Geography Curriculum – 2 Year Cycle
Year 5&6

Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination about the world and its people. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Through the continued development of oracy skills, we will expand pupil's geographical vocabulary which will deepen as they progress though school. Through our geography curriculum, we intend to inspire pupils to develop a love of geography and see how it has shaped the world they live in.

Implementation

Geography is taught through the 'Threshold Concepts' of investigating places, investigating patterns and communicating geographically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of geography so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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Teaching Sequence for Milestone 3							
Year	**Cycle**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
5/6	A	Unit: North America Population Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: North America Population Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: North America Physical Features Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features	Unit: North America Physical Features Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features	Unit: Biomes & Climates Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features	Unit: Biomes & Climates Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features
	B	Unit: South America Population Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: South America Population Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: South America Physical Features Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features	Unit: South America Physical Features Threshold Concept: Investigating Places Knowledge Categories: Location & Physical Features	Unit: Ocean Currents Threshold Concept: Investigating Patterns Knowledge Categories: Human Processes	Unit: Ocean Currents Threshold Concept: Investigating Patterns Knowledge Categories: Human Processes

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Y5&6 Teaching Sequence for Geography (Milestone 3) CYCLE A			
	AUTUMN	**SPRING**	**SUMMER**
1	**Mapping North America - (Location)** Use world maps, atlases, and globes to identify, locate the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate North America on a world map and describe its geographical location and compare with Europe.	**North America - Rivers (Location)** Use world maps, atlases, and globes to identify, locate and label on a map the most significant rivers of North America. Compare and contrast the geographical locations of the Yukon and Mississippi rivers.	**Biomes & Climate Zones (Location)** Use world maps, atlases, and globes to identify, locate and name the main biomes in the world. Compare and contrast the world's biomes.
2	**Retrieval**	**Retrieval**	**Retrieval**
3	**Mapping - (Techniques)** Use the eight points of a compass, and four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build knowledge of North America.	**North America - Rivers (Physical Features)** Describe the significant physical features of each of the significant rivers in North America.	**Biomes & Climate Zones (Location)** Use world maps, atlases, and globes to identify, locate and label on a map the Earth's climate zones. Compare and contrast the geographical locations of the 7 climate zones.
4	**Retrieval**	**Retrieval**	**Retrieval**
5	**Population Density of North America (Human Features)** Describe the changes in the population of North America from the 1500s to the 1600s. Use geographical words such as: colonise, indigenous & metropolitan. Investigate types of settlements and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.	**North America - Rivers (Human Processes)** Describe how goods are traded using North American rivers, using locational examples. Explain how some physical features of a river give rise to human activity.	**Biomes & Climate Zones (Physical Features)** Compare and contrast biomes: Tropical Rainforest biome and a Temperate biome. Describe how human prosses affect biomes.
6	**Retrieval**	**Retrieval**	**Retrieval**
7	**Population Density of North America (Location, Human Features & Diversity)** Use world maps, atlases, and globes to identify, locate and label on a map the most sparsely populated areas of North America and compare this with the most populated areas/cities of North America.	**North America – Mountains (Physical Features)** Using a topographic map of the world, describe the geographical location of North America's major mountain ranges, explaining why they are there (making note of the areas of tectonic subduction).	**Biomes & Climate Zones (Physical Features)** Compare and contrast biomes: Savannah biome and an Ice biome. Describe how human prosses affect biomes.
8	**Retrieval**	**Retrieval**	**Retrieval**
9	**Population Density of North America (Human Features & Diversity)** Using the knowledge from the last lesson, describe the population density of North America. What are the reasons for this?	**North America – Mountains (Physical Features)** Compare and contrast the physical features of mountainous regions of North America and the Great Plains.	**Biomes & Climate Zones (Physical Features)** Compare and contrast biomes: Desert biome and a Tundra biome. Describe how human prosses affect biomes.
10	**Retrieval**	**Retrieval**	**Retrieval**
11	**North America – Comparison (Human Features & Diversity)** Use world maps, atlases, and globes to identify, locate and compare and contrast the population density of North America with Europe. What are the similarities and differences?	**North America – Mountains (Physical Features)** Compare and contrast the physical features of mountainous regions of North America with Europe. What are the similarities and differences?	**Biomes & Climate Zones (Physical Features)** Compare and contrast biomes: Marine biome and a Freshwater biome. Describe how human prosses affect biomes.
12	**POP Task – Location** On a blank map of North America, name the countries and describe the geographical location of the continent of North America. Mark the most populous countries on the map.	**POP Task – Location** On a map, draw and label the mountain ranges of North America and explain how they were formed.	**POP Task – Location** Locate and label on a map the earth's biomes and climate zones. Describe the similarities and differences.

