledge: local/global, different countries, contrasting environments.	<ul style="list-style-type: none"> That different places may have different climates and weather. That school, transport and homes may vary around the world. That artefacts, books, clips and the experiences of others can inform our knowledge of places. The similarities our country has with others. 	<ul style="list-style-type: none"> Discuss personal experiences of other places in the world. Talk about different types of weather. Explain how homes, schools and transport may differ in other countries. Recognise that countries are similar in many ways.
Simple map work: plans, aerial photographs, trails, routes.	<ul style="list-style-type: none"> Human and physical features in the immediate environment. What maps, aerial image photographs and plans show. Locational and directional language. 	<ul style="list-style-type: none"> Use geographical human and physical vocabulary to describe the immediate environment. Attempt to interpret maps, plans and aerial photographs. Explain how to get to places in the school grounds using directional and locational language.
Occupations.	<ul style="list-style-type: none"> Know a range of jobs done by both men and women. Know about stereotypes. How to be aspirational. 	<ul style="list-style-type: none"> Recount jobs done by different people. Explain how anyone can do any job.. Talk about their aspirations..
Diversity and Celebrations.	<ul style="list-style-type: none"> What makes Britain a diverse modern country? How communities celebrate both culturally and in religious ceremonies. 	<ul style="list-style-type: none"> Recount events and why they are celebrated. Recall what might be similar in communities. Explain the significance of local places and people by visiting memorials in the local town, park and places of worship.
Geographical vocabulary associated with all of the areas above.	<ul style="list-style-type: none"> Human and physical terms Directional language. Locational language Language associated with family groups and communities. Language associated with events and places. Language associated with maps and atlases. 	<ul style="list-style-type: none"> Use geographical language accurately. Explain the use of maps and atlases. Use a range of language associated with events and places studied.

YEAR 1

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

YEAR 2

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

YEAR 3

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils’ wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
3	Autumn SOUTH WALES	<p>KS 2 National Curriculum</p> <p>Locational knowledge: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>Place knowledge : understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Human and physical geography: describe and understand key aspects of physical and human geography including mountains, rivers,types of settlement and land use and economic activity.</p>	<p>This unit gives the children the scope to learn about the term region whilst investigating the region of South Wales in greater depth. It will develop the children’s knowledge of a geographical region that is defined by its past and is adapting to the 21century. Children will study the geographical processes, landforms and people. Coal mining defined the region in the past but the processes of regeneration as in its capital and change in the coal mining valleys will allow children to see how the region is changing over time. The unit will identify a range of topographical features (hills, mountains, rocks and rivers) and expand specific human and geographical vocabulary.</p>	<p>As a result of learning about or using:</p> <ul style="list-style-type: none"> the defining characteristics of a region (its history and modern development) information on The Brecon Beacons and the River Taff routes grid references and OS maps distinctive human and physical features, <p>the children’s progress and their knowledge of a region will help them continue to deepen their understanding of the interaction between physical and human processes.They will consolidate their learning of basic maps skills and encounter OS maps and grid references, whilst building their knowledge of a particular part of the United Kingdom.</p> <p>This unit will prepare children for: further studies on regions not only in the UK but Europe and N and S America. The cumulative effect of investigating regions will allow for recall of what defines a region whilst building a web of new knowledge. It will begin to prepare the children to extend their knowledge and understanding about further locations and expose them to the characteristics of a range of the world’s most significant human and physical features, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>1. A knowledge of places - small areas and regions.</p> <p>2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness <p>3.Technical vocabulary</p> <p>4. Enquiry and analytical representation</p> <p>5. Asking enquiry questions and drawing conclusions.</p> <p>6. Interpretations</p> <p>7.Developed fieldwork</p> <p>8.Representation</p> <p>9. Graphicacy</p> <p>10.Writing geographically at length</p>
3	Spring MODERN EGYPT	<p>KS 2 National Curriculum</p>	<p>This unit is a standalone unit that is not a region in Europe. Egypt both modern and ancient will inspire a fascination about the world. It is a diverse place with defining physical characteristics. It is deemed to be geographically important as it allows for comparisons between Modern Egypt and Ancient Egypt, enabling the children to reflect on how a place has changed over a long period of time. The unit covers map work, and economic activity such as agriculture and tourism. Obviously the history is inextricably linked with the geography in this unit not least by the importance of the River Nile.</p>	<p>As a result of learning about and using:</p> <ul style="list-style-type: none"> information on Modern Egypt maps aerial photographs/images distinctive human and physical features economic activity tourism links with the past and present <p>the children’s understanding and knowledge will help them begin to access more demanding content, furnishing them with curiosity and fascination of diverse places in the world.They will begin to have an understanding of geography as a discipline in its own right. Geography has its own questions, a body of knowledge with distinctive aims.</p> <p>This unit will prepare children for: further development and the devising of geographical questions they want answering about a range of diverse places around the world.</p>	<p>1. A knowledge of places - small areas and regions.</p> <p>2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. <p>3.Technical vocabulary</p> <p>4. Enquiry and analytical representation</p> <p>5. Asking enquiry questions and drawing conclusions.</p> <p>6. Interpretations</p> <p>7.Developed fieldwork</p> <p>8.Representation</p> <p>9. Graphicacy</p> <p>10.Writing geographically at length</p>
3	Summer ATHENS and CENTRAL GREECE	<p>KS 2 National Curriculum</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography: describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.</p>	<p>This unit gives the children the opportunity to revisit the term region and investigate the region of Athens and Central Greece in greater depth. The cumulative effect and rigour should allow for a thorough and coherent appreciation of another region. The influence of its history will attract most tourists to the region but geographically the region is important because of its mountains, trade and its port. The unit will address associated technical vocabulary, in particular in the case of the rock formations. It will link with work the children will be covering on Ancient Greece although the rigour will come from the progressive understanding of the distinctiveness of European regions.</p>	<p>As a result of learning about or using:</p> <ul style="list-style-type: none"> maps at a range of scales the defining characteristics of a region mountains economic activity (trade) settlements tourism <p>the children’s understanding and their knowledge will help them deepen their awareness of the interaction between physical and human processes that define another region in Europe.It will consolidate knowledge on economic activity and trade and the reliance on tourism for many European regions.</p> <p>This unit will prepare children for: further studies on other regions in the UK, Europe and N and S America. It will have a increasing effect as characteristics will be common to other regions to be studied. Tourism is a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.</p>	<p>1. A knowledge of places - small areas and regions.</p> <p>2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. <p>3.Technical vocabulary</p> <p>4. Enquiry and analytical representation</p> <p>5. Asking enquiry questions and drawing conclusions.</p> <p>6. Interpretations</p> <p>7.Developed fieldwork</p> <p>8.Representation</p> <p>9. Graphicacy</p> <p>10.Writing geographically at length</p>

