




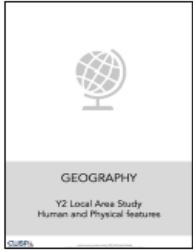
CUSP Geography Progression Tables – Keeley Alborough and Alex Bedford

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1   Continents, Oceans, UK countries, capital cities and surrounding seas  </p>  <p>INTRODUCE Y1 Continents, Oceans, UK countries, capital cities and surrounding seas CUSP</p>	<p>LOCATIONAL KNOWLEDGE   Location Order Connection</p>	<p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</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><b>ELG: The Natural World</b> 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><b>Continents:</b> What are the 7 continents of the world?</p> <p><b>Oceans:</b> What are the 5 oceans of the world?</p> <p><b>Remember:</b> What are the 7 continents and 5 oceans of the world?</p> <p><b>Countries:</b> What are the four countries of the United Kingdom?</p> <p><b>Capital Cities:</b> What are the capital cities of the four kingdoms of the UK?</p> <p><b>Seas:</b> What seas surround the UK?</p>	<p>vast</p> <p>azure</p> <p>rotated</p> <p>expanse</p>	<p>ocean</p> <p>continent</p> <p>polar</p> <p>atlas</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p data-bbox="203 320 369 443">Y1   Hot and cold locations</p>  <p data-bbox="203 635 369 683">INTRODUCE Y1 Hot and cold locations</p>	<p data-bbox="432 320 602 523"><b>HUMAN AND PHYSICAL GEOGRAPY</b>   Location Environment Patterns</p>	<p data-bbox="647 320 875 491"><b>Y1:</b> Introduce UK countries, capital cities, continents and oceans</p> <p data-bbox="647 555 813 715"><b>Y1: Revisit</b> Revisit countries, capital cities, continents and oceans.</p>	<p data-bbox="925 320 1599 810"><b>Continents and Oceans:</b> Remember – name and find the 7 continents and 5 oceans of the world</p> <p data-bbox="925 448 1464 544"><b>Hot and cold places:</b> Where is the equator? Where is hot and where is cold on the Earth?</p> <p data-bbox="925 584 1574 639">Where are the North and South Poles? What are they like?</p> <p data-bbox="925 679 1547 703">Where can I find hot countries? What are they like?</p> <p data-bbox="925 743 1599 807"><b>What I know about hot and cold places:</b> Summary – where are hot and cold places of the world?</p> <p data-bbox="925 847 1503 1238"><b>Continuous Learning:</b> Record the weather using a daily dashboard:</p> <ul data-bbox="969 919 1480 1238" style="list-style-type: none"> <li>• Day</li> <li>• Month</li> <li>• Year</li> <li>• Weather symbols</li> <li>• Temperature symbols</li> <li>• Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.</li> </ul>	<p data-bbox="1675 352 1787 376">location</p> <p data-bbox="1697 416 1771 440">moist</p> <p data-bbox="1697 480 1771 504">misty</p> <p data-bbox="1675 544 1794 568">scorched</p> <p data-bbox="1675 608 1787 632">freezing</p> <p data-bbox="1675 671 1787 695">tropical</p>	<p data-bbox="1883 352 2011 376">continent</p> <p data-bbox="1906 416 1989 440">ocean</p> <p data-bbox="1906 480 1989 504">polar</p> <p data-bbox="1883 544 2002 568">equator</p> <p data-bbox="1861 608 2024 632">temperature</p> <p data-bbox="1883 671 2002 695">compass</p>


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

Grey = specific and practical opportunities for geographical skills and fieldwork


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


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Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 I Compare a small part of the UK and a contrasting non-European country London and Nairobi I</p>  <p>INTRODUCE Y2 Compare a small part of the UK and a contrasting non-European country CUSPA</p>	<p><b>PLACE KNOWLEDGE</b> I Location, Environment Culture, Connection</p>	<p><b>Y1:</b> Continents and oceans of the world</p> <p><b>Y1:</b> UK countries, capital cities and seas</p> <p><b>Y1:</b> Hot and cold climates, including the equator</p> <p><b>Y2:</b> Local fieldwork study</p>	<p><b>Europe</b> <b>United Kingdom Capital cities:</b> Remember countries and capital cities of the UK.</p> <p><b>Africa</b> <b>Kenya and Nairobi:</b> Where is the continent of Africa?</p> <p>Where is Kenya?</p> <p>What are the physical and human features?</p> <p>Where is Nairobi?</p> <p>Describe Nairobi.</p> <p><b>Compare the human and physical similarities and differences:</b> How are London and Nairobi similar?</p> <p>How are London and Nairobi different?</p>	<p>urban</p> <p>sprawling</p> <p>contrast</p> <p>horizon</p> <p>inspiring</p> <p>breath-taking</p> <p>striking</p> <p>cityscape</p> <p>majestic</p> <p>spectacular</p> <p>colossal</p> <p>scenic</p>	<p>landmark</p> <p>country</p> <p>capital</p> <p>climate</p> <p>feature</p> <p>savanna</p>