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Y5&6 Teaching Sequence for Geography (Milestone 3) CYCLE B			
	AUTUMN	**SPRING**	**SUMMER**
1	**Mapping South America - (Location)** Use world maps, atlases, and globes to identify, locate and name the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate South America on a world map and describe its geographical location and compare with Europe.	**South America - Rivers (Location)** Use world maps, atlases, and globes to identify, locate and label on a map the location of South America's three main river basins. Describe the geographical location of these. Locate and mark on a map the location of the highest waterfall in the world.	**Oceans & Currents (Physical Processes)** Explain what an Ocean current is and what creates one. Give examples of them across the world. Identify and label on a map the main ocean currents of the world. Explain how ocean currents affect the world's climate.
2	**Retrieval**	**Retrieval**	**Retrieval**
3	**Mapping - (Techniques)** Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build knowledge of South America.	**South America - Rivers (Physical Features)** What is a river basin? What is a tributary? List information about the physical features of South America's three main river basins: The Amazon River basin, The Orinoco River basin and the Parana River basin.	**Oceans & Currents (Physical Processes)** Investigate the benefits to the UK's climate of the Atlantic Ocean Gulf Stream. What is it and how does it affect us? What is a gyre and how does it travel? How does it move warm and cold water around the world?
4	**Retrieval**	**Retrieval**	**Retrieval**
5	**Population Density of South America (Location, Human Features & Diversity)** Use world maps, atlases, and globes to identify, locate and label on a map the most sparsely populated areas of South America and compare this with the most populated areas/cities of South America. What problems are countries facing as areas become more densely populated?	**South America - Rivers (Physical Features)** Compare and contrast the physical features of the Parana and the Volga River basins. What are the differences and similarities? Why does the Volga have a delta but the Amazon doesn't?	**Oceans & Currents (Human Processes)** Explain what the 'Great Pacific Garbage Patch' is and how humans have created it. What can we do to stop it? How is it affecting wildlife? Explain the term plastic pollution and how this relates to ocean currents.
6	**Retrieval**	**Retrieval**	**Retrieval**
7	**Population Density of North America (Human Features & Diversity)** Using the knowledge from the last lesson, describe the population density of South America. What are the reasons for this? Compare with Europe. Investigate types of settlements and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.	**South America – Mountains (Physical Features)** Using a topographic map of the world, describe the geographical location of South America's major mountain ranges, explaining why they are there (making note of the areas of tectonic subduction).	**Oceans & Currents (Physical Processes)** Investigate how the melting polar ice caps may lead to changes in ocean currents. What can be done to stop this from happening?
8	**Retrieval**	**Retrieval**	**Retrieval**
9	**Population Density of North America (Human Features & Diversity)** Define term 'sparsely populated' and give some examples in South America. Compare with the population of Rio de Janeiro. What are the reasons for this? Describe the religious diversity in South America.	**South America – Mountains (Physical Features)** Compare and contrast the physical features of cities in South America that are situated at high altitudes and low altitudes.	**Oceans & Currents (Physical Processes)** Investigate how the melting polar ice caps affects wildlife. What can be done to prevent this from happening?
10	**Retrieval**	**Retrieval**	**Retrieval**
11	**South America – Comparison (Location, Human Features & Diversity)** Compare and contrast the population density of North America with Europe. What are the similarities and differences?	**South America – Mountains (Physical Features)** Compare and contrast the physical features of mountainous regions of South America with Europe. What are the similarities and differences?	**Oceans & Currents (Human Processes)** Create a leaflet explaining about the dangers that humans pose to wildlife and nature. Can we reverse this?

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12	**POP Task** On a blank map of South America, name the countries and describe the geographical location of the continent of South America. Mark the 5 most populous countries on the map.	**POP Task** On a map, draw and label the mountain ranges of South America and explain how they were formed.	**POP Task** Identify the main currents of the world and explain how these move warm and cold water around the world.