



# CUSP GEOGRAPHY

# Mixed Age Sequence Handbook

|

September 2023  
CURRICULUM ARCHITECTURE

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# 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	<b>ELG:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Geographer</li> <li>World</li> <li>Ocean</li> <li>Country</li> <li>City</li> <li>Town</li> <li>Village</li> <li>Place</li> <li>Map</li> <li>Season</li> <li>Weather</li> <li>Forest</li> <li>Beach</li> <li>Mountain</li> <li>Planet</li> <li>Space</li> <li>Earth</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>Become familiar with the local environment</li> <li>Explore school grounds – wildlife and spinney</li> <li>Know about extended family</li> <li>EAL – knowing about family members in other places</li> <li>Explore traditions and Christmas</li> <li>Know about farms and animals</li> <li>Exploring world through texts such 'We're going on a bear hunt'</li> </ul>	<ul style="list-style-type: none"> <li>Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...).</li> <li>Exploring the school grounds to look at features of the environment.</li> <li>Discussing where extended family members live on a map, including our EAL families' place of birth.</li> <li>Exploring Christmas traditions from around the world.</li> <li>Features of cities, man-made vs natural (Naughty Bus link).</li> <li>Learning London is the capital city.</li> <li>Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps.</li> <li>Black History.</li> <li>Naming features of the world around us (farms, beach, woodland etc).</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Use basic geographical vocabulary to refer to:</b> <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <b>Geographical skills and fieldwork</b> – Use of maps, atlases, and globes. Use directional language to describe locations.
	<b>ELG</b> <b>The Natural World</b>				
	<ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul>				

# CUSP Early Foundations – Structured Story Time, Foundational Knowledge, and Opportunities and Experiences

## What do we mean by Opportunities and Experiences?


The **Foundational Knowledge** and **Progression** documents outline the key concepts that we want pupils to learn and how their application of knowledge will become more advanced throughout the EYFS.

The **Opportunities and Experiences** document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to the young people in their care.

We have deliberately built this around **learning**, not activity, so that we keep the focus on how pupils **interact** with the knowledge and skills acquired through the curriculum.



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 **Foundational Knowledge**


Explore the natural world around them, describing what they see, hear and feel whilst outside. Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the features of their own immediate environment and how environments might vary from one another. Name and describe places they have visited and places from stories, e.g. beach, island, fields, mountain. Know about one other country, linked to what they have read, e.g. *Celebrations around the World*, *Anansi and the Golden Pot*.

Recognise some environments that are different from the one in which they live (often linked to stories).  
For example, if they live in the city what is it like to live in a village and vice versa?



**EYFS**  
**rich mathematics**  
+  
**exemplary phonics**



 **Opportunities and Experiences**

What will I explicitly teach?

Where will pupils meet this in continuous provision?  
How will it progress throughout the year?

How will I enhance this provision?

What does effective interaction look like?

When will pupils meet this learning and vocabulary again?

What will it look like if pupils have secured their understanding?



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## Understanding the World: Geography and RS focus







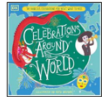
What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Name and locate areas around nursery and grounds and recognise features.</li> <li>Name the nursery and nursery group they belong to.</li> <li>Name the different areas in the nursery.</li> <li>Name some features in the nursery.</li> </ul>	<ul style="list-style-type: none"> <li>Name the school.</li> <li>Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc.</li> <li>Discuss their immediate environment using knowledge from observation, discussion and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate areas in the school community.</li> <li>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</li> <li>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.</li> <li>Name, locate and talk about one other country, linked to what they have read, e.g. <i>Celebrations around the World</i>, <i>Anansi and the Golden Pot</i> (Ghana).</li> </ul>
<b>Essential vocabulary</b>	nursery, classroom, outside area, toilets, cloakroom (localise for your school)	lunch hall, playground, trim trail, library, garden (localise for your school)	local shops, church, playpark, river, carpark, bridge (localise for your school)

