

Year 4, 5 and 6 Geography Learning Sequence

Knowledge Strands Key:

Location

Place

Environmental human and physical geography

Geographical skills and fieldwork (disciplinary knowledge)

Year A Term 1 – What are biomes and why do they occur?

National Curriculum: Physical geography, including: climate zones, biomes and vegetation belts

Resources to support planning: <https://www.thenational.academy/teachers/programmes/geography-primary-ks2-l/units/biomes-bd47/lessons>
<https://grammarsaurus.co.uk/portal/2023/10/year-5-geography-fieldwork-biomes-mtp/>

By the end of this unit I will know...

Understand regional variation exists within countries (Lesson 5)

Understand latitude and longitude drawing on previous learning of the Prime Meridian and the northern and southern hemisphere. (Lesson 1, 5)

Understand climate is the long-term pattern of weather conditions in a particular place. (Lesson 5, 6)

Understand climate zones, biomes and vegetation belts. (Lesson 1, 2, 4, 5)

By the end of this unit I will be able to...

Locate climate zones, biomes and vegetation belts on world maps. (Lesson 4)

Recognise and use 6 figure grid references. (Lesson 4)

Use longitude and latitude within 6 figure grid references within a map. (Lesson 4)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Identify and locate the two hemispheres (Northern and Southern). Understand the concept of the Prime Meridian and time zones	What are the Earth's biomes? <i>How can I explore, identify and locate the Earth's biomes?</i>	Where are the Earth's biomes? <i>What physical features are found in a desert?</i>	What affects an ecosystem? <i>What are the benefits and challenges of living in the desert?</i>	How are biomes being damaged? <i>How can I locate deserts on a map using 6 figure grid references?</i> .	How are biomes being protected and preserved? <i>How does regional variation exist within countries? (USA focus)</i>	Are all biomes equally fragile? <i>Would you like to live in a desert?</i>	Double page spread on a biome of choice End of term knowledge web

(including day and night).

Name and locate counties and cities in the UK (South West Focus). Understand these geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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Year A Term 3 – What does globalisation mean for us?

National Curriculum: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-5-6/year-5-6-cycle-b/y5-6-why-does-population-change-cycle-b/> <https://www.thenational.academy/teachers/programmes/geography-primary-ks2-l/units/globalisation-672d/lessons>

By the end of this unit I will know....

- Identify the most densely and sparsely populated areas. (Lesson 2)
- Describe the increase in global population over time. (Lesson 1, 3)
- Begin to describe what might influence the environments people live in. (Lesson 4)
- Define birth and death rates, suggesting what may influence them. (Lesson 3)
- Define migration, discussing push and pull factors. (Lesson 4)
- Explain why some people have no choice but to leave their homes. (Lesson 4)
- Describe the causes of climate change, explaining its impact on the global population. (Lesson 5, 6)
- Suggest an action they can take to fight climate change. (Lesson 5)
- Calculate the length of a route to scale. (Lesson 2, 4)
- Follow a selected route on an OS map. (Lesson 4)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Understand economic activity, including trade links Identify that different foods grow in different countries and say why. Explain which food has the most significant	To understand the concept of globalisation.	To know how the global population is changing.	To know what birth and death rates are and how these are measured.	To know why people migrate	To know how climate change is impacting the population.	To know how population is impacting our environment.	Kapow assessment End of term knowledge web

negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful.							
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Year A Term 5 – How can I carry out a local fieldwork enquiry?

National curriculum: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Resources to support lesson planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-5-6/year-5-6-cycle-b/y5-6-can-i-carry-out-an-independent-fieldwork-enquiry-cycle-b/d>

By the end of this unit I will know....

