Geography Curriculum – 2 Year Cycle
Year 3&4

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 2							
Year	**Cycle**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
3/4	A	Unit: Europe Threshold Concept: Investigating Places Knowledge Categories: Location and Physical Features	Unit: Europe Threshold Concept: Investigating Places Knowledge Categories: Location and Physical Features	Unit: Landscapes, Erosion & Rivers Threshold Concept: Investigating Places Knowledge Categories: Physical Features	Unit: Landscapes Erosion & Rivers Threshold Concept: Investigating Patterns Knowledge Categories: Physical Processes	Unit: Climate Change Threshold Concept: Investigating Patterns Knowledge Categories: Physical and Human Processes	Unit: Climate Change Threshold Concept: Investigating Patterns Knowledge Categories: Physical and Human Processes
	B	Unit: Europe Population Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: Compare and Contrast UK & France Threshold Concept: Investigating Places Knowledge Categories: Location and Human Features	Unit: Earthquakes, Volcanoes, & Mountains Threshold Concept: Investigating Places Knowledge Categories: Location and Physical Features	Unit: Earthquakes, Volcanoes, & Mountains Threshold Concept: Investigating Patterns Knowledge Categories: Physical Processes	Unit: The Water Cycle Threshold Concept: Investigating Patterns Knowledge Categories: Physical Processes	Unit: The Water Cycle Threshold Concept: Investigating Patterns Knowledge Categories: Physical Processes

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Y3&4 Teaching Sequence for Geography (Milestone 2) CYCLE A			
	AUTUMN	**SPRING**	**SUMMER**
1	**Mapping - (Location/Techniques)** Use world maps, atlases, and globes to identify, locate and label the 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).	**Landscapes – Weathering (Physical Processes)** Explain how landforms change due to the physical process of weathering. Describe the processes of mechanical and chemical weathering and explain their effects on landforms.	**Describe the physical processes of Climate Change (Physical Processes)** Explain what climate change is and what the physical processes of it are i.e., burning fossil fuels, farming, and deforestation. How is this causing our climate to change? Why are we continuing to do this if it is affecting our planet?
2	**Retrieval**	**Retrieval**	**Retrieval**
3	**Mapping - (Location)** Use world maps, atlases, and globes to identify, locate and label countries of Europe and its major cities. How many countries are there in Europe?	**Landscapes - Rivers (Physical Features)** Label a diagram of the journey of a river, from its source to its mouth and describe its journey from source to mouth.	**Describe the human processes of Climate Change (Human Processes)** Describe how climate change is affecting animals, humans, and the planet. How will humans and animals adapt/survive?
4	**Retrieval**	**Retrieval**	**Retrieval**
5	**Mapping - (Location/Diversity)** Use world maps, atlases, and globes to describe similarities and differences between European countries concentrating on their environmental regions, and the key physical and human characteristics.	**Landscapes – Rivers – Erosion & Deposition (Physical Features & Physical Processes)** Draw and label a river's channel, bed and banks and explain the process of erosion, transportation, and deposition of material.	**Describe the human processes of Climate Change (Human Processes)** What attempts are made to manage the effects of climate change? What do countries need to do? What can we all do?
6	**Retrieval**	**Retrieval**	**Retrieval**
7	**Mapping - (Location/Physical Features)** Use world maps, atlases, and globes to identify, locate and name the five major rivers in Europe and mark their routes on a map. Label their sources and bodies of water into which they flow.	**Landscapes - Coasts - Erosion & Deposition (Physical Features & Physical Processes)** Draw, label and describe the main physical features of a coast, eg caves, bays, headlands, arches, stacks, cliffs and beaches, explaining how the waves erode the coasts and create these features.	**Climate Change – Case Study – Rainforests. (Human Processes)** Locate the Amazon Rainforest on a map – how is the deforestation impacting on wildlife and humans?
8	**Retrieval**	**Retrieval**	**Retrieval**
9	**Mapping - (Location/Physical Features)** Use world maps, atlases, and globes to identify, locate and label the following mountain ranges: Ural, Caucasus, Alps, Apennines, Pyrenees, Cantabrian, Dinaric, Balkan and Scottish Highlands.	**Landscapes - Mountains (Physical Processes)** Explain how mountains are created and the difference between volcanic mountains, fold mountains and block mountains. Look at examples of these around the world.	**Climate Change – Case Study – Antarctica. (Physical Processes)** Locate the polar ice caps on a map – What impact will the melting of the ice caps have on wildlife and humans?
10	**Retrieval**	**Retrieval**	**Retrieval**
11	**Local Study (Techniques)** 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.	**Local study (Techniques)** Use eight points of the compass, and four-figure grid references to build knowledge of the UK	**Local Study (Techniques)** Use the eight points of a compass, and four-figure grid references, symbols, and keys (including the use of Ordnance Survey maps) to build knowledge of the world.
12	**POP Task – Location** On a blank map of Europe, name the countries, five main rivers and mountain ranges and the capital cities.	**POP Task – Location** On a map, draw and label the journey of a river, describing what happens to water during this journey.	**POP Task – Physical & Human Geography** Describe the physical and human processes of climate change.