YEAR 4

4	Autumn NAPLES and CAMPANIA	<p>KS 2 National Curriculum Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography: describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity.</p>	<p>This unit gives the children the opportunity to learn more about the term region and investigate the region of Naples and Campania in greater depth. The scope broadens the learning from the UK to Europe and is specific to a defined and unique region in Italy. It develops the children's knowledge of a complex geographical region that is defined by its past. Children will study the geographical processes, landforms and the future of the area as a tourist destination. The influence of volcanoes and earthquakes will inspire a curiosity and fascination about this part of the world. Through systematic building, the unit will identify and use more technical vocabulary.</p>	<p>As a result of learning about or using :</p> <ul style="list-style-type: none"> maps at a range of scales the defining characteristics of a region volcanoes and earthquakes economic activity settlements tourism <p>the children's understanding and knowledge of this region will help them access more demanding content to deepen their awareness of the interaction between physical and human processes.It will consolidate maps skills, regional characteristics and give them a readiness to find out more about earthquakes and volcanoes round the world.</p> <p>This unit will prepare children for: further studies on other regions in the UK, Europe and N and S America.It will have a cumulative effect as characteristics of volcanoes and earthquakes will be revisited when they study. Tourism will be a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences, building their breadth of geographical understanding.</p>	<p>1. A knowledge of places - small areas and regions. 2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. <p>3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length</p>
4	Spring EAST ANGLIA	<p>KS 2 National Curriculum Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Human and physical geography: describe and understand key aspects of physical and human geography including, types of settlement and land use and economic activity.</p>	<p>This unit gives the children the opportunity to further investigate a region of the UK, namely East Anglia in greater depth.It has been chosen to contrast with the earlier region studied, South Wales. It will develop the children's knowledge of a geographical region that is defined by its physical geography. Children will study the geographical processes, landforms and people, where farming has defined the region. The unit will identify a range of topographical features and through systematic building, it will identify and encourage greater use of different technical vocabulary.</p>	<p>As a result of learning about or using :</p> <ul style="list-style-type: none"> defining characteristics of a region information on the landscape and environment distinctive human and physical features economic activity <p>the children's understanding and their knowledge of a region will help them to deepen their understanding of the interaction between physical and human processes.It will investigate how people make a living in this region.</p> <p>This unit will prepare children for: further studies on regions not only in the UK but N and S America.The cumulative effect of investigating regions will allow for both recall whilst building a web of new background knowledge. It will begin to prepare the children to extend their knowledge and understanding about further locations and expose them to the characteristics of differing regions, their specific human and physical features, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>1. A knowledge of places - small areas and regions. 2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. <p>3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length</p>
4	Summer PARIS BASIN	<p>KS 2 National Curriculum Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography: describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.</p>	<p>This unit gives the children the opportunity to revisit the term region and investigate the region of the Paris Basin in greater depth. The cumulative effect and rigour should allow for a thorough and coherent appreciation of another region. The influence of its importance as a major tourist destination attracts many vistors to the region every year. The unit will address associated vocabulary. It will link with work the children will be covering on other regions although the rigour will come from the progressive understanding of the distinctiveness of this European region.</p>	<p>As a result of learning about or using:</p> <ul style="list-style-type: none"> maps at a range of scales the defining characteristics of a region rivers economic activity (trade) settlements tourism <p>the children's understanding and their knowledge will help them deepen their awareness of the interaction between physical and human processes that define another region in Europe.It will consolidate knowledge on economic activity and trade and the reliance on tourism for many European regions.</p> <p>This unit will prepare children for: further studies on other regions in the UK, Europe and N and S America. It will have a increasing effect as characteristics will be common to other regions to be studied. Tourism is a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.</p>	<p>1. A knowledge of places - small areas and regions. 2. Understanding of the terms:</p> <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. <p>3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length</p>