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

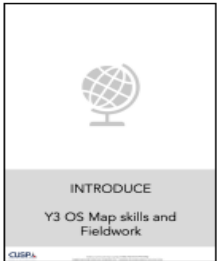
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Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2   Study a small area of a contrasting non-European country Yanomami people of the rainforest  </p>  <p>INTRODUCE Y2 Study a small area of a contrasting non-European country Yanomami people of the rainforest CUSPA</p>	<p>PLACE KNOWLEDGE   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><b>Where?</b> Where are the rainforests?  What are they like?</p> <p><b>Who?</b> How do the Yanomami people live?</p> <p><b>What is different?</b> What is different about my location and the Yanomami?</p>	<p>remote  isolated  thrive  magnificent</p>	<p>Stone Age  indigenous  sustainable  eco-system</p>

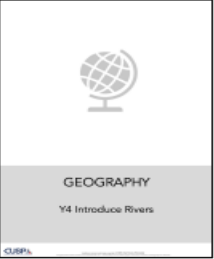
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3   Map and fieldwork skills Human and Physical Features  </p>  <p>INTRODUCE Y3 Map and fieldwork skills CUSP</p>	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK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


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


Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3   OS maps and scale  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p><b>Y1:</b></p> <ul style="list-style-type: none"> <li>• UK countries and capital cities</li> <li>• Hot and cold location</li> <li>• Map skills and fieldwork</li> </ul> <p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> </ul>	<p><b>Knowing</b> What is an Ordnance Survey (OS) map?</p> <p><b>Large and small-scale maps</b> How does scale change the way we describe a place?</p> <p>What's the area like just beyond the school?</p> <p><b>Maps of other places</b> What's the area like beyond our region?</p>	<p>area</p> <p>cardinal</p> <p>historical</p> <p>landscape</p> <p>measuring</p> <p>solar</p>	<p>geographical</p> <p>key</p> <p>ordnance</p> <p>scale</p> <p>survey</p> <p>sustainable</p>

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<p>Y4   Rivers  </p> 	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Order, Proximity Region, Landscape, System</p> <p><b>PLACE KNOWLEDGE</b>   Location, Environment, Pattern</p>	<p><b>Y2:</b></p> <ul style="list-style-type: none"> <li>• Map skills and fieldwork - local area of the school</li> <li>• UK and non-European location study – London and Nairobi</li> <li>• UK and non-European location study – Yanomami tribe</li> <li>• Y2 local area fieldwork study</li> </ul> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul>	<p><b>Features of a river:</b> What are the features of a river?</p> <p><b>Local rivers:</b> What is our local river?</p> <p>What feature can we see?</p> <p>Where did it come from and where does it flow?</p>	<p>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>

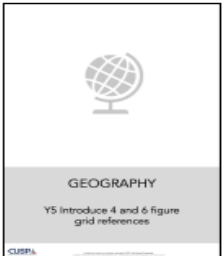
Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p style="text-align: center;">Y4   Latitude and longitude  </p>  <p style="text-align: center;">INTRODUCE Y4 Latitude and longitude</p>	<p style="text-align: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


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<p style="text-align: center;">Y4   Water cycle  </p> 	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Environment, Connection, Interaction, Landscape Process, Cycle</p>	<p><b>Y3 Science:</b> plants</p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> </ul>	<p><b>The process:</b> What is the water cycle?</p> <p><b>The way it works:</b> How does the water cycle work?</p> <p><b>The things that influence it:</b> What affects the water cycle?</p>	<p>infiltrate</p> <p>sequence</p> <p>reoccurring (recurring)</p> <p>pollution</p> <p>consequence</p> <p>permeate</p>	<p>ground water</p> <p>precipitation</p> <p>condensation</p> <p>transpiration</p> <p>percolation</p> <p>evaporation</p>

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<p>Y4   Map skills Environmental regions of Europe, Russia, North and South America  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Place, Scale, Proximity</p>	<p>Y3:</p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p>Y4:</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<p><b>Define:</b> What are environmental regions?</p> <p><b>Know, compare and contrast:</b> Europe: what are the major environmental regions?  Russia: what are the major environmental regions?  North America: what are the major environmental regions?  South America: what are the major environmental regions?</p> <p><b>Structured assessment task:</b> Apply and show what you know.</p>	<p>arid</p> <p>bountiful</p> <p>locality</p> <p>major</p> <p>rapid</p> <p>vibrant</p>	<p>biome</p> <p>climate</p> <p>environmental</p> <p>equatorial</p> <p>Mediterranean</p> <p>tropic</p>