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Y3&4 Teaching Sequence for Geography (Milestone 2) CYCLE B			
	AUTUMN	**SPRING**	**SUMMER**
1	**Mapping - (Location/Techniques)** Use maps, atlases, and globes to identify, locate and name counties and cities of the United Kingdom, 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.	**Earthquakes & Plate Tectonics (Physical Features)** Label & describe the Earth's inner core, outer core, mantle, and crust. Use this to describe what plate tectonics are and locate and label on a world map the main tectonic boundaries, and explain how they are moving, leading to earthquakes.	**The Water Cycle (Physical Processes)** Label and describe the five steps of the water cycle, using geographical language: evaporation, condensation, precipitation, run-off, and percolation. Explain what the term 'a continuous cycle' means.
2	**Retrieval**	**Retrieval**	**Retrieval**
3	**Populations of European countries (Location/Human Features)** Use world maps, atlases, and globes to identify, locate and name Europe on a world map. Name the different countries. Define population. Discuss the population of Europe – what is the three largest/smallest populations in Europe?	**Volcanoes (Physical Features & Physical Processes)** Draw, label and explain the physical features of a volcano (including magma and lava). How are they formed? What causes them to erupt? Explain the process that forms volcanoes.	**The Water Cycle (Physical Processes)** Explain how humans have changed the course of the water cycle through the building of towns and cities and through deforestation. What is the outcome of this?
4	**Retrieval**	**Retrieval**	**Retrieval**
5	**Compare and Contrast UK and France (Location/Human Features)** Use world maps, atlases, and globes to identify, locate and compare geographical similarities and differences between UK and France: population, size of country, rivers, mountains etc.	**Volcanoes & Mountains (Physical Features & Physical Processes)** Compare & Contrast physical features of a volcano & a mountain. Explain the similarities and differences between the physical processes that creates earthquakes and those that create volcanoes.	**The Water Cycle (Physical Processes)** Explain how clouds are formed and draw and label the different types of cloud in their correct positions in the atmosphere. Explain how meteorologists use clouds to forecast the weather.
6	**Retrieval**	**Retrieval**	**Retrieval**
7	**Compare and Contrast UK and France (Location/Human Features)** Use world maps, atlases, and globes to identify, locate and compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in France.	**Volcanoes & Mountains (Location/Physical Features)** Locate and label on a map the Pacific Ring of Fire, describing its location and its features. Explain how plate tectonics gives rise to the Pacific Ring of Fire. Why does 90% of the world's volcanoes happen here?	**The Water Cycle (Physical Processes)** Compare the different types of weather found around the world e.g. typhoons, tornadoes and cyclones. What causes these? Where are they formed?
8	**Retrieval**	**Retrieval**	**Retrieval**
9	**Compare and Contrast UK and France (Location/Human Features)** Use world maps, atlases, and globes to identify, locate and compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in France.	**Volcanoes & Earthquakes: Impact (Physical Features & Physical Processes)** Explain, through examples, the impact of natural disasters caused by earthquakes and volcanoes e.g. 2004 Boxing Day Tsunami, 1906 San Francisco earthquake and the 79 CE eruption of Vesuvius.	**The Water Cycle (Physical Processes)** Describe the effect that the different examples of weather causes around the world. How do people live with these? Can we prevent them from happening?
10	**Retrieval**	**Retrieval**	**Retrieval**
11	**LOCAL AREA STUDY (Techniques)** Use the eight points of a compass, and four-figure grid references, symbols, and keys (including the use of Ordnance Survey maps) to build knowledge of Kingswinford.	**Volcanoes & Earthquakes: Impact (Physical Processes)** Compare and contrast the impact of a volcanic eruption and an earthquake.	**LOCAL AREA STUDY** Dudley – Kingswinford. Use fieldwork to observe, measure, record and present the human & physical features in the local area using a range of methods, including sketch maps, plans, graphs, digital technologies.
12	**POP Task - Location**	**POP Task - Location**	**POP Task**

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	On a blank map of the UK, name the countries, main rivers and mountain ranges/hills and the capital cities.	On a map, locate and label the major mountain ranges, plate boundaries and volcanoes. Explain the difference between volcanoes and mountains.	Identify the 8 different cloud types using pictures.