YEAR 5

5	Autumn RIVERS	KS 2 National Curriculum Human and physical geography: describe and understand key aspects of: physical geography , including rivers and the water cycle Geographical fieldwork and skills : use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	This unit is a standalone fieldwork unit about rivers. It is the opportunity to learn about the key features of a river in the field, whilst having the opportunity to measure and record data, which can be analysed back in the classroom. Children will be using new technical vocabulary and identifying these features in practice. The children will be taught how to collect data relating to river depth and speed, and downstream changes, carry out these exercises and draw conclusions from the data collected. This is a systematic building of skills that are purposefully utilised.	As a result of learning about and using: <ul style="list-style-type: none">river terms and vocabularyfield equipmentfield recording sheets, the children will be experiencing geography in the field. Using sketches and collecting data will allow children to focus on the key features of the river. Labelling sketches using appropriate geographical terms will aid their vocabulary (e.g. bank, spring, channel, meander, erosion or deposition). This unit will prepare children for: further recognition of river processes and their links to coastal processes and the water cycle both of which they will meet when they study The Amazon Basin and the South West England region.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none">interdependenceinterconnectednessinterrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length
5	Spring THE AMAZON BASIN	KS 2 National Curriculum Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within N and S America. Human and physical geography: describe and understand key aspects of physical and human geography including climate zones, biomes and vegetation belts, rivers and the water cycle and settlement.	This unit gives the children the opportunity to learn about a further region, The Amazon Basin. The scope of the unit shapes the learning and is specific to a defined but unique region they will be aware of. It develops the children's knowledge of a complex geographical region where they will study a unique area. Children will develop contextual knowledge of the location of a globally significant region. They will study its defining human and physical characteristics and how these provide a geographical context for understanding how the actions we take affect others. They will consider how this region is interdependent and is changing over time. They will learn about climate zone, biomes and vegetation belts all of which will make the children curious, with a fascination about the world and its people.	As a result of learning about or using: <ul style="list-style-type: none">maps at a range of scalesthe defining characteristics of a regionbiomes, climate zones and vegetation beltsthe water cycleriverssettlementrainforests the children's understanding and knowledge of this region will help them access more demanding content to deepen their awareness of the interaction between physical and human processes and the way in which places around the world are interdependent and interconnected. It will consolidate maps skills, regional characteristics and give them a readiness to draw on previous knowledge and add new information, widening their understanding of different regions across the world. This unit will prepare children for: consolidating their increasing knowledge of regions at KS2, that will give them sound geographical understanding in preparation for comparisons with their final region in Year 6.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none">interdependenceinterconnectednessinterrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length
5	Summer THE LOCAL AREA OF CASTLE VALE	KS 2 National Curriculum Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	This unit builds upon the fieldwork units in KS1. When added to the knowledge of the surrounding environment children should have the readiness and breadth of knowledge to allow them the rigour to investigate the uniqueness of their own local area. They will study not only the physical features that influence and shape the landscape both in specific and general principles but the human impact on the area in which they live. The cumulative skills and fieldwork techniques learned at KS1 will be further expanded in this depth study allowing thoroughness of a case study moving from the surrounding environment to the local area of Castle Vale . Children will develop a framework of questions about future changes drawing on what they have learned.	As a result of learning about and using : <ul style="list-style-type: none">maps and planscontour mapsOS maps and grid referencesdata collection in the fieldgeographical enquiryinformation about jobs and livelihoodsweather and climate data, the children will learn to use more complex map skills and data collection in the context of their own local area. The children will develop contextual knowledge of the location and its relationship to the wider region, including its defining physical and human characteristics. Children will develop the skills of enquiry by using questionnaires and interviewing local people about how the local area has changed over time.This study will help them start to make connections with and prepare them to understand how differing geographical factors affect different locations. This unit will prepare children for: further locational studies at KS3. The cumulative effect of investigating the surrounding environment (KS1) and the local area (KS2) will allow for both recall and rigour whilst building a web of new background knowledge that can be related to and compared with the contrasting regions they have studied.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none">interdependenceinterconnectednessinterrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length

