

# Why are the units sequenced this way?

As already stated, there is some flexibility in the order the Geography units can be taught in EYFS. However, the Cycles A and B should be followed in order to ensure there is no repeated content and that there is progression across phases. Children will revisit key skills and knowledge, across both years, covered in different geographical contexts, but can start with either Cycle A or Cycle B units. The order of units on this long-term plan is our suggested order for teaching the units and we provide the justification for this sequencing below.

## EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

### EYFS (Reception)

These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time.

### Year 1 / 2 Cycle A

The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills. 'What can you see at the coast?' builds on existing geographical skills and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

### Year 1 / 2 Cycle B

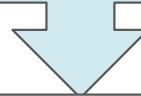
The 'Where am I?' unit supports pupils to develop an understanding of their surroundings and begins to build an awareness of the United Kingdom. Children revisit the concept of place by studying a non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and compare this to their locality. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents. Here, they have another opportunity to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

## Key Stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of [geographical concepts](#), themes, such as settlement, trade, climate change and natural resources, and fieldwork skills. As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

### Year 3 / 4 Cycle A

This cycle starts with 'Why do people live near volcanoes?' for deeper insight into physical processes learnt in Key Stage 1. In 'Why are rainforests important to us?' children are introduced to biomes and the Amazonian region is used as a case study to compare how the local woodland is used similarly or differently to the Amazon rainforest. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade.



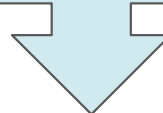
### Year 3 / 4 Cycle B

'Who lives in Antarctica?' expands on Key Stage 1's hot and cold places by exploring how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources. New Delhi was chosen as a case study for this unit so children studied an area in Asia in Key stage 2 to ensure all continents had been covered before children leave primary school. The following unit 'What are rivers and how are they used?' builds on these concepts and gives children an opportunity to bring learning back to their locality during the fieldwork.



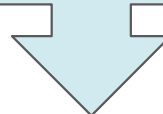
### Year 5 / 6 Cycle A

'What is life like in the Alps?' begins with a case study considering the interdependence of the human and physical environment, exploring colder environments as previously introduced. Studying a different type of biome and considering how humans utilise this environment is explored in the unit 'Would you like to live in a desert?'. Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit. More complex issues around energy production are taught towards the end of this cycle where Midland, Texas is used as a case study in North America to compare energy usage and human features to those found in Port of Blyth, England.



### Year 5 / 6 Cycle B

The first unit in this cycle exposes children to more complex issues of population and encourages them to consider data through an analytical lense. 'Why do oceans matter?' builds on the understanding children have gained around climate change in Lower key stage 2. We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in this cycle, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer.



	Autumn		Spring		Summer	
<b>EYFS</b> (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils’ further geography learning. See here for more information on <a href="#">Geography in EYFS: Reception</a> .					
Cycle A				Cycle B		
Year 1/2	Year 3/4	Year 5/6		Year 1/2	Year 3/4	Year 5/6
<a href="#">What is it like here?</a>	<a href="#">Why do people live near volcanoes?</a>	<a href="#">What is life like in the Alps?</a>	Autumn	<a href="#">Where am I?</a>	<a href="#">Who lives in Antarctica?</a>	<a href="#">Why does population change?</a>
<a href="#">What is the weather like in the UK?</a>	<a href="#">Why are rainforests important to us?</a>	<a href="#">Would you like to live in the desert?</a>	Spring	<a href="#">Would you prefer to live in a hot or cold place?</a>	<a href="#">Are all settlements the same?</a>	<a href="#">Why do oceans matter?</a>
<a href="#">What can you see at the coast?</a>	<a href="#">Where does our food come from?</a>	<a href="#">Where does our energy come from?</a>	Summer	<a href="#">What is it like to live in Shanghai?</a>	<a href="#">What are rivers and how are they used?</a>	<a href="#">Can I carry out an independent fieldwork enquiry?</a>