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<p style="text-align: center;">Y5   World countries – biomes and vegetation belts  </p>  <p style="text-align: center;">INTRODUCE Y5 Locate world countries, biomes and vegetation belts.</p> <p style="text-align: center;"><small>CUSP</small></p>	<p style="text-align: center;"><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Y3:</p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p>Y4:</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul>	<p><b>Major countries and cities:</b> Where would you find the major countries of the world?</p> <p>Where would you find the major cities of the world?</p> <p><b>Biomes:</b> What is a biome? (Environmental region)</p> <p>How do biomes change across the world?</p> <p><b>Human and physical features:</b> What are the human characteristics that define Europe, North and South America?</p> <p>What are the physical characteristics that define Europe, North and South America?</p>	<p style="text-align: center;">arid</p> <p style="text-align: center;">fertile</p> <p style="text-align: center;">densely</p> <p style="text-align: center;">exceptional</p> <p style="text-align: center;">craggy</p> <p style="text-align: center;">scenery</p>	<p style="text-align: center;">continent</p> <p style="text-align: center;">latitudes longitude</p> <p style="text-align: center;">equator</p> <p style="text-align: center;">hemisphere</p> <p style="text-align: center;">biome</p>


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<p>Y5   4 and 6 figure grid references  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location Absolute position Scale Settlement</p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>Map and fieldwork skills – compass</li> <li>UK counties and cities</li> <li>Geographical regions</li> <li>Human and Physical characteristics</li> <li>Topographical features</li> <li>OS maps and scale</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>World countries – biomes and vegetation belts</li> </ul>	<p><b>Finding locations:</b> Why do we need latitude and longitude</p> <p><b>Finding locations precisely:</b> What are 4 and 6 figure grid reference and how do we use them?</p> <p><b>Apply it:</b> Use 4 and 6 figure grid references</p>	<p>horizontal</p> <p>vertical</p> <p>parallel</p> <p>arctic</p> <p>Antarctic</p>	<p>equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>poles</p> <p>meridian line</p>


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<p>Y5   OS maps and fieldwork  </p>  <p>INTRODUCE Map skills and fieldwork   Y5 Ordnance Survey (OS) map skills and fieldwork</p>	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p>Y3:</p> <ul style="list-style-type: none"> <li>• Map and fieldwork skills – compass</li> <li>• UK counties and cities</li> <li>• Geographical regions</li> <li>• Human and Physical characteristics</li> <li>• Topographical features</li> <li>• OS maps and scale</li> </ul> <p>Y4:</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p>Y5:</p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p><b>OS maps</b> Remember: what are OS maps and how do we use them?</p> <p><b>Map skills and fieldwork</b> What are four and six figure grid references?  What are contour lines?  What does the land look in my local area?  What is the land like in a contrasting locality?</p> <p><b>Show what you know</b> Structured Explanative Assessment Task.</p>	<p>contrast</p> <p>intersect</p> <p>slope</p> <p>solar farm</p> <p>turbine</p> <p>undulating</p>	<p>coordinates</p> <p>contour line</p> <p>eastings</p> <p>northings</p> <p>plateau</p> <p>terrain</p>

