



Scheme of Work		
Years: 5&6	Title: The Great British Isles	Weeks: 6 weeks

Rationale

This unit develops pupils' understanding of the Great British Isles through enquiry, interpretation and exploration of place, community and identity. Pupils investigate how human and physical geography shape environments, experiences and ways of life whilst considering how places influence people, communities and change over time.

The unit encourages pupils to think geographically by asking questions, interpreting evidence and making connections between places, people and experiences. Through disciplinary enquiry, pupils move beyond simply identifying features of places towards understanding why places develop differently, how environments influence communities and how geographical understanding helps explain the world around us.

Learning is designed to build curiosity and ambitious thinking through meaningful contexts, high-quality texts and rich geographical experiences. Pupils explore landscapes, settlements, migration, communities and significant events through stories, maps and geographical investigation. Opportunities for comparison, interpretation and discussion enable pupils to deepen understanding whilst strengthening communication and critical thinking skills.

Carefully selected Reading Spine texts including *The Somerset Tsunami* and *Letters from the Lighthouse* provide meaningful opportunities to explore themes including belonging, resilience, identity, relationships and human experiences. These texts strengthen disciplinary reading by supporting pupils to interpret viewpoints, understand perspectives and make thoughtful connections between stories and wider geographical understanding.

Learning experiences are designed to:

- develop secure knowledge and understanding of the countries, regions and features of the Great British Isles
- strengthen disciplinary geographical thinking through enquiry, interpretation and evidence-based discussion
- build curiosity through maps, stories, journeys and real-world geographical questions
- deepen understanding of how environments and communities shape experiences and identities
- develop ambitious geographical and disciplinary vocabulary through repeated application and retrieval
- provide opportunities for comparison, interpretation and critical thinking
- develop confidence in communicating ideas through spoken, practical and written outcomes
- encourage pupils to consider belonging, community and different perspectives
- support pupils to make meaningful connections across subjects and apply learning within new contexts
- ensure pupils access ambitious learning through adaptive approaches without reducing curriculum expectations

By the end of the unit pupils understand that places are more than physical locations; they are shaped by people, experiences, environments and histories. Pupils recognise that geographical understanding helps explain how people interact with the world and how communities, identities and environments continue to change over time.

Adaptive Teaching

This unit applies Storybrook SEMH principles with particular emphasis on practical enquiry and collaborative investigation.

Examples of adaptation within this unit include:

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load



- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support

Challenge and Greater Depth Opportunities

Pupils demonstrating secure understanding may be challenged through:

- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- analyse geographical patterns and explain relationships between environments and communities
- justify conclusions using maps, data and geographical evidence

Hook

Pupils enter a classroom transformed into a **Great British Isles Exploration Experience** containing:

- mystery travel cases containing maps, photographs, postcards, tickets, artefacts and location clues
- giant floor maps of the British Isles with hidden routes and challenge questions
- weather stations and landscape photographs
- historical images of British communities and locations
- soundscapes from coastlines, cities, rivers and countryside locations
- hidden story clues linked to *Letters from the Lighthouse* and *The Somerset Tsunami*
- quotation stations exploring belonging, community, journeys and identity
- a mystery suitcase labelled: "Places Shape People"

Challenge Question

How do places shape who we become?

Writing Outcomes

By the end of the unit pupils will:

- create labels, captions and annotated diagrams linked to maps, landscapes, settlements and geographical features
- compose explanation texts describing physical and human features of the Great British Isles and how environments influence communities and experiences
- write comparative responses identifying similarities and differences between regions, landscapes, communities and ways of life across the British Isles
- create diary entries and first-person narratives from the perspective of characters experiencing journeys, historical events or changing environments
- write persuasive responses linked to geographical questions and viewpoints (e.g. *Should communities always rebuild after natural disasters?*)
- use evidence from texts, maps, discussion and geographical sources to explain ideas and justify thinking
- create letters, information texts, reports, presentations or reflective responses linked to place, identity and human experiences
- communicate understanding using increasingly precise geographical and disciplinary vocabulary appropriate to audience and purpose



	<p>Mixed-age challenge (Year 6 depth)</p> <ul style="list-style-type: none"> • justify geographical interpretations and viewpoints using evidence from multiple sources • adapt writing for different purposes including explanation, persuasion, comparison and information writing • evaluate how environments, locations and communities influence people's experiences and lives using evidence to justify conclusions • compare places and communities critically across different regions and contexts • explain how physical and human geography influence experiences and perspectives • produce increasingly thoughtful and evidence-informed geographical outcomes
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Great British Isles Exploration Showcase shared with adults, peers or visitors demonstrating understanding of places, communities, environments and how they influence people and experiences • a written explanation, geographical report, comparative response or persuasive outcome demonstrating understanding of physical and human geography within the British Isles • annotated maps, diagrams and geographical representations linked to landscapes, settlements, journeys and environmental features • reflective and evidence-informed responses linked to key questions, locations, experiences and themes explored throughout the unit • a practical or creative outcome linked to learning (<i>e.g. travel guides, landscape models, journey maps, community displays or geographical fieldwork outcomes</i>) • vocabulary-rich display work demonstrating understanding of key geographical and disciplinary vocabulary • a collaborative presentation, storytelling outcome or discussion-based response communicating ideas and interpretations about places and communities • digital or creative outcomes where appropriate (<i>e.g. presentations, podcasts, videos, interactive maps or recorded explanations</i>) • written reflections and evaluations linked to place, identity, community and how environments influence people and experiences <p>Year 6 depth</p>	<p>Success Criteria</p> <p>By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary accurately within discussion and learning activities • identify and explain key geographical concepts including place, environment, community, settlement and identity • describe and interpret human and physical features within different regions of the Great British Isles • compare similarities and differences between places, communities, environments and experiences • use texts, maps, discussion and geographical sources to retrieve, interpret and explain information • ask thoughtful geographical questions and discuss ideas respectfully using increasingly precise vocabulary • use evidence from maps, texts, photographs and geographical sources to explain ideas and justify interpretations • identify patterns and connections across places, environments and communities • record ideas, observations and responses using appropriate vocabulary and sentence structures • explain how environments, communities and experiences can influence people and places <p>Year 6 extension:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise geographical and disciplinary vocabulary independently • interpret and evaluate geographical information and viewpoints from multiple sources



<ul style="list-style-type: none"> evidence-informed evaluations comparing different communities, environments and viewpoints and explaining how places can influence lives in different ways 	<ul style="list-style-type: none"> justify interpretations and conclusions using evidence from texts, maps and geographical enquiry identify connections between places, environments and human experiences compare and critically evaluate different communities and geographical contexts independently explain how physical and human geography influence people's experiences and perspectives make reasoned geographical judgements supported by evidence
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<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> explain key features of the countries and regions within the British Isles and the United Kingdom identify and compare similarities and differences between places, environments and communities across the British Isles interpret maps, geographical information and evidence to explain patterns and make comparisons use geographical vocabulary accurately to communicate understanding and justify ideas communicate understanding confidently through spoken, practical and written outcomes 	
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<p>Common Misconceptions</p> <p>Pupils may think:</p> <ul style="list-style-type: none"> the Great British Isles and the United Kingdom are exactly the same thing rather than representing different geographical terms all places within the British Isles are similar rather than having distinct landscapes, cultures, communities and identities maps are exact pictures of places rather than representations created for different purposes physical features and human features are the same thing rather than having different characteristics and influences people everywhere live in similar ways regardless of environment or location cities are always larger and more important than villages or rural communities geographical features never change rather than environments changing naturally and through human activity over time weather and climate mean the same thing rather than describing different ideas 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of this unit pupils will know:</p> <ul style="list-style-type: none"> the Great British Isles include different countries, regions and communities which have distinct characteristics and identities places have both physical features (<i>such as mountains, rivers, coastlines and landscapes</i>) and human features (<i>such as settlements, transport systems and land use</i>) physical and human geography influence how people live and interact with environments environments can affect communities, opportunities and experiences in different ways places can change over time through natural processes and human activity weather, landscapes and environmental conditions vary across different locations within the British Isles maps, photographs, fieldwork and geographical sources help people investigate and understand place geographical information can be gathered, interpreted and used to answer questions and explain ideas
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<ul style="list-style-type: none"> • natural events such as storms, flooding and coastal change happen randomly without environmental causes and effects • communities develop in the same way regardless of location or resources • places only influence where people live rather than also shaping experiences, opportunities and identities • all people experience places and environments in the same way rather than experiences differing according to perspective and circumstance • maps only show locations rather than helping people interpret information and understand relationships between places • historical events and geographical changes are unrelated rather than places and events influencing one another over time • one source of information always gives a complete picture rather than different sources providing different perspectives and evidence 	<ul style="list-style-type: none"> • communities develop differently according to location, resources, history and environmental factors • people may experience and understand places differently according to their perspectives and experiences • similarities and differences can exist across regions, environments and communities • evidence from maps, texts, photographs and geographical sources can be used to explain ideas and justify conclusions • geographical vocabulary supports accurate discussion, explanation and interpretation of places and environments • places influence identity, belonging and experiences, whilst people and communities also shape and change the places where they live
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Retrieval Opportunities

