

KEY STAGE 1

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

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

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

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. **OS maps** are introduced to pupils in KS1. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places - this helps them to connect different geographical

concepts and gives them perspectives and opportunities to compare and contrast locations.

Year 1

Theme: Location

Continents, Oceans, UK countries, capital cities and surrounding seas

Children will learn what and where are the 7 continents and 5 oceans of the world. They will learn the 4 countries of the UK, what their capital cities are and the seas that surrounds the UK countries.

Theme: Location, Environment, Culture

Hot and Cold Locations

Children will recall the 7 continents and 5 oceans of the world. They will learn where the equator is and where is hot or cold in the world. They will discover the North and South poles and what they are like. They will be able to find hot countries and know what they are like.

Theme: Location, Environment, Patterns

Mapping and Fieldwork

Children will discover what maps are, how to make an imaginary map following stories. They will then make real maps of locations they know.

Year 2

Theme: Human and Physical Features

Local Area Study Human and Physical features

Children will learn what are human and physical features and then discover them in their local area.

Theme: Location, Environment, Patterns

Contrasting Area Study

Children will study the city of Nairobi in Kenya on the African continent and compare it to the city of Preston, England in the continent of Europe.

Theme: Geographical & mapping skills and fieldwork

Contrasting Area Study

Children will learn 4 compass points, what maps are and how to use them, they will look at the different map formats and make their own. They will link this to the studies of Kenya and Preston from earlier in the year.

LOWER KEY STAGE 2

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

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

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

Complementing studies on location and position is the focus on the **water cycle**. It offers explanation and reasoning about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects.

Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

A deliberately planned study focusing on the **environmental regions of Europe, Russia, and North and South America** draws attention to climate regions and is the precursor to studying biomes in UKS2.

Year 3

Theme: Location, place, physical features, human features
Map and fieldwork skills using human and physical geography

Children will learn the 8 points on a compass. They will be able to locate physical and human features around the UK. They will be able to identify significant physical and human features of the UK.

Theme: Human and Physical Features Human and Physical Geography

Children will know the countries of the UK and their capital cities. They will learn how England is split into different regions. They will learn landmarks of England and Scotland, Wales and Northern Ireland. They will study the topological patterns in the UK by observing. They will be able to summarise their learned knowledge.

Theme: Geographical skills, fieldwork
OS Map skills and Fieldwork

Children will learn about OS maps, their scales and how scale can change how we describe a place. They will look at an area beyond school and beyond the region of Lancashire and into the rest of the North West.

Year 4

Theme: Human and Physical Features
Introducing Rivers

Children will learn the features of a river from source to mouth. They will study a local river, its course and the features seen in their area, know its source and mouth.

Theme: location
Latitude and longitude and map skills

Using 8 compass points, children will learn what latitude and longitude are and which way the lines lay. They will know what the lines look like, what they tell us and how they can be used to find exact locations around the world on a map. They will study time zones comparing with mapped countries and how they alter around the world. Finally they will learn how night and day occur.

Themes: Human and Physical Features
The Water Cycle

Following their river work, children will learn about the water cycle. They will learn what it is, how it works and what affects it.

UPPER KEY STAGE 2

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

low stakes quizzing and 'Two things' tasks. The study of biomes is revisited deliberately to ensure the content is remembered and applied.

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

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

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

Year 5

Theme: Location & Place and Human & Physical Features
World Countries and Biomes

Children will locate major countries and cities of the world. They will learn what a biome is and how they change in

different parts of the world. Finally, they will discover which human and physical features define Europe and North & South America.

Theme: Geographical Skills and Fieldwork

4 and 6 Figure Grid References

Children will find locations, searching precisely by applying grid references. Then they will use 4 & 6 figure grid references to find and explain reasons for longitude and latitude lines around the world.

Theme: Map Skills and Fieldwork

4 and 6 Figure Grid References

Children will revisit OS maps and how to use them. They will recap latitude and longitude lines to support learning about contour lines. They will learn how contour lines help them understand the layout of their local area and compare it to another area of land.

Year 6

Theme: Human & Physical Geography

Earthquakes, mountains & volcanoes

The children will learn what make up the layers of the earth. They will learn about tectonic plates, where they are and what happens when they move. They will learn what causes an earthquake, how a mountain is formed and how a volcano works.

Theme: Human & Physical Geography

Settlements, Land Use & Economic Activity

Children will revisit and continue learning about settlements, what they are, where they can be found and why they are made. They will look at patterns in settlements around the world. Then they will study if people, their movement and economic activity have patterns.

Theme: Location and Place

Compare a region of UK, Europe and North America

Children will revisit and recap the Lake District and look at how it was formed. Then they will look at the Tatra Mountains in Poland in Europe and compare it to the Lake District. Finally, they will study the Caribbean and Jamaica, looking at the terrain and compare to the previous two locations.