**Probus School Geography Pathway**

**Unit Sequencing**

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| Year Group | 1 | 2 | | 3 |
| Nursery | What is my community?  What is the Autumn season?  What is culture? | What is Spring?  Where are we in the world around us?  What is the weather like where I live? | | How is land used for farming near me?  What is it like to visit the beach? |
| EYFS | What is the Autumn season?  How can I prepare for Autumn?  How does my culture compare to others? | What is Spring?  How can I prepare for Spring  Where are we in the world around us?  What is the weather like where I live?  What is night time and day time? | | How does farming contrast locally and abroad?  How can I draw a simple map?  How are animals different across differing climates? |
| Y1 | **The world and my school (inc places of the UK)**  What is my classroom like?  Where is my school on my street?  Where is my town in the country?  What are the seasons like in the United Kingdom?  Where is my country in the world?  What are the capital cities and features of the 4 counties of the UK? | | **Our School Grounds (Fieldwork)**  Which features in our school grounds support plant life?  Where on our school grounds could we encourage plant life?  How can we share the locations in our school where we can encourage plant life? | |
| Y2 | **Comparative Study: Tromso, Norway**  Which features in our school grounds support plant life?  Where on our school grounds could we encourage plant life?  How can we share the locations in our school where we can encourage plant life?  Can I use atlases and globes to discover the continents and oceans of the world?  How do the equator and the poles affect the climate worldwide?  What are the countries, capital cities and surrounding seas of the UK?  What are the key human and physical features?  Can I create a map of my school using key map features?  Can I create a map of my local area using aerial photographs?  Where is Norway?  How do the physical features of Tromso compare to my local area?  How do the human features of Tromso compare to my local area?  What are the similarities and differences between my local area and Tromso, Norway? | | | **Weather and Climate**  What is the difference between weather and climate?  What is the weather like in my school grounds?  How can we collect weather data?  How can we collect and record weather data?  How can we present weather data?  How can we analyse our weather data and evaluate our fieldwork? |
| Y3 | **Land Use (Fieldwork)**  What are the types of  land use in the SW region?  What are the important features of a settlement and why do settlers choose specific places?  How can I present and analyse information about local facilities? | **The UK**  What are the countries and regions of the UK?  What are the settlements and counties of the UK?  What are the human features of the UK?  What are the physical features of the UK?  How can I use compasses, keys and symbols to read a map?  How can I use four-figure grid references to read a map?  What are the key topographical features found in the UK?  How have land use patterns changed over time in the UK?  What are the key human and physical features of the \*\*\*\*\* region?  How can I create a sketch map of my local area? | | **The Conservation of bees**  What can we learn about bees?  What are the key issues affecting bees?  How can our school environment help bees?  How can we plan and carry out effective ways to help conserve bees?  How can I record and evaluate the effectiveness of bee conservation in my school? |
| Y4 | **Comparative study: My region and Europe**  What can we learn about bees?  What are the key issues affecting bees?  How can our school environment help bees?  How can we plan and carry out effective ways to help conserve bees?  How can I record and evaluate the effectiveness of bee conservation in my school? | **Rivers**  What are rivers, and how are they formed?  What can I learn about the River Trent?  How can I collect data from a local river in the \*\*\*\*\* Region?  How can I analyse and present data collected from fieldwork? | | **Weather and climate**  What is the difference between weather and climate?  How can we collect weather data?  How can we collect and record weather data?  How can we present weather data?  How can we analyse our weather data and evaluate our fieldwork?  What are rivers, and how are they formed?  What can I learn about the River Trent?  How can I collect data from a local river in the \*\*\*\*\* Region?  How can I analyse and present data collected from fieldwork? |
| Y5 | **Topography: Mountains and volcanoes.**  Where are the Mountains of the UK?  How are mountains formed?  Where are the mountains of the world?  What are the features of a mountain?  What is it like to climb a mountain?  How does the topography of our locality compare to the UK?  Where are the world’s volcanoes?  What are the features of a volcano?  Do all volcanoes erupt?  Why do people live near volcanoes? | **Comparative Study: My region and Brazil**  What are the key features of the UK and my region? (recap)  Where is Brazil?  What are the geographical features of Brazil? (Regions, states, cities, landmarks, biomes)  What is the main economic activity of the North Region of Brazil?  What is the water cycle?  What are rivers? (including comparison case study in the North Region of Brazil and the local region)  What are the biomes and climate zones of the North Region of Brazil?  What are the vegetation belts of the North Region of Brazil?  What are the key settlements in the North Region of Brazil, and how do they compare to my region?  What are the similarities and differences between my region and the North Region of Brazil? | | **Biomes (field work)**  What biomes and ecosystems are found in the UK?  What can I learn about ecosystems by studying the New Forest?  How can I use six-figure grid references?  What data can I collect from my local woodland ecosystem?  How can I present the data collected from my local ecosystem? |
| Y6 | **Map skills (field work)**  **Lesson 1** – How can I use grid references to locate key geographical features of my locality?  **Lesson 2** – How can I measure the distance between local physical and human geographical features  **Lesson 3** – How has my locality changed over time? | **UK economy and power**  What are the key geographical features of the UK?  What are the main sectors of the UK economy?  How sustainable is agriculture in the UK?  How sustainable is energy generation in the UK?  How sustainable is water production in the UK?  How sustainable is the use of rare earth elements?  How does automation affect economic activity in the UK?  – How sustainable is waste management in the UK?  How sustainable is the economic activity of the UK? | | **Sustainability**  **Lesson 1** – What is plastic waste?  **Lesson 2** – What can our school do to reduce plastic waste?  **Lesson 3** – How can we plan and carry out effective ways to reduce plastic waste in school?  **Lesson 4** – How can we record and evaluate effective ways to reduce plastic waste in school? |