Week 1 - Introducing the Great British Isles

Prior knowledge discussion linked to previously studied places, communities, maps and geographical learning; discuss existing knowledge and misconceptions about the British Isles, environments and geographical features.

Week 2 - Human and Physical Features

Recall key vocabulary linked to human and physical geography through discussion, oral rehearsal, map work and visual interpretation activities.

Week 3 - Communities and Places

Retrieve and apply understanding linked to settlements, communities and how environments influence where people live through discussion and comparison activities.

Week 4 - Change Over Time

Retrieve and apply learning linked to historical events, environmental changes and how places can develop and change over time through texts, maps and visual sources.

Week 5 - Identity, Community and Place

Explain and communicate learning about places, communities and how environments influence people using key vocabulary, evidence and geographical outcomes

Week 6 - Geographical Enquiry and Final Reflection

Retrieve and apply learning linked to place, identity, communities and environments through geographical enquiry, evidence interpretation and final showcase activities. Pupils justify conclusions using maps, texts, photographs and discussion.

Retrieval methods used throughout the unit:



- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- map retrieval activities
- photograph and image retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk activities
- map interpretation activities
- retrieval linked to texts, maps, photographs and geographical evidence
- geographical enquiry questions
- revisit prior learning through collaborative discussion and practical activities
- compare and justify activities linked to places, communities and environments
- location and geographical vocabulary games

Prior Learning

Pupils may already:

Reading

- retrieve information from fiction, non-fiction and geographical texts
- identify key information from stories, maps, images and information sources
- discuss themes, viewpoints and key ideas within texts
- make predictions and inferences using evidence from texts
- explain ideas using evidence from reading and discussion
- discuss similarities and differences between places, experiences and communities

Reading Retrieval Opportunities

- retrieval of geographical vocabulary and place knowledge linked to the United Kingdom and British Isles
- flashback questions linked to previous geographical learning, maps and human and physical features
- recall of sticky knowledge through comparison, map interpretation and discussion activities
- retrieval through reading, enquiry and evidence-based geographical discussion

Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and information texts
- write diary entries and first-person narratives
- organise ideas into linked paragraphs
- communicate ideas through spoken and written outcomes
- use evidence to support explanations and responses

Grammar and Punctuation

- use expanded noun phrases and ambitious vocabulary to add detail
- use conjunctions to extend and explain ideas
- use fronted adverbials and adverbial phrases
- organise writing into paragraphs around a theme
- use commas for clarity and expanded sentence structures
- use speech punctuation accurately where appropriate



Spoken Language / Oracy

- ask and answer questions linked to learning experiences
- explain opinions and ideas clearly during discussion
- participate in collaborative learning and group discussion
- build upon and respond appropriately to the ideas of others
- justify ideas using evidence and reasoning

Geography and Wider Curriculum

- identify countries, regions and significant places previously studied
- recognise differences between physical and human features
- use maps, photographs and simple geographical sources to locate and discuss places
- recognise similarities and differences between communities and environments
- ask questions and investigate ideas through geographical enquiry
- recognise that environments can influence how people live
- discuss how places and experiences can affect individuals and communities
- record and organise information using diagrams, maps and notes

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- previously taught Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes taught previously
- topic vocabulary linked to geography, places and communities
- increasingly ambitious vocabulary within written outcomes

Building on Prior Learning

Pupils build upon previous experiences of map work, place knowledge and geographical discussion developed through Geography and wider curriculum learning. Prior understanding of communities, environments and human experiences supports pupils in comparing places, interpreting geographical information and making connections between environments and people.

Pupils also build upon earlier Storyybrook units exploring identity, relationships and belonging. Learning now extends towards deeper geographical interpretation, evaluation of environments and increasingly independent justification of ideas and viewpoints.

Pupils may already:

- use evidence from texts, maps and discussion to explain ideas
- recognise that places and experiences may differ
- identify similarities and differences between environments and communities
- discuss experiences and viewpoints respectfully

Future learning prepares pupils to:

- interpret increasingly complex geographical information independently
- compare places, communities and environments critically
- justify geographical interpretations using evidence confidently
- develop enquiry and discussion skills through geographical investigation
- apply geographical understanding across the wider curriculum and real-world contexts