Know cartography and ariel photography can both be used to better understand places. (Lesson 1)

Know we can use geographical data to better understand a place. (Lesson 1)

Understand how scales are used on maps. (Lesson 1)

Understand the use of symbols and keys on a map. (Lesson 1)

Making models, annotated drawings and field sketches to record observations (Lesson 5)

Drawing freehand maps (e.g. of a site they have visited) (Lesson 4, 5)

Relating large-scale plans to the fieldwork site, identifying relevant features. (Lesson 3)

Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key (Lesson 4, 5)

Taking digital photos and annotating them with labels or captions including precise geographical vocabulary (Lesson 4)

Observe, measure and record elements of human and physical features to create a sketch map. (Lesson 4, 5)

Collecting, analysing and presenting quantitative data in charts and graphs Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) (Lesson 4, 5)

Design and conduct fieldwork interviews to establish the views others have about a proposed development. (Lesson 3)

Using standard field sampling techniques appropriately. (Lesson 3, 4, 5)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Know maps, globes and digital mapping tools are all used to help locate and describe important geographical features such as famous volcanoes and rivers. Know digital mapping tools are used to recap	To know how maps are created and used.	To consider a geographical enquiry question	To know how to record data for my fieldwork enquiry	To carry out my fieldwork enquiry	To record my findings from my fieldwork enquiry	To present my fieldwork enquiry.	Fieldwork presentation.

prior learning
and explore
further.

Know an atlas is
a collection of
maps.

Know the
cardinal and
intercardinal
directions on a
compass.

Understand 4
figure grid
references

Recording
selected
geographical
information on
a map or large-
scale plan,
using colour or
symbols and a
key

Taking digital
photos and
annotating
them with

labels or captions							
Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)							
Use 4 digit grid references when using maps							
Drawing freehand maps of routes (e.g. of a walk to a site in the local area)							
Relating a large-scale plan of the local area or fieldwork site to the environment, identifying features							

relevant to the enquiry Making digital audio recordings for a specific purpose (e.g. traffic noise) Collecting, analysing and presenting quantitative data in charts and graphs Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)							
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Year B Term 1 – What are rivers and how are they used?

National curriculum: Physical geography, including rivers and the water cycle

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/what-are-rivers-and-how-are-they-used/>

By the end of this unit I will know...

Identify significant rivers around the world. (Lesson 3)

Describe and understand key aspects of rivers. (Lesson 2)

Know the physical and human features of rivers. (Lesson 3, 4)

Describe and understand the water cycle. (Lesson 1)

Know that physical features can change over time due to physical processes (rivers and mountains). (Lesson 4)

Know that water is continuously recycled (water cycle). (Lesson 1)

Know that land and features are used for different purposes such as transport e.g., rivers can be used for transport. (Lesson 4)

Plot local and relative settlements on a map. (Lesson 5)

Visit a river/hill area to look at the physical and human features. (Lesson 5, 6)

By the end of this unit I will be able to...

Know maps, globes and digital mapping tools are all used to help locate and describe important geographical features such as famous volcanoes and rivers. (Lesson 1, 5, 6)

Taking digital photos and annotating them with labels or captions (Lesson 5, 6)

Drawing freehand maps of routes (e.g. of the River Till and surrounding area in Tilshead) (Lesson 6)

Visit a river/hill area to look at the physical and human features. (Lesson 5, 6)

<u>Prior knowledge to recap...</u> Name where they live (town or village). Use geographical vocabulary to describe where they live (town).	<u>Lesson 1</u> What is the water cycle?	<u>Lesson 2</u> How are rivers formed?	<u>Lesson 3</u> Where can we find rivers?	<u>Lesson 4</u> How are rivers used?	<u>Lesson 5</u> What can we find out about the River Till?	<u>Lesson 6</u> What features does our local river have?	<u>Assessment</u> End of term knowledge web Draw and label a water cycle Cumulative quiz
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Year B Term 3 – What is life like in the European Alps?

National Curriculum: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-5-6/year-5-6-cycle-a/y5-6-what-is-life-like-in-the-alps-cycle-a/>

By the end of this unit I will know....