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision	Wider provision		
<ul style="list-style-type: none"> <li>names of key locations in the setting</li> <li>names of key locations around school</li> <li>names of key locations in the local community</li> <li>how to look at basic maps and find information</li> <li>how to draw simple maps</li> <li>about life in another country</li> </ul>	<b>Small world</b> <ul style="list-style-type: none"> <li>animals</li> <li>people / peg people</li> <li>artificial grass</li> <li>roads and railway track</li> <li>vehicles</li> <li>glass pebbles</li> <li>trees and greenery</li> <li>dolls house</li> <li>log slices</li> <li>shells and pebbles</li> <li>blocks</li> </ul>	<b>Outdoor science area</b> <ul style="list-style-type: none"> <li>magnifying glasses</li> <li>collecting pots</li> <li>cameras</li> <li>natural loose parts</li> <li>pictures to match to different locations in the environment</li> <li>clip boards / mark making materials, e.g. for bark rubbings / brick rubbings</li> </ul>	<b>Workshop / junk modelling area</b> <ul style="list-style-type: none"> <li>range of materials including paper, fabric, foil</li> <li>joining equipment including clips, tape, glue</li> <li>junk modelling equipment</li> <li>natural materials</li> </ul>	Pupils will also meet this in other aspects of the provision, for example: when on trips in the local area; when role playing day-to-day life, e.g. school / nursery; and when looking at books, maps and photos. Stories will play a key part in developing pupils' geographical vocabulary.



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## Understanding the World: Geography and RS focus

	2 – 3 years	3 – 4 years	4 – 5 years
<b>Stories that could unlock this learning include:</b>	 	 	  
<b>Five ideas for enhancements</b>	<ol style="list-style-type: none"> <li>Use small world to make the city / one of the landscapes from <i>You Choose</i>.</li> <li>Take photos of the key areas in nursery and talk about them.</li> <li>Sort out the clothes for dry / wet or hot / cold weather.</li> <li>Make obstacle courses across pretend rivers / ponds.</li> <li>Build different houses and transport with large loose parts.</li> </ol>	<ol style="list-style-type: none"> <li>Draw / make with blocks a map of where the Queen's hat went.</li> <li>Create a map of Mum's bus route. What will we need to have on it?</li> <li>Make London landmarks using reclaimed materials. Can we make a city scape?</li> <li>Make the city where the girl and her mum and dad live.</li> <li>Pretend to be a bus driver, railway worker, ambulance driver, police officer, security guard, cleaner.</li> </ol>	<ol style="list-style-type: none"> <li>Draw / collage a map of your local area.</li> <li>Take and talk about photographs of key features of the local community.</li> <li>Role play different celebrations / taste different celebration foods and foods from different cultures, e.g. Anansi – Red-Red (stew).</li> <li>Visit key places in the community, e.g. synagogue, mosque, church, temple, Gurdwara.</li> <li>Role play Anansi: build an aeroplane for Anansi to visit his Nana in Ghana; go fishing with nets; cook with Nana.</li> </ol>



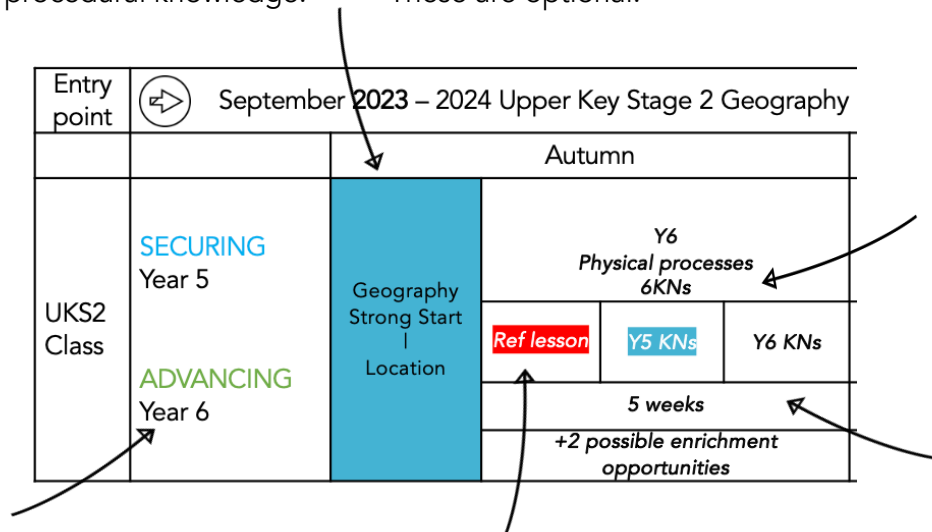
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# Mixed Age Teaching