<p>Spelling</p> <p>Pupils apply:</p> <ul style="list-style-type: none"> • Year 5 and Year 6 statutory spelling expectations • previously taught spelling patterns and rules with increasing independence and accuracy • prefixes and suffixes linked to meaning and vocabulary development including trans-, sub-, inter-, geo-, auto- and multi- where appropriate • words ending -ible/-able and -ibly/-ably within geographical vocabulary where appropriate • words ending -tion, -sion, -ssion and -cian • words containing silent letters and less predictable spelling patterns • ambitious vocabulary linked to place, geography, communities, environments and identity • accurate spelling of increasingly complex geographical and disciplinary vocabulary within written outcomes <p>Spelling application opportunities throughout the unit:</p> <ul style="list-style-type: none"> • vocabulary pre-teaching and oral rehearsal • explicit morphology and word meaning exploration • etymology links (<i>exploring origins and meanings of words where appropriate – e.g. "geography" from Greek meaning "writing about the Earth"</i>) • retrieval and application of previously taught statutory words • sentence-level application within geographical explanations and comparative writing • editing and proofreading activities • independent application within extended writing outcomes • exploration of geographical vocabulary linked to places and environments (<i>e.g. settlement, landscape, environment, coastline, migration, community, identity, population, region, topography</i>) • discussion of prefixes, suffixes and root words to support meaning and understanding 	<p>Grammar and Punctuation Focus</p> <p>Pupils develop:</p> <ul style="list-style-type: none"> • use of expanded noun phrases to add detail, atmosphere and precision within geographical descriptions (<i>e.g. rugged coastal landscapes, densely populated urban settlements</i>) • use of relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i> to add explanation and geographical detail • use of modal verbs to indicate possibility and certainty (<i>could</i>, <i>would</i>, <i>should</i>, <i>might</i>, <i>must</i>) when discussing environments, change and geographical questions • use of adverbials and fronted adverbials to develop cohesion and sequence within explanations, reports and comparative writing • use of parenthesis through brackets, commas and dashes to add information and clarification • use of commas to clarify meaning and avoid ambiguity • use of cohesive devices within and across paragraphs (<i>for example: however, therefore, meanwhile, consequently, similarly, in contrast, on the other hand</i>) • use of organisational devices including headings, subheadings, bullet points and labelled sections where appropriate • use of direct and reported speech where appropriate to explore experiences, viewpoints and perspectives • use of active and passive voice to change emphasis and effect within explanations and geographical reports • use of formal and informal language appropriately according to audience and purpose • use of colons to introduce lists and explanations • use of semi-colons to mark relationships between closely related clauses • use of hyphens to avoid ambiguity where appropriate • use punctuation including commas, apostrophes, brackets, dashes, colons and semi-colons accurately within writing <p>Mixed-age challenge (Year 6 depth)</p> <ul style="list-style-type: none"> • select and manipulate grammatical structures deliberately to create clarity, atmosphere and effect • use active and passive voice purposefully according to audience and purpose
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	<ul style="list-style-type: none"> • use formal language and increasingly precise geographical and disciplinary vocabulary consistently within explanations, reports and comparative writing • use a wider range of cohesive devices to link ideas within and across paragraphs • sustain control of sentence structure and punctuation across extended writing • use parenthesis, colons, semi-colons and dashes accurately and independently • adapt sentence structures appropriately across geographical explanations, persuasive responses, comparative writing and information texts • edit and refine grammar and punctuation independently to improve precision and effectiveness
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<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively to locate information linked to places, communities, environments and geographical enquiry • select and retrieve information from a range of digital sources • recognise that information found online may vary in reliability, accuracy and viewpoint • compare and evaluate information from different sources and identify evidence to support ideas and geographical interpretations • use digital tools to organise and present learning linked to the Great British Isles and geographical enquiry throughout the unit • create digital presentations, interactive maps, fact files, geographical reports or comparative outcomes linked to places and communities • use multimedia elements such as images, maps, audio, photographs and text to communicate understanding and interpretation • develop keyboard, editing and formatting skills when producing written outcomes • use technology safely, respectfully and responsibly when researching and presenting information • understand the importance of evaluating sources and recognising that different sources may present different perspectives or information • record, organise and present geographical information using digital tools where appropriate • use digital maps, satellite imagery and visual representations to support understanding of locations, environments and geographical features • communicate and collaborate appropriately through digital activities where relevant <p>Progressive Year 6 depth</p> <ul style="list-style-type: none"> • use digital mapping tools independently to compare places and identify patterns and relationships across geographical information <p>Computational Thinking and Digital Creation</p> <ul style="list-style-type: none"> • collect, organise and interpret information using digital maps and presentation tools 	
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Independence	Thinking
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<p>Pupils move from:</p> <ul style="list-style-type: none"> identifying simple information from texts, maps, photographs and discussion with adult support using geographical and disciplinary vocabulary with prompts and scaffolds recording ideas through supported discussion and structured activities asking simple questions about places, environments and communities identifying similarities, differences and features with adult guidance relying on models, sentence stems and visual prompts to organise ideas participating in collaborative activities with adult support <p>To:</p> <ul style="list-style-type: none"> independently retrieving and selecting relevant information from texts, maps, photographs and geographical sources using increasingly precise geographical and disciplinary vocabulary independently asking thoughtful geographical questions and exploring ideas with increasing confidence interpreting information, patterns and viewpoints using evidence and discussion organising and communicating ideas confidently through spoken, practical and written outcomes selecting appropriate methods to record, investigate and present learning independently working collaboratively whilst taking increasing ownership of learning and decision-making <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> independently retrieve and apply learning from geographical sources, texts and prior knowledge communicate understanding using geographical and disciplinary vocabulary accurately and appropriately ask and answer geographical questions using evidence to justify thinking organise ideas into coherent spoken and written outcomes with increasing independence interpret and discuss places, environments and communities with growing confidence make comparisons and identify connections between locations, experiences and geographical features 	<p>This unit develops:</p> <ul style="list-style-type: none"> geographical enquiry and investigation skills interpretation and analysis of maps, photographs, texts and geographical sources comparison and connection-making between places, communities and environments reasoning and justification using geographical evidence questioning, discussion and geographical thinking critical thinking through analysis of environments, places and human experiences communication and explanation using increasingly precise geographical and disciplinary vocabulary curiosity, independence and thoughtful enquiry understanding of how places, environments and communities influence people and experiences creativity through mapping, storytelling, interpretation and response opportunities <p>Cognitive Progression</p> <p>Pupils progress from:</p> <ul style="list-style-type: none"> identifying and recalling simple geographical information and features asking and answering straightforward geographical questions recognising similarities and differences between places, environments and communities identifying key features and simple patterns within geographical information explaining ideas with adult support <p>Towards:</p> <ul style="list-style-type: none"> asking thoughtful and increasingly complex geographical questions independently interpreting maps, texts and geographical information to identify important details and patterns making connections between places, communities, environments and human experiences comparing places and considering different geographical perspectives justifying ideas and conclusions using evidence from geographical sources evaluating the reliability and usefulness of information and evidence where appropriate applying prior learning to new contexts and geographical enquiry activities
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- select appropriate strategies and resources to support learning independently
- reflect on learning and explain understanding with increasing confidence and accuracy
- use evidence from texts, maps, photographs and geographical enquiry to explain ideas and justify interpretations

- communicating increasingly sophisticated explanations and geographical interpretations
- using evidence and geographical understanding to support thoughtful decision-making and problem-solving

Lead Subjects National Curriculum Links

Geography

Pupils learn to:

- locate the world’s countries and identify key geographical regions and characteristics
- describe and understand key aspects of physical geography including rivers, mountains, coasts and land use
- describe and understand key aspects of human geography including settlements, population and economic activity
- use maps, atlases, globes and digital mapping to investigate places and environments
- collect, analyse and communicate geographical information using a range of sources

Year 5:

- identify and describe physical and human features across the Great British Isles
- compare similarities and differences between places and communities
- interpret maps, photographs and geographical evidence
- explain how environments influence where and how people live

Year 6 Extension:

- evaluate geographical evidence independently and identify reliability and limitations
- justify conclusions using evidence from multiple sources
- explain how physical and human geography influence communities and experiences
- analyse how environments and places shape identity and change over time

Disciplinary Knowledge:

Pupils learn to think as geographers by:

- asking geographical questions
- locating and interpreting places
- comparing environments and communities
- analysing geographical evidence
- identifying patterns and connections
- using evidence to justify conclusions

Disciplinary Progression

locate → observe → interpret → compare → analyse → justify → evaluate

Secure End Point:

By the end of the unit pupils can:

- explain similarities and differences between places and communities within the Great British Isles



- interpret maps and geographical information accurately
- explain how environments influence people and experiences
- justify geographical conclusions using evidence from a range of sources
- apply understanding of place, community and identity to wider contexts and future learning
- independently ask and answer geographically valid questions using evidence from a range of sources

English

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and geographical texts
- retrieve, record and present information from texts
- write for a range of audiences and purposes
- participate in discussion, debate and presentations

Year 5:

- retrieve information and justify responses using evidence
- write explanatory, narrative and comparative responses
- discuss themes, ideas and author choices within texts

Year 6 Extension:

- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures independently

Disciplinary Knowledge:

Pupils learn to think as readers and writers by:

- retrieving and interpreting information
- identifying themes and viewpoints
- evaluating language and meaning
- organising and communicating ideas effectively

Secure End Point:

By the end of the unit pupils can:

- communicate understanding through spoken and written outcomes
- justify ideas using evidence from reading and discussion
- write coherent geographical and comparative outcomes for different audiences and purposes