YEAR 6

Year Group	Term	Substantive geographical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils’ wider geography curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in geography
6	Autumn SOUTH WEST ENGLAND	KS 2 National Curriculum Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Human and physical geography: describe and understand key aspects of physical and human geography including coasts, types of settlement and land use and economic activity.	This unit gives the children the final opportunity to learn more about the term region, and investigate the region of South West England in greater depth. The children should be able to draw upon a bank of regions they have now studied and have a real understanding of the term. In this unit they will study the significance of a coastal region, land use in South West England as well as enriching their knowledge of coastal features in the context of The Jurassic coast.	As a result of learning about or using : <ul style="list-style-type: none"> maps at a range of scales the defining characteristics of a region coasts economic activity settlements the children's understanding and knowledge of this region, alongside their expanding knowledge of regions, will help them deepen their awareness of the interaction between physical and human processes.It will consolidate maps skills, regional characteristics and give them a readiness to further their geographical studies of a range of places at KS3. This unit will prepare children for: further recognition of coastal processes, settlement and economic activity all of which they will meet when studying geography at KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length
6	Spring GIS	KS 2 National Curriculum Aims: to ensure that children are competent in the geographical skills needed to interpret a range of sources of geographical information, including Geographical Information Systems (GIS)	This unit provides children with the skills and knowledge to begin to understand and appreciate the value of Geographical Information Systems (GIS) in locational decision making.	As a result of learning about or using : <ul style="list-style-type: none"> an elementary GIS recognising spatial information using layers of information the children's will gain an understanding and knowledge of how the use of GIS facilitates locational decisions. Using issues like the location of a new supermarket or the location of a a wind-farm will give real life examples of the benefitsof GIS. It will further their understanding of the interaction between physical and human geography and help them understand how real world decisions are made. This unit will prepare children for: further recognition of the use and value of GIS in KS 3 geography.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length
6	Summer BE GEOGRAPHY READY	KS 2 National Curriculum Aims: to ensure that all children are competent in geographical skills, has an understanding of locational knowledge and has encountered human and physical locational differences.	This unit focuses on the Locational Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork, that children are required to cover at Key Stages 1 and 2 of the Geography National Curriculum (2014). It is intended to help the children retrieve the geographical knowledge and skills that have been taught during KS1and KS2, helping them to transfer the skills and knowledge into their long term memory. It will revise and consolidate learning to test that knowledge and skills are not forgotten and can be applied appropriately by the children.	As a result of learning about or using: this final unit, the children and their teachers can spend time addressing any of their shortfalls or anxieties. The unit can act as guide to questioning and discussing responses and listening to any area of which the children may feel unsure.The activities are supported with visual clips explaining many of the skills, vocabulary revision and conclude with multiple choice quizzes that the children make (a low stakes form of testing). This unit will prepare children for: applying the geography that is expected for KS2, in preparation for their studies at KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: <ul style="list-style-type: none"> interdependence interconnectedness interrelatedness. 3.Technical vocabulary 4. Enquiry and analytical representation 5. Asking enquiry questions and drawing conclusions. 6. Interpretations 7.Developed fieldwork 8.Representation 9. Graphicacy 10.Writing geographically at length