CUSP Strong Start Geography are single lessons, with context, at the beginning of every year that help pupils to think and become more like a geographer through practising specific concepts, such as LOCATION before they engage fully with the content. This helps with their procedural knowledge. These are optional.

Name of the CUSP Learning Module and number of Knowledge Notes in total. Some KNs will be ESSENTIAL and some will be ENRICHMENT. Knowing your class, you decide which ones will be best and how many to use in the sequence you have time for.

In the Learning Module, you will find two Knowledge Notes (KN). They will both cover the same Learning Question, but one will secure knowledge and one will advance it. You decide who needs which one.



A Reference Lesson is a CUSP resource for one lesson to secure foundational knowledge and start everyone off from a shared point. Really valuable, but are optional and need to be planned into your sequence.

This shows the total number of weeks allocated based on CUSP timetabling. What do children know already? How much time have you allocated for this study? Decide which lessons will be ESSENTIAL to teach or ENRICH. Don't forget that you can use spare science lessons if you are convinced that pupils are really understanding the content. You can also use the enrichment weeks as well to engage in depth studies.

## CUSP Geography Mixed Age Sequence Content Progression

KS1	Autumn	Spring	Summer
Cycle 1 2023 – 2024 (Year 2)	Human and Physical features – Local Area Study  Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi  Fieldwork and map skills	Fieldwork and map skills  Compare a different non-European location to our locality - Amazon Rainforest
Cycle 2 2024 – 2025 (Year 1)	Continents Oceans Countries of UK	Capital cities of UK Seas around UK  Hot and cold places	Hot and cold places  Mapping and fieldwork
LKS2			
Cycle 1 2023 – 2024 (Year 4)	Rivers  Map skills – environmental regions	Map skills – environmental regions  Water cycle	Latitude and longitude
Cycle 2 2024 – 2025 (Year 3)	Fieldwork – human and physical features  OS Maps and Scale	UK Study	Revisit human and physical features
UKS2			
Cycle 1 2023 – 2024 (Year 6)	Physical processes – earthquakes, mountains and volcanoes	Settlements  UK, Europe and North America comparison study	UK, Europe and North America comparison study  OS Maps and fieldwork (orienteering)
Cycle 2 2024 – 2025 (Year 5)	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork