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1/2 Cycle A	<a href="#"><u>What is it like here?</u></a>	<a href="#"><u>What is the weather like in the UK?</u></a>	<a href="#"><u>What can you see at the coast?</u></a>
	<p>Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 3: What can we find in our school grounds?</u></a>  <b>Location:</b> School grounds</p> <p><a href="#"><u>Lesson 4: Where are the different places in our school?</u></a>  <b>Location:</b> School grounds</p>	<p>Considering how we change our behaviour in response to different weather and keep a weather diary or record.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 2: What are the four seasons?</u></a>  <b>Location:</b> School grounds</p> <p><a href="#"><u>Lesson 3: What are the compass directions?</u></a>  <b>Location:</b> School grounds</p> <p><a href="#"><u>Lesson 4: What is the weather like today?</u></a>  <b>Location:</b> School grounds</p>	<p>Investigating how people use the local coastline by completing a tally chart.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 5: how do people use our local coast?</u></a>  <b>Location:</b> Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)</p>
Year 1/2 Cycle B	<a href="#"><u>Where am I?</u></a>	<a href="#"><u>Would you prefer to live in a hot or cold place?</u></a>	<a href="#"><u>What is it like to live in Shanghai?</u></a>
	<p>Mapping feelings associated with places around school using sketch maps and symbols.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 2: What is a feature?</u></a>  <b>Location:</b> School grounds</p> <p><a href="#"><u>Lesson 6: How do places in school make us feel?</u></a>  <b>Location:</b> School grounds</p>	<p>Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 5: Do we live in a hot or cold place?</u></a>  <b>Location:</b> School grounds</p>	<p>Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#"><u>Lesson 1: What can we see in our local area?</u></a>  <b>Location:</b> Local area surrounding school.</p>

	Autumn	Spring	Summer
Year 3/4 Cycle A (LKS2)	<u><a href="#">Why do people live near volcanoes?</a></u>	<u><a href="#">Why are rainforests important to us?</a></u>	<u><a href="#">Where does our food come from?</a></u>
	<p>Observing and recording the location of rocks around the school grounds and discussing how they originated.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 6: Where have the rocks around school come from?</a>  <b>Location:</b> School grounds</p>	<p>Collecting data to understand how local woodland is used with a variety of data collection methods.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 5: How is our local woodland used?: Data collection</a>  <b>Location:</b> Local woodland (or park)</p>	<p>Designing and carrying out an interview to collect data on where school dinners are sourced.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 5: Are our school dinners locally sourced?</a>  <b>Location:</b> School grounds</p>
Year 3/4 Cycle B (LKS2)	<u><a href="#">Who lives in Antarctica?</a></u>	<u><a href="#">Are all settlements the same?</a></u>	<u><a href="#">What are rivers and how are they used?</a></u>
	<p>Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 6: How did our expedition go?</a>  <b>Location:</b> School grounds</p>	<p>Mapping and discussing why physical and human features are in particular locations.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 3: Can I explain the location of features in my local area?</a>  <b>Location:</b> Local area</p>	<p>Identifying and locating human and physical features of a local river on a map.</p> <p><b>Lessons involving fieldwork:</b>  <a href="#">Lesson 6: What features does our local river have?</a>  <b>Location:</b> River environment</p>

	Autumn	Spring	Summer
Year 5/6 Cycle A (UKS2)	<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>
	Investigating what there is to do in the local area using data collection.  <b>Lessons involving fieldwork:</b> <a href="#">Lesson 4: What is there to do in our local area?</a> <b>Location:</b> Local area – focus on recreational land use (tourism)	<b>Lessons involving fieldwork:</b> None	Collecting and and presenting data on where to position a solar panel on the school grounds.  <b>Lessons involving fieldwork:</b> <a href="#">Lesson 6: Where is the best place for a solar panel on the school grounds?</a> <b>Location:</b> School grounds
Year 5/6 Cycle B (UKS2)	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area.  <b>Lessons involving fieldwork:</b> <a href="#">Lesson 5: How is population impacting our local environment?: Data collection</a> <b>Location:</b> Urban area (e.g. town centre)	Collecting data on the types of litter polluting a local marine environment.  <b>Lessons involving fieldwork:</b> <a href="#">Lesson 5: How littered is our marine environment?: Data collection</a> <b>Location:</b> Marine environment (beach, river, reservoir, lake or pond)	Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic.  <b>Lessons involving fieldwork:</b> <a href="#">Lesson 4: Collecting the data.</a> <b>Location:</b> Local area