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<p style="text-align: center;">Y6   Physical processes: earthquakes, mountains and volcanoes  </p> <div style="border: 1px solid black; padding: 5px; text-align: center;">             INTRODUCE            Y6 Physical processes            Earthquakes, mountains and volcanoes  <small>CUSPA</small> </div>	<p style="text-align: center;"><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Time, Location, Process Connection, Environment System</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Comparison study – UK, Europe North or South America</li> </ul>	<p><b>The Earth’s structure and tectonic plates:</b> What makes up layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?&gt;</p> <p>How do tectonic plates move and what happens when they meet or separate?</p> <p>How was the Lake District formed?</p> <p><b>Earthquakes:</b> What causes an earthquake and what is the effect?</p> <p><b>Mountains:</b> How are mountains formed?</p> <p><b>Volcanoes:</b> How do volcanoes work?</p>	<p style="text-align: center;">viscous</p> <p style="text-align: center;">churning</p> <p style="text-align: center;">buckle</p> <p style="text-align: center;">disaster</p> <p style="text-align: center;">devastation</p> <p style="text-align: center;">magnitude</p>	<p style="text-align: center;">epicentre</p> <p style="text-align: center;">fissure</p> <p style="text-align: center;">dormant</p> <p style="text-align: center;">magma</p> <p style="text-align: center;">molten</p> <p style="text-align: center;">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><b>Y6</b>   Settlements and relationships  </p>  <p>INTRODUCE Y6 Settlements, land use and economic activity</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b>   Location, Connection Economic, Order Pattern, Remoteness</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Comparison study – UK, Europe North or South America</li> <li>• Physical processes: earthquakes, mountains and volcanoes</li> </ul>	<p><b>Settlements:</b> What are settlements and where are they found?</p> <p><b>Settlement patterns:</b> Do settlements have a pattern?</p> <p><b>People and economic patterns:</b> Do people, their movement and economic activity have patterns</p>	<p>location</p> <p>resource</p> <p>distribute</p> <p>employ</p> <p>production</p> <p>consumption</p>	<p>trade</p> <p>economy</p> <p>navigable</p> <p>lowland</p> <p>migrant</p> <p>refugee</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p data-bbox="197 320 400 528">Y6   Comparison study – UK, Europe North or South America  </p> <div data-bbox="192 539 405 799" style="border: 1px solid black; padding: 5px; text-align: center;">  <p data-bbox="255 719 344 735">INTRODUCE</p> <p data-bbox="226 746 374 783">Y6 Comparison of a region of the UK, Europe and North America.</p> <p data-bbox="197 791 226 799"><small>CUSP</small></p> </div>	<p data-bbox="443 320 676 336">PLACE KNOWLEDGE</p> <p data-bbox="450 352 669 368"> </p> <p data-bbox="450 379 687 459">Location, Connection Economic, Order Pattern, Remoteness</p>	<p data-bbox="712 320 757 336">Y4:</p> <ul data-bbox="723 352 1010 459" style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> <li>• Water cycle</li> <li>• Revisit rivers</li> </ul> <p data-bbox="712 496 757 512">Y5:</p> <ul data-bbox="712 528 1025 727" style="list-style-type: none"> <li>• World countries, biomes and vegetation belts</li> <li>• 4 and 6 figure grid references</li> <li>• Revisit World countries – biomes and vegetation belts</li> </ul>	<p data-bbox="1039 320 1256 336"><b>United Kingdom:</b></p> <p data-bbox="1039 352 1361 368">Where is the Lake District?</p> <p data-bbox="1039 416 1462 432">How was the Lake District formed?</p> <p data-bbox="1039 480 1144 496"><b>Europe:</b></p> <p data-bbox="1039 512 1496 560">Poland: where can you find the Tetra mountains?</p> <p data-bbox="1039 608 1462 624">What are the Tetra mountains like?</p> <p data-bbox="1039 671 1234 687"><b>North America:</b></p> <p data-bbox="1039 703 1543 751">The Caribbean and Jamaica: what do we know?</p> <p data-bbox="1039 799 1585 879">What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p data-bbox="1675 352 1809 368">equivalent</p> <p data-bbox="1693 416 1792 432">contrast</p> <p data-bbox="1693 480 1792 496">erosion</p> <p data-bbox="1664 544 1821 560">inhospitable</p> <p data-bbox="1671 608 1814 624">moderately</p> <p data-bbox="1693 671 1792 687">prosper</p>	<p data-bbox="1921 352 2024 368">orogeny</p> <p data-bbox="1912 416 2033 432">glaciation</p> <p data-bbox="1912 480 2042 496">temperate</p> <p data-bbox="1921 544 2024 560">tectonic</p> <p data-bbox="1928 608 2018 624">summit</p> <p data-bbox="1928 671 2018 687">altitude</p>

Year group, Unit Title and Name	Substantive concepts	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6   Orienteering  </p> 	<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> <li>Water cycle</li> <li>Revisit rivers</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>World countries, biomes and vegetation belts</li> <li>4 and 6 figure grid references</li> <li>Revisit World countries – biomes and vegetation belts</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Physical processes: earthquakes, mountains and volcanoes</li> <li>Comparison study – UK, Europe North or South America</li> </ul>	<p><b>Remember</b> What are 4 and 6 figure grid references? How do we use them?</p> <p><b>Introduction to orienteering</b> What is orienteering? How do I orientate a map?</p> <p>How do I navigate a simple <u>indoor</u> course using controls?</p> <p><b>Outdoor orienteering courses</b> How do I navigate a simple course <u>outdoors</u> with controls?</p> <p>Motala: how do I navigate multiple outdoor courses using controls?</p> <p>How do I plan and set up an orienteering course?</p>	<p>aerial</p> <p>appreciate</p> <p>coniferous</p> <p>distinctive</p> <p>participant</p> <p>randomised</p>	<p>checkpoint</p> <p>control</p> <p>legend</p> <p>navigate</p> <p>orientate</p> <p>orienteering</p>

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