# Long-Term Sequence with Substantive Concepts

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY						
Locational knowledge	Place knowledge		Human and physical geography		Geographical skills and fieldwork	
EYFS	Cycle 1 (Year 2 Content)	Cycle 2 (Year 1 Content)	Cycle 1 (Year 4 Content)	Cycle 2 (Year 3 Content)	Cycle 1 (Year 6 Content)	Cycle 2 (Year 5 Content)
<p><b>Understanding the world</b> <b>People, Culture and Communities</b></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><b>The Natural World</b> 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>Local area study</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p>Continents, oceans, countries and capital cities of UK and seas</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p> </p> <p>Location, Order Connection</p>	<p>Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> <p><b>PLACE KNOWLEDGE</b></p> <p> </p> <p>Location, Environment, Pattern</p>	<p>Local area study</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, place, map skills and fieldwork</p>	<p>Physical processes Earthquakes, mountains and volcanoes</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Time, Location, Process Connection, Environment System</p>	<p>World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>
	<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p><b>PLACE KNOWLEDGE</b></p> <p> </p> <p>Location, Environment Culture, Connection</p>	<p>Hot and cold locations</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, Environment Culture</p>	<p>Map skills and environmental regions</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p>OS maps and scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Settlements and relationships</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b> Location, Connection Economic, Order Pattern, Remoteness</p>	<p>4 and 6 figure grid references</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location Absolute position Scale Settlement</p>
	<p>Local area map work skills and introduction to scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location, Environment, Pattern, Similar Compare an alternative non-European locality (Village in a rainforest)</p> <p><b>PLACE KNOWLEDGE</b></p> <p> </p> <p>Location, Environment Culture, Remoteness</p>	<p>Local area map work skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location, Environment, Pattern</p>	<p>Water cycle</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>UK Study</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p> </p> <p>Location, Order Environment, Region Landscape</p>	<p>Comparison study of North America, Europe and UK</p> <p><b>PLACE KNOWLEDGE</b></p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>	<p>OS maps and fieldwork</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location, Scale, Proximity</p>
			<p>Latitude and longitude</p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p> </p> <p>Location, Position Diversity, Time</p>	<p>Revisit Human and physical geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p> </p> <p>Location, Place, Culture Connection, Interdependence</p>	<p>Maps and orienteering</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p> </p> <p>Location, Proximity Scale, Connection, Pattern</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)

## Sequence overview for Mixed Age Sequence including Strong Start and Reference Lessons

### KS1 CYCLE 1 – GEOGRAPHY 2023 – 2024

#### Year 2

Entry point	September 2023 – July 2024										Key Stage 1 GEOGRAPHY			Cycle 1
		Strong Start	Autumn			Spring			Summer					
KS1 Class	SECURING Year 1  ADVANCING Year 2	Geography   Location	Y2 Human and physical features 3 KNs			Y2 London and Nairobi comparison study 6 KNs			Y2 Mapping and fieldwork 6 KNs		Y2 Amazon comparison 3 KNs			
			Ref lesson	Y1 KNs	Y2 KNs	Ref lesson	Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs	Ref lesson	Y1 KNs	Y2 KNs	
			3 weeks			4 weeks			4 weeks		2 weeks			
			+2 possible enrichment opportunities						+1 possible enrichment opportunity					

### KS1 CYCLE 2 – GEOGRAPHY 2024 – 2025

#### Year 1

Entry point	September 2024 – 2025										Key Stage 1 GEOGRAPHY			Cycle 2
			Autumn			Spring			Summer					
KS1 Class	SECURING Year 1  ADVANCING Year 2	Geography Strong Start   Location	Y1 Continents and oceans UK Countries, cities and seas 6 KNs (+ Strong Start)			Y1 Hot and cold places 6 KNs			Y1 Fieldwork and map skills 4 KNs					
			Y1 KNs	Y2 KNs		Y1 KNs	Y2 KNs	Y1 KNs	Y2 KNs					
			6 weeks			5 weeks			2 weeks					
			+2 possible enrichment opportunities						+1 possible enrichment opportunity					

## LKS2 CYCLE 1 – GEOGRAPHY 2023 – 2024

Year 4

Entry point	September 2023 – 2024											Lower Key Stage 2 GEOGRAPHY			Cycle 1
		Autumn				Spring				Summer					
LKS2 Class	SECURING Year 3  ADVANCING Year 4	Geography Strong Start   Location	Y4 Rivers 3 KNs			Y4 Map skills and Environmental regions 6 KNs			Y4 Water cycle 3 KNs			Y4 Latitude and longitude 6KNs			
			Ref lesson	Y3 KNs	Y4 KNs	Ref lesson	Y3 KNs	Y4 KNs	Ref lesson	Y3 KNs	Y4 KNs	Ref lesson	Y3 KNs	Y4 KNs	
			3 weeks			4 weeks			2 weeks			5 weeks			
			+2 possible enrichment opportunities									+1 possible enrichment opportunity			