Compare the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and the Alps region of Europe. (Lesson 1-6)

Discuss the impact tourism as an industry has. (Lesson 3, 4, 5)

Identify human and physical features of the Alps region of Europe. (Lesson 2, 6)

Know that altitude can impact upon the climate flora and fauna of the area. (Lesson 1, 2)

Use cardinal and intercardinal compass points to describe the location of places on a map. (Lesson 1)

Recognise and use 6 figure grid references. Use longitude and latitude within 6 figure grid references within a map. (Lesson 1)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Identify significant rivers around the world. (Lesson 3) Describe and understand key aspects of rivers. (Lesson 2) Know the physical and	To locate the Alps on a map.	To know the physical and human features of the Alps.	To understand the importance of tourism to the Alps region.	To understand the importance of tourism in the UK.	To understand the importance of tourism in our local area.	To compare the Alps and our local area.	Kapow assessment End of term knowledge web

human features of rivers. (Lesson 3, 4) Describe and understand the water cycle. (Lesson 1) Know that physical features can change over time due to physical processes (rivers and mountains). (Lesson 4) Know that water is continuously recycled (water cycle). (Lesson 1) Know that land and features are used for different purposes such as transport e.g., rivers can be used for transport. (Lesson 4)							
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Plot local and relative settlements on a map. (Lesson 5)							
Visit a river/hill area to look at the physical and human features. (Lesson 5, 6)							

Year B Term 5 – How can I contribute to environmental sustainability?

National Curriculum: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Resources to support planning: <https://www.thenational.academy/teachers/programmes/geography-primary-ks2-l/units/energy-and-sustainability-4aaa/lessons> <https://www.kapowprimary.com/subjects/geography/mixed-age-year-5-6/year-5-6-cycle-a/y5-6-where-does-our-energy-come-from-cycle-a/>

By the end of this unit I will know....

Understand the distribution of natural resources across the world (Lesson 1)

Understand what and how we use natural resources. (Lesson 1, 2)

Understand the distribution of natural resources (water, energy, food and minerals). (Lesson 4)

Understand the concept of environmental sustainability and explain how we can contribute to this. (Lesson 1, 2, 5, 6)

Understand economic activity including trade links. (Lesson 3, 4)

Understand how a geographical area has changed over time. (Lesson 3)

Know how sustainability is promoted in Wiltshire and how this could be improved (Lesson 6)

<u>Prior knowledge to recap...</u> Global transportation and food	<u>Lesson 1</u> What is sustainability?	<u>Lesson 2</u> How do we produce energy?	<u>Lesson 3</u> What is special about Curitiba, Brazil?	<u>Lesson 4</u> How are natural resources distributed?	<u>Lesson 5</u> How will we produce and use energy differently in the future?	<u>Lesson 6</u> How sustainable is our community?	<u>Assessment</u> Letter to local MP with recommendations for improving sustainability in the local area End of term knowledge web

Year C Term 1 – How are the UK and Brazil similar to and different from each other?

National Curriculum: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Resources to support planning:

<https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/south-america-why-does-the-amazon-matter/lessons> (This is for Y5 so will need adapting but some resources may be useful). <https://www.kapowprimary.com/subjects/geography/mixed-age-year-3-4/year-3-4-cycle-a/y3-4-why-are-rainforests-important-to-us-cycle-a/>

By the end of this unit I will know....

Learn about the world's countries (Brazil) concentrating on their environmental regions, key physical and human characteristics and major cities. (Lesson 4)

Locate the Amazon Rainforest and Brazil on a world map and discuss the location of these in terms of continent, hemisphere and tropics (Lesson 2)

Compare the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and Brazil (the Amazon rainforest) (Lesson 5)

Know what a rainforest is and the difference between tropical and temperate rainforests (Lesson 1).

By the end of this unit I will be able to...

Locate the UK and Brazil on a world map, globe and in an atlas. (Lesson 2)

Identify human and physical features of the Amazon Rainforest (Lesson 3) and Brazil (Lesson 4)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Compare a UK and non-European country by location, weather and climate. Understand geographical similarities and differences through studying the human and physical	What is a rainforest?	Where is the Amazon Rainforest?	What are the physical and human features of the Amazon Rainforest?	What are the physical and human features of Brazil?	What are the similarities and differences between the New Forest and the Amazon Rainforest?	How can the future of the Amazon rainforest be protected?	Double page spread End of term knowledge web

geography of a small area of the United Kingdom (Salisbury Plain) and a small area of another country (the Sahara desert). Know that we live in the United Kingdom, which is in the continent of Europe. Know that the Sahara Desert and Egypt are in Africa							
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Year C Term 3 – Why is global transportation important?