Area	Coverage within this unit
Reading	Reading and discussing a range of fiction, geographical texts, narratives, historical texts, information texts and geographical sources linked to the Great British Isles; retrieving and recording information; developing inference skills; identifying themes, perspectives and viewpoints; using evidence to justify thinking; disciplinary reading as geographers; developing ambitious geographical vocabulary and fluency through oral reading and discussion
Writing	Writing explanation texts, geographical reports, comparative responses, diary entries, persuasive speeches, travel writing and place-inspired narratives; planning, drafting, editing



	and evaluating writing for different audiences and purposes; using evidence to support ideas and geographical interpretations
Spelling	Applying Year 5 and Year 6 statutory spelling expectations; using prefixes and suffixes; applying spelling patterns and rules taught through the school spelling programme; accurately spelling topic vocabulary including geographical and disciplinary language
Grammar and Punctuation	Using expanded noun phrases, relative clauses, modal verbs, fronted adverbials, parenthesis, cohesive devices, active and passive voice, formal and informal language, colons, semi-colons and punctuation accurately within increasingly sustained writing
Spoken Language / Oracy	Participating in discussions, debates, presentations, role-play and collaborative enquiry activities; explaining ideas clearly; asking geographically relevant questions; justifying opinions with evidence; presenting findings using appropriate vocabulary and register; developing fluency, prosody and confidence through oral rehearsal and performance opportunities

Genre Coverage

Genre	Coverage
Narrative	Writing diary entries, place-inspired narratives and first-person accounts from the perspective of people experiencing journeys, environmental events or life within different British communities; creating descriptive and evidence-informed narratives
Explanation	Writing explanation texts describing geographical features, environments, communities and how places influence people's lives and experiences using evidence and subject-specific vocabulary
Information	Producing information texts, travel guides, fact files, reports and research outcomes using information gathered from geographical sources and texts
Persuasion	Writing persuasive speeches, arguments and responses linked to geographical viewpoints and enquiry questions (<i>e.g. Should communities rebuild in areas at risk of flooding?</i>)
Comparison	Writing comparative responses identifying similarities and differences between places, regions, communities, landscapes and experiences across the Great British Isles
Spoken presentation	Participating in debates, presentations, role-play, collaborative enquiry discussions and Great British Isles showcase presentations; presenting ideas clearly using evidence and geographical vocabulary

History

Pupils learn to:

- develop chronologically secure knowledge of British history and significant events
- understand how knowledge of the past is constructed from a range of sources
- identify connections, contrasts and trends over time
- address historically valid questions using evidence



- understand how historical events can shape communities and experiences

Year 5:

- identify significant events and experiences linked to British communities and places
- compare historical experiences and environments
- use evidence from texts and historical sources to explain ideas
- recognise how places and communities change over time

Year 6 Extension:

- evaluate historical evidence independently and identify reliability and limitations
- justify conclusions using evidence from multiple sources
- explain how historical events influence places and communities
- analyse causes and consequences of change across different contexts

Disciplinary Knowledge:

Pupils learn to think as historians by:

- asking historical questions
- interpreting sources and evidence
- identifying change and continuity
- comparing experiences and viewpoints
- drawing conclusions using evidence

Secure End Point:

By the end of the unit pupils can:

- explain how communities and places change over time
- interpret evidence from historical sources accurately
- compare experiences and viewpoints thoughtfully
- justify historical interpretations using evidence
- apply understanding of change and community to wider learning experiences

Application Subjects

Subject: Mathematics

National Curriculum Links

Pupils learn to:

- interpret and present information using charts, graphs and tables
- solve problems involving measurement, scale and comparison
- use mathematical reasoning to identify patterns and relationships
- apply number and calculation skills within meaningful contexts
- collect, organise and interpret data

Year 5



- compare distances, locations and geographical information using mathematical methods
- interpret tables, graphs and data linked to places and communities
- identify patterns and relationships within geographical information
- apply mathematical skills within map work and geographical investigations

Year 6 Extension

- interpret increasingly complex data and statistical information independently
- justify conclusions using mathematical evidence and reasoning
- analyse patterns and relationships within geographical information
- apply mathematical understanding to increasingly sophisticated geographical problems and contexts

Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring accurately
- collecting information
- identifying patterns
- comparing and analysing data
- solving problems
- justifying conclusions

Disciplinary Progression

measure → record → compare → interpret → analyse → justify

Secure End Point

Pupils independently apply mathematical reasoning and data interpretation skills to investigate and explain geographical information and patterns.

Subject: Music

National Curriculum Links

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- perform, listen to, review and evaluate music across a range of traditions and styles
- use voices and instruments expressively and creatively
- explore how music communicates mood, atmosphere and meaning
- communicate ideas and experiences through musical responses and performance

Year 5

- identify how musical elements (*tempo, dynamics, rhythm, pitch and texture*) create atmosphere and communicate ideas
- explore music inspired by landscapes, journeys and communities
- create simple musical responses linked to places and environments
- perform and discuss musical ideas confidently

Year 6 Extension



- evaluate how musical choices communicate atmosphere and meaning independently
- justify musical interpretations using increasingly precise vocabulary
- compare musical responses and identify similarities and differences in purpose and effect
- create increasingly sophisticated musical responses linked to places, environments and experiences

Disciplinary Knowledge

Pupils work as musicians by:

- listening carefully
- responding and interpreting
- exploring mood and atmosphere
- creating and performing
- evaluating and refining ideas
- communicating experiences through music

Disciplinary Progression

listen → respond → interpret → create → perform → evaluate

Musical Understanding and Performance

- explore how musical traditions, instruments and styles reflect places, communities and identity

Secure End Point

Pupils independently communicate ideas and understanding of places, environments and experiences through purposeful musical responses and performance.

Subject: PSHE / Personal Development

National Curriculum Links

Pupils learn to:

- recognise and discuss similarities and differences between people, communities and experiences
- develop understanding of identity, relationships and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and responsibilities within communities
- develop empathy and understanding of different viewpoints and experiences

Year 5

- reflect upon experiences, communities and perspectives through discussion and enquiry
- discuss similarities and differences between places and experiences
- recognise how environments and communities influence people and choices
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives and viewpoints independently
- justify ideas and conclusions thoughtfully using evidence
- explain how experiences, communities and environments influence identity and understanding



- make increasingly thoughtful connections between places and wider life experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- discussing experiences
- recognising emotions and viewpoints
- comparing perspectives
- reflecting thoughtfully
- communicating ideas respectfully
- considering different viewpoints

Disciplinary Progression

recognise → discuss → compare → reflect → justify → evaluate

Secure End Point

Pupils independently reflect upon experiences, communities and viewpoints whilst communicating ideas respectfully and thoughtfully.

Subject: Computing

National Curriculum Links

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how online information may vary in reliability
- use technology safely, respectfully and responsibly
- use digital tools to organise and communicate information

Year 5

- use digital tools to research places, environments and communities within the Great British Isles
- create presentations, maps and digital outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 6 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate reliability and usefulness of online information
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes



- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to research, create and communicate purposeful outcomes linked to places, environments and geographical understanding.

Subject: Art and Design

National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- use a range of materials creatively to communicate ideas and meaning
- develop understanding of landscape, perspective and visual representation

Year 5

- explore colour, pattern, texture and imagery linked to places and environments
- create artwork inspired by landscapes, communities and experiences
- discuss artistic choices and techniques
- communicate meaning through visual outcomes

Year 6 Extension

- compare artistic approaches independently
- explain artistic decisions using appropriate vocabulary
- evaluate and refine outcomes thoughtfully
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- designing
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → plan → create → evaluate → improve

Secure End Point



Pupils independently communicate ideas and understanding of place and environment through purposeful creative outcomes.