## LKS2 CYCLE 2 – GEOGRAPHY 2024 – 2025

Year 3

Entry point	September 2024 – 2025											Lower Key Stage 2 Geography			Cycle 2
		Strong Start	Autumn				Spring				Summer				
LKS2 Class	SECURING Year 3  ADVANCING Year 4	Geography   Location	Y3 Human and physical features 3 KNs		Y3 Fieldwork OS maps 4 KNs		Y3 UK study 6 KNs				Y3 Revisit Human and Physical features 3KNs				
			Y3 KNs	Y4 KNs	Y3 KNs	Y4 KNs	Y3 KNs	Y4 KNs	Y3 KNs	Y4 KNs					
			2 weeks		3 weeks		6 weeks				3 weeks				
			+2 possible enrichment opportunities								+1 possible enrichment opportunity				

## UKS2 CYCLE 1 – GEOGRAPHY 2023 – 2024

Year 6

Entry point	September 2023 – 2024 Upper Key Stage 2 Geography											Cycle 1		
			Autumn			Spring			Summer					
UKS2 Class	SECURING Year 5  ADVANCING Year 6	Geography Strong Start   Location	Y6 Physical processes 6KNs			Y6 Settlements 3 KNs			Y6 UK, Europe and N America comparison study 6 KNs			Y6 OS Maps and fieldwork (orienteeing) 6 KNs		
			Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs	Ref lesson	Y5 KNs	Y6 KNs
			5 weeks			2 weeks			4 weeks			2 weeks		
			+2 possible enrichment opportunities						+1 possible enrichment opportunity					

## UKS2 CYCLE 2 – GEOGRAPHY 2024 – 2025

Year 5

Entry point	September 2024 – 2025 Upper Key Stage 2 Geography											Cycle 2
		Strong Start	Autumn			Spring						
UKS2 Class	SECURING Year 5  ADVANCING Year 6	Geography   Location	Y5 World countries and biomes 6KNs			Y5 Four and six figure grid references 3KNs			Y5 OS maps and fieldwork (Revisit 4 and 6 figure grid references + contour lines) 6KNs			
			Ref lesson	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	Y5 KNs	Y6 KNs	
			5 weeks			4 weeks			4 weeks			
			+2 possible enrichment opportunities						+1 possible enrichment opportunity			

## Examples of Cumulative End Goals – By the end of KEY STAGE 1

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
<b>Cycle 1 (Y2 content)</b> Local area study – Human and Physical Geography	<b>Pupils develop an understanding of the concept of LOCATION through:</b> 	<b>Pupils develop an understanding of the concept of PLACE through:</b> 	<b>Pupils develop an understanding of the concept of human and physical geography through:</b> 	<b>Pupils develop an understanding of the concept of Geographical skills and fieldwork through:</b> 
Comparison of a non-European location with small area of UK (London and Nairobi)	<ul style="list-style-type: none"> <li>naming and locating the world's seven continents and five oceans (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>knowing where England and London are located (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining seasonal and daily weather patterns (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2)</li> </ul>
Local area map work skills and introduction to scale	<ul style="list-style-type: none"> <li>naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining the main human and physical features of London (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>locating the Equator, North and South Poles (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Y1/2)</li> </ul>
Compare an alternative non-European locality (Village in a rainforest)	<ul style="list-style-type: none"> <li>identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining where Kenya and Nairobi are located (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>using geographical vocabulary to refer to physical features: (Y1/2) <ul style="list-style-type: none"> <li><i>beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2)</li> </ul>
<b>Cycle 2 (Y1 content)</b> Continents, oceans, countries and capital cities of UK and seas	<ul style="list-style-type: none"> <li>knowing and naming the oceans and seas surrounding the United Kingdom (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining the similarities and differences of these two places (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>using geographical vocabulary to refer to human features: (Y1/2) <ul style="list-style-type: none"> <li><i>city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>making a simple map using basic symbols in a key (Y1/2)</li> </ul>
Hot and cold locations	<ul style="list-style-type: none"> <li>identifying and locating the location of a non-European countries (Y2)</li> </ul>			<ul style="list-style-type: none"> <li>knowing and explaining larger and smaller scale maps, including OS maps (Y2)</li> </ul>
Local area map work skills	<ul style="list-style-type: none"> <li>identifying and locating their school and locality (Y2)</li> </ul>			<ul style="list-style-type: none"> <li>using 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 (Y1/2)</li> </ul>

