



GEOGRAPHY SEQUENCING & PROGRESSION

St. Cross Catholic Primary School



YEAR 1					
Year Groups	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
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: - 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, where they will make comparisons, describe different features (both human and physical), follow a route on a map, use a key and gain an understanding of the school and its grounds). By completing both units they are gaining a grounding in basic geographical skills.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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
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: - 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: - 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
1	Summer WESTON-SUPER-MARE	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 map skills gained in the previous units on the school and school grounds. Having studied this small area they will learn to compare and contrast landscapes and environments in terms of landscape, climate, and how people live. They will use outline maps, atlases, compasses and aerial images/photographs of the small area. The unit will consider a seaside locality and will help the children build their knowledge when they consider how it differs from Serrekunda a small area in a contrasting non European country.	As a result of learning about and using: - 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: - 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 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 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: - 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: an investigation of a small area in Serrekunda. 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 of their own surrounding area with that of a small area of a non -European country. The children will widen their investigations of where they live.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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 Surrounding Environment and Weston-super-Mare units and allows the children to revisit and consolidate prior learning. It will extend their geographical understanding of a small areas 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 will 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 images / photographs of the small area	As a result of learning about and using : - 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 will be a consolidation of a number of small areas at KS1 which they will now be able to compare and contrast. 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: - 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 unit allows the children to practise a range of necessary KS1 level skills. It addresses both fieldwork and skills. Children will also begin to show competence in and 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: - outline maps and plans - human and physical features - aerial photographs - locational and directional language - NSEW compass points - weather and climate data, the children will reinforce their understanding of maps skills, human and physical and geographical vocabulary preparing them for further KS1 fieldwork and work they will undertake at KS2. This unit will prepare children for: further geographical studies 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, 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: - 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 EAST ANGLIA	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, types of settlement and land use and economic activity.	This unit gives the children the opportunity to nvestigate a region of the UK, namely East Anglia in greater depth. It has been chosen to contrast with the other regions to be studied, including 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.	As a result of learning about or using: - defining characteristics of a region - information on the landscape and environment - distinctive human and physical features - economic activity 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. This unit will prepare children for: further studies on regions in N and S America and Europe.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.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: 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
3	Spring NAPLES and CAMPANIA	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. 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.	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 another region in 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 again 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 associated with volcanoes and earthquakes.	As a result of learning about or using: - maps at a range of scales - the defining characteristics of a region - volcanoes and earthquakes - economic activity - settlements - tourism 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. 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 California, a region in N. America,(San Andreas fault). Tourism too, 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.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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 10.Writing geographically at length
3	Summer A COASTAL STUDY WALTON	KS 2 National Curriculum Human and physical geography: describe and understand key aspects of: physical geography , including rivers and the water cycle, coasts 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	It is the chance to learn about the key features of the coast in the field, having the opportunity to measure and record data, which can be analysed back in the classroom. Children will be exposed to new technical vocabulary and then see these features in practice. The children will be taught how to collect data relating to waves, pebbles and sand, carrying out these exercises and drawing conclusions from the data collected. It will also allow them to develop an understanding of the coastal location.	As a result of learning about or using: - field equipment - field 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 coasts. Labelling sketches and using appropriate geographical terms will aid their vocabulary. This unit will prepare children for: further recognition of coastal processes and their links to river processes and the water cycle both of which they will meet when studying geography at KS3.	2. Understanding of the terms: - 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 4					
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
4	Autumn ATHENS and CENTRAL GREECE	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. 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.	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 when they meet Ancient Greece in history although the rigour will come from the progressive understanding of the distinctiveness of European regions.	As a result of learning about or using: - maps at a range of scales - the defining characteristics of a region - mountains - economic activity (trade) - settlements - tourism 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. 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.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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
4	Spring PARIS BASIN	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. Human and physical geography: describe and understand key aspects of physical and human geography including rivers, types of settlement and land use and economic activity.	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 in other regions yet they will develop an understandingof the distinctiveness of this particular region.	As a result of learning about or using: - maps at a range of scales - the defining characteristics of a region - rivers - economic activity (trade) - settlements - tourism the children will continue to develop their understanding and knowledge to help them deepen their awareness of the physical and human processes that define another region in Europe. It will allow them to consider the importance of economic activity and trade and the reliance on tourism for many regions. This unit will prepare children for: further studies on other regions in the UK and N and S America. It will have an 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.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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