Subject Design Technology

National Curriculum links

Pupils learn to:

- generate, develop and communicate ideas through discussion, sketches and annotated designs
- select and use tools, materials and equipment accurately
- investigate and evaluate existing products
- apply understanding of structures, mechanisms and functional design where appropriate
- evaluate and improve products against design criteria

Year 5

- investigate structures and landmarks
- design products inspired by places and environments
- select materials according to suitability

Year 6 Extension

- refine designs following evaluation
- justify choices using technical vocabulary

Disciplinary progression

investigate → design → make → test → evaluate → improve

Secure end point

Pupils independently design and improve products inspired by geographical environments.

English Progression and National Curriculum Links

Reading

Pupils develop:

- increasing fluency and stamina when reading a range of increasingly complex texts
- retrieval, inference and prediction skills using evidence from texts
- understanding and discussion of themes, vocabulary and author choices
- comparison of ideas, viewpoints and experiences across texts
- disciplinary reading skills through geographical texts, narratives, historical sources and information texts



- confidence in discussing and justifying opinions using evidence

Writing

Pupils develop:

- planning and organising ideas for different audiences and purposes
- writing narratives, explanations, geographical reports, persuasive writing and comparative responses
- selecting vocabulary and grammatical structures appropriate for purpose
- using evidence from texts, maps and discussion to support explanations and ideas
- drafting, editing and improving writing independently

Spelling

Pupils develop:

- application of Year 5 and Year 6 statutory spelling expectations
- accurate use of topic vocabulary within spoken and written outcomes
- understanding of spelling patterns, prefixes and suffixes
- independent editing and proofreading skills

Grammar and Punctuation

Pupils develop:

- use of relative clauses and expanded noun phrases
- use of cohesive devices across paragraphs
- use of modal verbs and adverbials
- use of active and passive voice
- use of formal and informal language appropriately
- use of punctuation including brackets, commas, colons, semi-colons and dashes accurately

Spoken Language / Oracy

Pupils develop:

- discussion and debate skills
- asking and responding to questions thoughtfully
- presenting information confidently
- justifying opinions using evidence
- adapting language and vocabulary for audience and purpose
- developing fluency, expression and confidence through oral rehearsal, storytelling and presentation opportunities

Progression

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Secure End Point

Pupils independently communicate understanding through a range of spoken and written outcomes using evidence, ambitious vocabulary and increasingly sophisticated language structures.

Future Learning (English)



This unit prepares pupils for future learning by supporting them to:

- read increasingly challenging fiction, non-fiction and geographical texts confidently
- interpret themes, viewpoints and evidence across a wider range of texts
- write for increasingly sophisticated purposes and audiences
- organise and sustain extended writing independently
- evaluate language, author choices and viewpoints critically
- communicate ideas confidently through discussion, debate and presentation
- apply reading and writing skills across the wider curriculum
- access secondary curriculum demands requiring independent reading, analysis and communication
- develop confidence as fluent readers, writers and communicators across subjects
- communicate geographical understanding accurately through explanation, discussion and evidence-based reasoning

Curriculum Progression and National Curriculum Links

Lead Subject: Geography

National Curriculum Links

Pupils learn to:

- locate and identify countries, regions and significant geographical features
- describe and understand key aspects of physical geography including rivers, mountains, coasts and landscapes
- describe and understand key aspects of human geography including settlements, land use and communities
- use maps, atlases, globes and digital mapping to investigate places and environments
- collect, analyse and communicate geographical information using a range of sources

Fieldwork opportunities

- collect and record environmental and geographical data
- conduct observations and surveys linked to places and environments
- use maps, atlases and digital mapping tools to investigate locations
- present findings using graphs, maps and increasingly precise geographical vocabulary

Year 5

- identify and describe physical and human features across the Great British Isles
- compare similarities and differences between places and communities
- interpret maps, photographs and geographical evidence
- explain how environments influence where and how people live

Year 6 Extension

- evaluate geographical evidence independently and identify reliability and limitations
- justify conclusions using evidence from multiple sources
- explain how physical and human geography influence communities and experiences
- analyse how environments and places shape identity and change over time

Curriculum Progression



locate → identify → compare → interpret → justify → evaluate

Secure End Point

Pupils independently explain similarities and differences between places and communities, interpret geographical information accurately and justify geographical conclusions using evidence.

Lead Subject: English

National Curriculum Links

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and geographical texts
- retrieve, record and present information from reading
- write for a range of purposes and audiences
- participate in discussions, presentations and debate

Year 5

- retrieve and justify responses using evidence from texts
- write explanatory, narrative and comparative responses
- discuss themes, vocabulary and author choices
- organise writing into coherent paragraphs

Year 6 Extension

- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures
- justify opinions and interpretations confidently using evidence

Curriculum Progression

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Secure End Point

Pupils independently communicate understanding through increasingly sophisticated spoken and written outcomes using evidence and ambitious vocabulary.

Lead Subject: History

National Curriculum Links

Pupils learn to:

- develop chronologically secure knowledge of British history and significant events
- understand how knowledge of the past is constructed from a range of sources
- identify connections, contrasts and trends over time
- address historically valid questions using evidence
- understand how historical events influence communities and places

Year 5



- identify significant events and experiences linked to British communities and places
- compare historical experiences and environments
- use evidence from texts and historical sources to explain ideas
- recognise how places and communities change over time

Year 6 Extension

- evaluate historical evidence independently and identify reliability and limitations
- justify conclusions using evidence from multiple sources
- explain how historical events influence places and communities
- analyse causes and consequences of change across different contexts

Curriculum Progression

identify → investigate → compare → interpret → justify → evaluate

Secure End Point

Pupils independently explain how places and communities change over time and justify historical interpretations using evidence.

Application Subject Progression and National Curriculum Links

Subject: Mathematics

National Curriculum Links

Pupils learn to:

- interpret and present information using charts, graphs and tables
- solve problems involving measurement, scale and comparison
- use mathematical reasoning to identify patterns and relationships
- apply number and calculation skills within meaningful contexts
- collect, organise and interpret data

Year 5

- compare distances, locations and geographical information using mathematical methods
- interpret tables, graphs and data linked to places and communities
- identify patterns and relationships within geographical information
- apply mathematical skills within map work and geographical investigations

Year 6 Extension

- interpret increasingly complex data and statistical information independently
- justify conclusions using mathematical evidence and reasoning
- analyse patterns and relationships within geographical information
- apply mathematical understanding to increasingly sophisticated geographical problems and contexts

Disciplinary Knowledge

Pupils work as mathematicians by:



- measuring accurately
- collecting information
- identifying patterns
- comparing and analysing data
- solving problems
- justifying conclusions

Disciplinary Progression

measure → record → compare → interpret → analyse → justify

Secure End Point

Pupils independently apply mathematical reasoning and data interpretation skills to investigate and explain geographical information and patterns.

Subject: PSHE / Personal Development

National Curriculum Links

Pupils learn to:

- recognise and discuss similarities and differences between people, communities and experiences
- develop understanding of relationships, identity and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and responsibilities within communities
- develop empathy and understanding of different viewpoints

Year 5

- reflect upon experiences, communities and perspectives through discussion and enquiry
- discuss similarities and differences between places and experiences
- recognise how environments and communities influence people and choices
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives independently
- justify ideas and conclusions thoughtfully using evidence
- explain how experiences, communities and environments influence identity and understanding
- make increasingly thoughtful connections between places and wider life experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- recognising emotions and experiences
- discussing ideas
- comparing viewpoints
- reflecting thoughtfully
- communicating respectfully
- considering different perspectives

Disciplinary Progression



recognise → discuss → compare → reflect → justify → evaluate

Secure End Point

Pupils independently reflect upon experiences, communities and viewpoints whilst communicating ideas respectfully and thoughtfully.