## Examples of Cumulative End Goals – By the end of LOWER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Cycle 1 (Y4 content)	Pupils develop an understanding of the concept of LOCATION through:	Pupils develop an understanding of the concept of PLACE through:	Pupils develop an understanding of the concept of human and physical geography through:	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Rivers				
Water Cycle	<ul style="list-style-type: none"> <li>locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>explaining what regions, countries and cities are like in the United Kingdom (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and describing key physical geography features                             <ul style="list-style-type: none"> <li><i>topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)</li> </ul>
Map skills – environmental regions	<ul style="list-style-type: none"> <li>knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>explaining the similarities and differences between places across the world (Y3/4)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and describing key human geography features</li> </ul>	<ul style="list-style-type: none"> <li>skilfully using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Y3/4)</li> </ul>
Latitude and Longitude	<ul style="list-style-type: none"> <li>naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining about places that are built around rivers (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and describing key human geography features                             <ul style="list-style-type: none"> <li><i>region, county, capital city, city, settlement, recreation, harbour, (Y3/4)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using 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, such as Digimap for Schools. (Y3/4)</li> </ul>
Cycle 2 (Y3 content)				
Local area study – human and physical geography	<ul style="list-style-type: none"> <li>identifying land-use patterns and know how some of these aspects have changed over time (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4).</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how places are shaped by human and physical features</li> </ul>	
OS maps and scale	<ul style="list-style-type: none"> <li>identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Y4)</li> </ul>		<ul style="list-style-type: none"> <li>knowing and explaining how physical features shape a place and the reason that human features are there</li> </ul>	
UK Study				
Map skills – environmental regions	<ul style="list-style-type: none"> <li>knowing about significant individuals, such as <b>Wladimir Köppen</b> who first identified major climate types (Y4)</li> </ul>			
Revisit Human and physical geography				

## Examples of Cumulative End Goals – By the end of UPPER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through: 
<b>Cycle 1 (Y6 content)</b> Physical processes – earthquake, mountains and volcanoes	<ul style="list-style-type: none"> <li>knowing and locating countries and cities of the world (Y5/6)</li> <li>identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5)</li> <li>knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6)</li> <li>knowing and explaining where major tectonic plates are located (Y6)</li> <li>using latitude and longitude to precisely locate places in the world</li> </ul>	<ul style="list-style-type: none"> <li>knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6)</li> <li>knowing and explaining that places are shaped by their location, physical and human features (Y5/6)</li> <li>knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and describing key physical geography features and processes                             <ul style="list-style-type: none"> <li>climate zones, vegetation belts, earthquakes, mountains and volcanoes (Y5/6)</li> </ul> </li> <li>knowing and describing key human geography features                             <ul style="list-style-type: none"> <li>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>making choices to maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6)</li> <li>accurately using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6)</li> <li>using 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, such as Digimap for Schools. (Y5/6)</li> </ul>
Settlements and relationships				
Comparison study of North America, Europe and UK				
Maps and orienteering				
<b>Cycle 2 (Y6 content)</b> World cities, biomes and environmental regions				
4 and 6 figure grid references				
Revisit World cities, biomes and environmental regions				
OS maps and fieldwork				