National curriculum: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-3-4/year-3-4-cycle-a/y3-4-where-does-our-food-come-from-cycle-a/>

By the end of this unit I will know....

Understand economic activity, including trade links (Lesson 4)

Identify that different foods grow in different countries and say why. (Lesson 1, 3)

Explain which food has the most significant negative impact on the environment. (Lesson 1)

Consider a change people can make to reduce the negative impact of food production. (Lesson 1)

Describe the intentions around trading responsibly. (Lesson 2)

Explain that food imports can be both helpful and harmful. (Lesson 3)

By the end of this unit I will be able to....

Relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry (Lesson 5, 6)

Making digital audio recordings for a specific purpose (e.g. traffic noise) (Lesson 5, 6)

Collecting, analysing and presenting quantitative data in charts and graphs (Lesson 5, 6)

Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) (Lesson 5, 6)

Designing and conducting interviews (e.g to investigate which places/spaces local people value) (Lesson 5, 6)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Know some landmarks have been made by humans (buildings, roads, bridges etc). Know some landmarks are natural/physical features (hills, rivers, forests etc). Know the 4 seasons and typical weather pattern in the UK. Know the location of hot and cold places	How can our food choices impact the environment?	What does it mean to trade responsibly?	Where does our food come from?	Why is global transportation important?	How can we investigate transportation in our local area?	How can we carry out a paired fieldwork enquiry to investigate transportation in our local area?	Presentation of paired fieldwork enquiry End of term knowledge web

in the world in relation to the Equator and North and South Poles. Understand and name human features (city, town, village, factory, farm, house, office, port, harbour and shop). Know that human features can be industries or businesses. Know that land can be used for human activities both recreational and business. Understand and name a variety of physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,							
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vegetation, season and weather).							
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Year C Term 5 – Why are the Polar regions so significant?

National curriculum: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Resources to support planning: The Mead planning

By the end of this unit I will know....

Know the significance of the Arctic and Antarctic circle. (Lesson 2)

Identify the position of the Arctic and Antarctic Circle on a world map, globe and in an atlas. (Lesson 1)

Identify lines of longitude and latitude on a world map. (Lesson 1)

Identify geographical features of the Arctic and Antarctic. (Lesson 3, 4)

Compare the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and the Arctic and Antarctic. (Lesson 5, 6)

Locate the Arctic and Antarctic on a world map globe and in an atlas. (Lesson 1)

Identify human and physical features of the Arctic and Antarctic. (Lesson 3, 4)

Understand how a geographical area has changed over time. (Lesson 2, 3, 4)

By the end of this unit I will be able to:

Recognise and use 6 figure grid references. (Lesson 1, 2)

Use longitude and latitude within 6 figure grid references within a map. (Lesson 1)

<u>Prior knowledge to recap...</u> Know that volcanoes and earthquakes happen on the fault lines of tectonic plates. Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key locate countries on the world using map to focus on Europe, the Middle East and North Africa. Compare the geographical similarities and differences through the study of human	<u>Lesson 1</u> Where are the Polar regions?	<u>Lesson 2</u> Why are the Polar regions significant?	<u>Lesson 3</u> What are the human and physical features of the Arctic?	<u>Lesson 4</u> What are the human and physical features of Antarctica?	<u>Lesson 5</u> How are Wiltshire, Svalbard and Antarctica similar?	<u>Lesson 6</u> How are Wiltshire, Svalbard and Antarctica different?	<u>Assessment</u> Quiz End of term knowledge map

and physical
geography of a
region in the
United Kingdom
and Brazil (the
Amazon
rainforest)

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