Subject: Computing

National Curriculum Links

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how information found online may vary in reliability
- use technology safely, respectfully and responsibly
- use digital tools to organise and communicate information

Year 5

- use digital tools to research places, communities and environments within the Great British Isles
- organise and present ideas digitally
- create purposeful presentations, maps and geographical outcomes
- communicate ideas appropriately using technology

Year 6 Extension

- evaluate reliability and usefulness of online information independently
- select appropriate digital tools according to purpose
- communicate information effectively through a range of media
- evaluate and improve digital outcomes independently

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to research, create and communicate purposeful outcomes linked to places, environments and geographical understanding.

Subject: Art and Design



National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- generate and communicate ideas through visual outcomes
- select and use appropriate materials and techniques creatively

Year 5

- explore colour, texture, pattern and imagery linked to landscapes, places and communities
- generate ideas through sketches and planning
- create outcomes inspired by environments, journeys and local identity
- discuss artistic choices and techniques

Year 6 Extension

- evaluate artistic techniques and visual choices independently
- justify decisions using increasingly precise artistic vocabulary
- refine and improve designs following evaluation
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- planning
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → plan → create → evaluate → improve

Secure End Point

Pupils independently apply artistic skills and visual techniques to communicate understanding of places, communities and environments through purposeful outcomes.

Subject: Music

National Curriculum Links

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- perform, listen to, review and evaluate music across a range of traditions and styles
- use voices and instruments expressively and creatively
- explore how music communicates mood, atmosphere and meaning



- communicate ideas and experiences through musical responses and performance

Year 5

- identify how musical elements (*tempo, dynamics, rhythm, pitch and texture*) create atmosphere and communicate ideas
- explore music inspired by landscapes, journeys and communities
- create simple musical responses linked to places and environments
- perform and discuss musical ideas confidently

Year 6 Extension

- evaluate how musical choices communicate atmosphere and meaning independently
- justify musical interpretations using increasingly precise vocabulary
- compare musical responses and identify similarities and differences in purpose and effect
- create increasingly sophisticated musical responses linked to places, environments and experiences

Disciplinary Knowledge

Pupils work as musicians by:

- listening carefully
- responding and interpreting
- exploring mood and atmosphere
- creating and performing
- evaluating and refining ideas

Disciplinary Progression

listen → respond → interpret → create → perform → evaluate

Secure End Point

Pupils independently communicate ideas and understanding of places, environments and experiences through purposeful musical responses and performance.

Cross-curricular links

Subject	Cross-curricular links within this unit
English	Reading stories, geographical texts, historical texts and information sources linked to places, communities and experiences within the Great British Isles; writing explanations, reports, diary entries, comparative responses and persuasive outcomes
Mathematics	Measuring, comparing and interpreting geographical information; using scale, distance and coordinates; organising information through charts, tables and graphs; identifying patterns and relationships within geographical data
Computing	Researching places, communities and environments using digital tools; creating presentations, maps and digital outcomes; evaluating online information and source reliability
Art and Design	Exploring landscapes, colour, texture, pattern and imagery through environments and communities; creating artwork inspired by places, journeys and geographical experiences



Music	Exploring how rhythm, tempo, dynamics and musical elements communicate atmosphere and identity; creating musical responses linked to landscapes, communities and experiences; listening and responding thoughtfully to music from different traditions
PSHE / Personal Development	Exploring identity, relationships, belonging and empathy; discussing communities, experiences and perspectives; reflecting upon values, choices and responsibilities within society
History	Exploring historical events, communities and experiences that have influenced places and people within Britain; considering change over time and historical perspectives
Spoken Language / Oracy	Participating in discussion circles, presentations, storytelling, debate and collaborative enquiry activities; justifying opinions and communicating ideas clearly
Reading Across the Curriculum	Developing disciplinary reading skills through geographical texts, historical sources, narratives, maps, biographies and non-fiction materials linked to communities, environments and experiences within the Great British Isles

Substantive Knowledge Sequence

Week	Substantive Knowledge Sequence
Week 1 - Introducing the Great British Isles	Pupils learn that the Great British Isles contain different countries, regions and communities, places have distinct characteristics and identities and geographical vocabulary helps us describe and compare places accurately.
Week 2 - Human and Physical Geography	Pupils learn that places contain both physical features (<i>mountains, rivers, coastlines and landscapes</i>) and human features (<i>settlements, transport systems and land use</i>) and these features influence how environments develop.
Week 3 - Communities and Places	Pupils learn that communities develop differently according to environment, resources and location, people experience places differently and communities influence identity and belonging.
Week 4 - Journeys and Experiences Across Britain	Pupils learn that movement, migration and experiences can influence communities and people's lives and places can shape experiences in different ways.
Week 5 - Change Over Time	Pupils learn that places change over time through natural processes and human activity and historical events can influence environments and communities.
Week 6 - Geographical Enquiry and Understanding	Pupils learn that geographical information can be gathered and interpreted through maps, texts, photographs and evidence and geographical understanding helps explain the world around us.

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Geography	locate and identify countries and regions of the United Kingdom and British Isles; describe and understand key aspects of physical geography including rivers, mountains, coasts and landscapes; describe and understand human geography including settlements, land use and communities; use maps, atlases, globes and digital mapping; collect, analyse and communicate geographical information using a range of sources
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes and viewpoints across a range of texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use varied vocabulary and sentence structures; participate in discussions, presentations and debate
History	develop chronologically secure understanding of significant British events and experiences; identify connections and contrasts across time; use evidence from historical sources; understand how communities and places change over time
Mathematics	measure, compare and interpret information; apply mathematical reasoning and problem-solving skills; collect, organise and interpret data; identify patterns and relationships through geographical investigations, measurement and map work



Computing	use technology purposefully to create, organise and present information; select and use software effectively; understand how information online may vary in reliability; use technology safely and responsibly
Art and Design	create sketchbooks to record observations and develop ideas; improve mastery of artistic techniques; use colour, pattern, texture and form purposefully; evaluate and discuss creative work and outcomes inspired by landscapes and communities
Music	perform, listen to and evaluate music across a range of traditions and styles; use musical elements including tempo, pitch, rhythm and dynamics purposefully; communicate atmosphere and meaning through musical responses
PSHE / Personal Development	develop self-awareness and understanding of identity; build positive relationships and communication skills; develop empathy, resilience and respect for different communities and experiences; explore belonging, responsibility and different perspectives

<p>Reading Spine</p> <p>Anchor Texts:</p> <ul style="list-style-type: none"> The Somerset Tsunami Letters from the Lighthouse <p>Supporting texts / recommended reads:</p> <ul style="list-style-type: none"> The Big Book of the UK Four Corners Life on the Thames A Street Through Time The Infinite The House with Chicken Legs 	<p>Reading Focus</p> <ul style="list-style-type: none"> interpretation of geographical, historical and narrative texts evidence and source evaluation geographical and historical information texts comparison of places, communities and experiences disciplinary reading as geographers and historians inference from characters, events, environments and experiences ambitious geographical and disciplinary vocabulary author viewpoint and purpose interpreting maps, photographs, diagrams and visual representations using evidence from texts to explain and justify ideas comparing information and viewpoints across multiple texts and sources identifying how places, environments and experiences can influence identity and communities over time
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<p>Disciplinary Reading Opportunities</p> <ul style="list-style-type: none"> geographical and narrative texts exploring places, communities and experiences within the Great British Isles historical texts and stories exploring events, journeys and experiences that shape communities maps, atlases, photographs and geographical representations biographies and accounts of significant individuals and experiences connected to Britain information texts and non-fiction sources linked to environments, communities and places geographical enquiry questions and discussion prompts explanation and comparative texts different viewpoints, perspectives and lived experiences across communities and regions <p>Genre Coverage</p>