4	Summer CALIFORNIA	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 volcanoes, earthquakes, types of settlement and land use and economic activity.	This unit gives the children the opportunity to learn more about another region, the region of California. The scope of the unit shapes the learning from the UK and Europe to N America and is specific to a defined but unique region they will have heard of. It develops the children’s knowledge of a complex geographical region where they will study a number of unique areas within the region itself. Children will study the geographical processes and landforms and begin to add this new knowledge to existing knowledge that they should be able to retrieve. It will be an opportunity to compare and contrast coastal regions, mountains, earthquakes and aspects of tourism that they have studied in previous units.	As a result of learning about or using: - maps at a range of scales - the defining characteristics of a region - volcanoes and earthquakes - coastal features - economic activity - tourism 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 draw on previous knowledge and add new information, widening their understanding of different regions across the world. This unit will prepare children for: further regional variation studies. Their increasing knowledge at KS1 and KS2 will give them sound geographical understanding that will prepare them for KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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 5					
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
5	Autumn 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 the region, The Amazon Basin. The scope of the unit shapes the learning and is specific to a defined but unique region they will have heard of. It develops the children's knowledge of a complex geographical region where they will study a unique area. Children will also develop contextual knowledge of the location of this 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 zones, 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: • maps at a range of scales • the defining characteristics of a region • biomes, climate zones and vegetation belts • the water cycle • rivers • settlement • rainforests 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 contrast with the region of California in N America. 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 at KS2, that will give them sound geographical understanding in preparation for further studies both in their final years at KS2 and preparation for KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: • 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
5	Spring THE LOCAL AREA	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 area, 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. They will expand their skills and fieldwork techniques learned at KS1. Children will develop a framework of questions about future changes drawing on what they have learned.	As a result of learning about and using: • maps and plans • contour maps • OS maps and grid references • data collection in the field • geographical enquiry • information about housing and retail 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 of the school 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 investigations of the surrounding environment and the local area.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: • 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
5	Summer 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 the river in the field, whilst having opportunity to measure and record data, which can be analysed 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: • river terms and vocabulary • field equipment • field 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 have met when they studied The Amazon Basin and The Coastal Study units. The skills, (data collection, analysis, interpretation and presentaion) will prepare them for fieldwork at KS3.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: • 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 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 MODERN EGYPT	KS 2 National Curriculum Aims: <i>to develop contextual knowledge of the location of globally significant places — including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</i>	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.	As a result of learning about and using: - information on Modern Egypt - maps - aerial photographs/images - distinctive human and physical features - economic activity - tourism - links with the past and present 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. 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.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: - 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 SOUTH WALES	KS 2 National Curriculum Locational knowledge: name and locate counties and cities of the UK, geographical regions and their identifying human & physical characteristics. 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 mountains, rivers, settlement	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.	As a result of learning about or using: - 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, 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. This unit will prepare children for: further studies on regions and places at KS3. The cumulative effect of investigating regions will allow for recall of what defines a region whilst building a web of new knowledge.It will allow the children to reflect on what happened in specific regions in the past giving them their defining characteristics but how they are having to adapt for the future.	1. A knowledge of places - small areas and regions. 2. Understanding of the terms: 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 GLOBAL CITIZEN	KS 2 National Curriculum <i>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</i>	This unit is a standalone unit that meets the aims of the National Curriculum whilst being current. It allows the children to consider The Global Goals for Sustainable Development and whether the countries that signed up for them will meet the targets that were set. It will also allow the children to discuss whether it is best to give aid or trade with countries. Issues such as the use of single use plastic will give the children opportunities to debate and consider their own practice and what they want for their future. Finally it will consider how we can make meaningful partnerships with schools overseas to share and learn.	As a result of learning about and using: - The Global Goals for Sustastainable Development - the terms aid or trade - more sustainable practice such as a debates around single use plastic - sustainable partnerships the children will develop an understanding and knowledge of what it means to be a Global Citizen. It will help them begin to access current and more demanding content, furnishing them with curiosity and fascination about the world iwhich they live.They will begin to have an understanding of and a platfor m to discuss issues important to young people. This unit will prepare children for: further development of exploration of current issues and the devising of geographical questions they want answering about a range of diverse places around the world.	1. A knowledge of places - small areas and regions. 2. Understanding of the ter ms: - 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