Genre	Coverage
Narrative	Exploring stories, journeys and first-person perspectives linked to places, communities and experiences within Britain
Information texts	Reading non-fiction texts, fact files, geographical texts and information sources linked to places, regions and communities
Explanation texts	Understanding and creating texts explaining environments, geographical features and how places influence people's lives
Persuasive texts	Exploring and creating persuasive responses linked to geographical questions (e.g. <i>Should communities rebuild in areas affected by environmental change?</i>)
Balanced argument / Discussion texts	Considering different viewpoints and evaluating questions such as <i>How do places shape who we become?</i>
Biography	Reading biographies and accounts of significant individuals and experiences connected to Britain
Poetry	Exploring poetry and expressive language linked to landscapes, communities and experiences
Disciplinary reading	Interpreting maps, historical sources, geographical texts and viewpoints to support understanding
Spoken presentation	Discussion circles, presentations, debates, storytelling and enquiry showcase activities

Reading Progression Audit

Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding familiar geographical vocabulary to independently applying increasingly ambitious disciplinary language including <i>settlement, migration, environment, population, coastline, region, identity and community</i>
Fluency and stamina	Pupils develop increasing fluency and confidence when reading longer and more complex narratives, geographical texts and information sources; sustained reading opportunities support increasing reading stamina
Retrieval	Pupils progress from locating explicit information to independently retrieving and selecting relevant evidence from a range of texts and sources
Inference	Pupils progress from making simple inferences to justifying ideas and interpretations using evidence from texts and geographical information
Author intent and viewpoint	Pupils develop understanding that texts and sources may present different viewpoints and perspectives and begin to evaluate author choices



Disciplinary reading	Pupils work increasingly as geographers and historians by interpreting sources, environments and experiences to construct understanding
Comparison across texts	Pupils compare places, communities, viewpoints and experiences across multiple texts and sources
Discussion and response	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
Reading across genres	Pupils access increasingly varied genres including narratives, biographies, geographical texts, information texts and source materials
Reading for purpose	Pupils increasingly understand that reading supports enquiry, interpretation and understanding across the wider curriculum

Reading Spine Links

Reading Spine Unit: Great British Isles (UKS2)

Reading focus areas:

- interpretation of geographical and historical information
- place, community and identity
- retrieval and interpretation from narratives and information texts
- comparison of viewpoints and experiences
- ambitious geographical and disciplinary vocabulary
- discussion, questioning and evidence-informed reasoning

Fluency approaches:

- reader’s theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud
- choral reading of key extracts
- echo reading for geographical vocabulary
- storytelling and role-play
- debate and collaborative discussion
- partner explanation and discussion

Retrieval focus:

- recalling key geographical vocabulary and concepts
- retrieving information from narratives and geographical texts
- identifying evidence from maps, photographs and written sources
- using evidence to explain ideas and interpretations
- comparing places, communities and viewpoints

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- narratives, biographies, geographical texts and historical sources



- increasingly ambitious geographical and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- discussion-based learning and perspective-taking opportunities
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and disciplinary understanding through reading across the curriculum

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1:

place, country, city, village, river, coast, map, community, people, environment

Tier 2:

settlement, landscape, region, population, identity, migration, location, community, physical feature, human feature

Tier 3:

topography, urbanisation, migration, population density, environment, coastline, settlement pattern, infrastructure, sustainability, geographical enquiry, interpretation, distribution, region, physical geography, human geography

Oracy & Fluency

- echo reading for geographical and disciplinary vocabulary
- paired reading
- oral storytelling linked to places, communities, journeys and experiences within the Great British Isles
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. explorer, resident, traveller, historian, geographer, journalist, presenter or guide*)
- guided group reading aloud
- partner explanation and evidence talk
- questioning and geographical enquiry discussion
- collaborative interpretation of maps, photographs, historical sources, texts and viewpoints
- explanation and justification using evidence from texts, maps and discussion
- debate and persuasive discussion (*e.g. How do places shape who we become? Should communities rebuild after environmental change?*)
- presentation and geographical showcase activities

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for curiosity, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Geographical and historical learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and purposeful experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage geographical enquiry and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through places, communities, journeys and real-life experiences
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use maps, photographs, diagrams, visual texts and geographical representations to support understanding
- encourage discussion and exploration before recording ideas
- strengthen comprehension through retrieval, prediction, inference and interpretation of places, experiences and viewpoints



<ul style="list-style-type: none"> oral rehearsal before writing and discussion tasks 	<ul style="list-style-type: none"> provide structured opportunities for success and positive participation develop confidence in communicating ideas without reducing curriculum expectations promote belonging, confidence and positive reading identities through meaningful and engaging texts support pupils to explore different perspectives, communities and experiences through discussion and collaborative learning develop empathy, critical thinking and understanding through carefully selected texts and geographical themes support executive functioning through chunked information, explicit modelling and predictable learning routines develop confidence in using ambitious geographical and disciplinary vocabulary through repeated exposure and purposeful application
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<p>Visits and Visitors</p> <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> deepen understanding of places, communities and environments through first-hand and meaningful experiences provide opportunities for geographical enquiry, questioning and investigation develop curiosity through places, experiences and expert knowledge strengthen understanding of how environments and communities influence people's lives and experiences provide opportunities for discussion, questioning and collaborative learning develop understanding of how places change over time and how experiences can differ across communities support vocabulary development and disciplinary understanding through authentic experiences strengthen confidence, communication and engagement through memorable learning opportunities create opportunities for pupils to make connections between learning and the wider world promote belonging and positive learning experiences through engaging and accessible activities <p>Possible visits and visitors may include:</p> <ul style="list-style-type: none"> local geographical fieldwork opportunities (<i>rivers, coastlines, towns, villages or environmental areas</i>) virtual tours and immersive experiences linked to regions and communities across the Great British Isles local historians, geographers or community representatives as visitors environmental and conservation workshops museums and historical experiences linked to British communities and experiences STEM or mapping workshops linked to geographical enquiry and investigation visitors sharing experiences of different communities, places or journeys within Britain map-reading and geographical skills workshops immersive experiences exploring environments, landscapes and communities local educational visits supporting fieldwork, community understanding and geographical investigation careers visitors linked to geography and communities (<i>environmental scientists, planners, architects, conservation workers, journalists or researchers</i>) 	
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<p>Home Learning</p>	<p>Home Reading Opportunities</p>
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- family discussion prompt linked to places, communities or geographical questions (e.g. *How does where we live influence our lives? What makes communities different? or How can places change over time?*)
- simple creative activity to reinforce retrieval (e.g. *create a journey map, design a travel guide page, create a map of a local area, design a community poster or build a landscape model*)
- optional object, photograph, drawing or spoken contribution to bring back and share with the class
- short reading, storytelling or discussion activity linked to anchor or supporting texts
- comparison and observation activity (e.g. *compare different local environments, compare communities, compare landscapes or compare old and modern photographs of places*)
- vocabulary retrieval activities using key geographical and disciplinary vocabulary
- research task linked to a geographical question (e.g. *Why do people choose to live in different places? How do environments influence communities? or How do places shape who we become?*)

Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of places, communities and how environments and experiences can influence people's lives.

Topics for discussion may include:

- places, communities and how environments can influence people
- similarities and differences between regions, communities and experiences
- journeys and how movement can affect people and communities
- significant people and experiences connected to Britain
- physical and human features within different environments
- questions about how places shape identity and belonging
- communities, relationships and experiences
- different perspectives and experiences across Britain
- problem-solving and how communities respond to challenges and change
- how stories and geographical texts help people understand places and the world around them

Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Knowledge and understanding	Retrieval quizzes, vocabulary checks and discussion tasks linked to places, communities, environments and geographical concepts
Geographical enquiry	Observation of questioning, interpretation activities, map work, comparison tasks and evidence gathering through texts, photographs and geographical sources
Reading	Retrieval, inference and interpretation activities linked to narratives, geographical texts, historical sources and supporting texts
Writing	Geographical reports, diary entries, explanations, comparative responses, persuasive writing and extended written outcomes
Vocabulary development	Oral rehearsal, vocabulary retrieval activities, discussion and independent application within written outcomes
Spoken language / Oracy	Discussion, debate, presentations, role-play and explanation of ideas using geographical and disciplinary vocabulary
Interpretation and evidence	Analysis of places, comparison of environments and viewpoints and justification using evidence from texts, maps, photographs and discussion
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in enquiry activities
Final outcome	Great British Isles Showcase, presentations or geographical enquiry outcomes demonstrating substantive knowledge and disciplinary understanding



Pupil voice and reflection

Discussion, self-reflection and evaluation of learning, understanding and confidence

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key features of the British Isles and the United Kingdom
- recall vocabulary linked to regions, environments and communities
- explain similarities and differences across places and regions

Disciplinary Thinking

- interpret maps and geographical information
- identify patterns and relationships between places
- explain geographical ideas using evidence

Application

- communicate understanding through spoken, practical and written outcomes
- justify ideas using geographical vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious geographical and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of evidence from texts, maps, photographs and geographical sources within spoken and written outcomes
- monitoring application of geographical enquiry, interpretation and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify geographical interpretations and communicate understanding using evidence
- monitoring understanding of key concepts including place, community, environment, identity and change across learning
- monitoring pupils' ability to ask geographically relevant questions and apply disciplinary thinking
- monitoring engagement, confidence and participation within discussion, debate and collaborative enquiry activities
- monitoring independent application of knowledge and skills across outcomes
- monitoring pupils' ability to compare places, communities and experiences thoughtfully
- monitoring use of reasoning and evidence when explaining ideas, interpretations and conclusions
- monitoring pupils' ability to apply geographical understanding across wider curriculum experiences and real-world contexts



- monitoring pupils' ability to interpret and use maps, atlases, fieldwork evidence and geographical representations accurately

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



Appendix 1: Year 5-6 National Curriculum Progression Overview

Area	Year 5	Year 6
Reading	Retrieve, infer and justify ideas from increasingly complex texts	Evaluate viewpoints, themes and author choices using evidence across texts
Vocabulary	Apply ambitious subject-specific vocabulary with support	Independently select precise disciplinary vocabulary for purpose
Writing	Write for a range of audiences and purposes using appropriate structures	Sustain and adapt writing independently for different audiences and purposes
Grammar & punctuation	Apply Y5 grammar structures appropriately	Manipulate structures purposefully for effect and precision
Spoken language	Participate in discussion and justify viewpoints	Lead discussion, challenge ideas respectfully and communicate confidently
Historical thinking	Use evidence and chronology to explain events	Evaluate interpretations and analyse reliability of evidence
Scientific enquiry	Plan investigations and identify patterns	Evaluate evidence, justify conclusions and explain variables
Geographical thinking	Use maps and evidence to explain places and environments	Evaluate relationships between people, environments and change
Religious / reflective thinking	Compare beliefs and viewpoints respectfully	Interpret meaning and justify perspectives using evidence
Computing	Select and use digital tools appropriately	Evaluate sources and select technologies purposefully
Creative thinking	Generate ideas and explain choices	Refine, evaluate and justify creative decisions independently
Independence	Select resources with support	Plan, organise and evaluate learning independently

Appendix 2: Year 5-6 Disciplinary Knowledge Progression

Subject Discipline	Year 5 pupils increasingly learn to...	Year 6 pupils increasingly learn to...
Historian	identify evidence, chronology and cause	evaluate interpretations and justify conclusions
Scientist	observe, investigate and identify patterns	evaluate evidence and explain findings critically
Geographer	identify patterns and relationships between places	explain interdependence and evaluate geographical issues



Environmental Investigator	recognise connections within ecosystems	evaluate human impact and sustainability issues
Reflective Thinker	compare beliefs, values and experiences	interpret viewpoints and justify perspectives
Reader	retrieve, infer and discuss themes	evaluate viewpoints and author intent
Writer	organise ideas for purpose and audience	manipulate language and structure deliberately
Artist / Designer	explore and create using techniques	refine and justify artistic decisions
Musician	create and perform using musical elements	evaluate and improve compositions independently
Health Investigator	identify factors affecting wellbeing	evaluate choices and explain impacts on wellbeing
Digital Creator	locate and organise information	evaluate reliability and create purposeful outcomes

Appendix 3 - Reading Spine Progression Across UKS2

Purpose

The Storyybrook Reading Spine is designed to ensure pupils experience a broad and ambitious range of high-quality texts that progressively develop reading fluency, vocabulary, comprehension, disciplinary thinking and understanding of the wider world. Texts are carefully selected to provide emotional safety, opportunities for discussion and increasing challenge whilst maintaining high expectations for all learners.

The Reading Spine supports pupils to:

- develop fluency, stamina and confidence as readers
- encounter increasingly ambitious vocabulary and language structures
- experience a wide range of authors, themes, cultures and perspectives
- strengthen retrieval, inference and interpretation skills
- develop disciplinary reading across subjects
- communicate ideas confidently through discussion and writing
- develop empathy, curiosity and understanding of the wider world
- access increasingly sophisticated texts and ideas in preparation for secondary education

Reading Progression Across UKS2

Area	Year 5	Year 6
Vocabulary development	Understand and apply ambitious vocabulary within discussion and reading	Independently select and apply precise disciplinary and thematic vocabulary
Reading fluency	Read increasingly complex texts with developing confidence and expression	Sustain fluency, expression and stamina across extended texts



Area	Year 5	Year 6
Retrieval	Retrieve information and identify relevant evidence	Select and synthesise evidence across multiple sources
Inference	Infer meaning and justify responses using evidence	Evaluate interpretations and viewpoints critically
Author intent	Identify author choices and themes	Analyse author intent and evaluate impact
Comparison across texts	Compare themes, characters and experiences	Compare viewpoints, themes and interpretations critically
Disciplinary reading	Interpret information within subject contexts	Apply reading skills independently across subjects
Discussion and response	Explain ideas and justify opinions	Lead discussion and communicate increasingly sophisticated responses
Reading for purpose	Recognise how reading supports learning	Apply reading strategically to investigate, evaluate and communicate understanding

Text Progression Across UKS2

Pupils progressively experience:

- increasingly sophisticated narratives
- biographies and significant individuals
- poetry and performance texts
- explanation and information texts
- persuasive and discussion texts
- historical, scientific and geographical source materials
- disciplinary texts linked to wider curriculum learning
- texts presenting different viewpoints and perspectives
- increasingly complex themes including identity, belonging, resilience, responsibility, community and change

Fluency Progression Across UKS2

Fluency approaches are consistently revisited and strengthened through:

- echo reading
- choral reading
- guided reading aloud
- partner reading
- reader's theatre
- storytelling and role-play
- oral rehearsal before writing
- discussion and debate activities
- performance opportunities



Pupils progress from:

supported reading and oral rehearsal
↓
increasing expression and confidence
↓
independent fluency and purposeful communication

Disciplinary Reading Progression Across UKS2

Pupils increasingly learn to:

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Pupils move from:

- identifying information and themes
- discussing ideas and viewpoints
- interpreting meaning using evidence

Towards:

- evaluating viewpoints and evidence critically
- comparing interpretations across texts and subjects
- independently applying reading skills across the wider curriculum

Impact

By the end of UKS2 pupils demonstrate increasing confidence as readers who can:

- read with fluency, expression and stamina
- interpret increasingly complex texts and ideas
- justify thinking using evidence
- communicate understanding confidently
- apply reading skills across subjects
- use ambitious vocabulary independently
- think critically and reflect thoughtfully
- access secondary curriculum expectations with confidence

Appendix 4: Storyybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning



- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience