

Geography Learning Sequence Document – Year 5/6 – 2 Year Rolling Programme



	Year A			Year B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Fallen Fields	Allotment	Hola Mexico	Frozen Kingdom	Dynamic Dynasties	Ground-breaking Greeks
Enquiry Questions:	Why was it known as a 'World War'? How was our local area affected by the war? How did Europe change after the war?	Where does our food come from? How is the land used in our local area? How is our changing climate affecting food production?	How does Mexico's climate differ around the country? How does Mexico compare to the UK? What challenges do people in Mexico face?	How are the polar regions changing and why? Is our local area contributing to climate change? How can we help protect the polar regions?	What makes a good settlement? How did the Shang Dynasty use their local environment?	What can Ancient Greek beliefs tell us about the physical landscape?
Suggested Geography skills and knowledge coverage	- Accurately locate the world's countries, using various maps to identify different environmental regions as well as key physical and human characteristics. - Locate cities and significant places of interest around the world using various maps (including atlases and digital technologies, ie Google Maps). - Use various sources, including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use and understand longitude, latitude, the Prime Meridian and time zones	- Discuss land-use patterns and understand how some of these aspects have changed over time (ie. urban, suburban, rural, floodplain). - Recognise and describe the ways in which places are interdependent and the significance this holds. - Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes and other natural phenomena. - Describe and understand key aspects of human geography, including: land use, distribution of natural resources including energy, food, minerals and water, as well as trade and globalisation. - Use the eight points of a compass to orienteer as well as six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. - Accurately use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	- Accurately locate the world's countries, using various maps to identify different environmental regions as well as key physical and human characteristics. - Locate cities and significant places of interest around the world using various maps (including atlases and digital technologies, ie. Google Maps) - Identify geographical regions and human and physical characteristics of the United Kingdom, including key topographical features (such as elevation above sea level, rail and transport links). - Use and understand longitude, latitude, the Prime Meridian and time zones. - Compare and contrast geographical similarities and differences through the study of human and physical geography of a region in the wider world. - Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes and other natural phenomena. - Use various sources, including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- Use and understand longitude, latitude, the Prime Meridian and time zones. - Compare and contrast geographical similarities and differences through the study of human and physical geography of a region in the wider world. - Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes and other natural phenomena. - Describe and understand key aspects of human geography, including: land use, distribution of natural resources including energy, food, minerals and water, as well as trade and globalisation. - Use various sources, including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use various sources, including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- Discuss land-use patterns and understand how some of these aspects have changed over time (ie. urban, suburban, rural, floodplain). - Accurately locate the world's countries, using various maps to identify different environmental regions as well as key physical and human characteristics. - Describe and understand key aspects of human geography, including: land use, distribution of natural resources including energy, food, minerals and water, as well as trade and globalisation. - Use and understand longitude, latitude, the Prime Meridian and time zones.	- Use various sources, including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Locate cities and significant places of interest (Himalaya's, Nile River, Eiffel Tower) around the world using various maps (including atlases and digital technologies, ie. Google Maps)
Sequence of learning:	- Locating countries involved in World War I - Explore maps of Europe and the changes that occurred after WWI. - Local Links – Visit war memorial and identify where local soldiers travelled – sphere of influence. - Explore maps of Europe and the changes that occurred after WWI.	- Explore food production in the UK using maps – grid references - Identify different climate zones and where food travels from to the UK – interconnected locations - Identify physical geographical features that influence the development of settlements. - Identify land use in our local area and compare with a contrasting location in the UK. - Explore how climate change is impacting food production across the globe.	- Explore physical geographical features of Mexico, identifying deserts, mountains, volcanoes and coastlines. - Locate key cities and other human features using lines of longitude and latitude and six-figure grid references. - Compare the climate between the UK and Mexico, identifying proximity to equator and tropic of Cancer to explain the differences. - Discuss human geography of migration between Mexico and the USA. (PSHE Link)	- Locate polar regions and make comparisons between them. - Use thematic maps (mapping sea ice) to identify changes in polar regions. - Analyse sources to identify changes in global temperature and the impact this will have on polar regions. - Describe the greenhouse effect and identify carbon producing landmarks in our local area. - Identify causes and effects of global warming - Identify ways to promote changes that can have a positive impact on climate change (PSHE Link)	- Compare maps of the Shang and Zhou dynasties with modern day China. Identify key cities and landmarks that are in these regions. - Explore the physical features of the Shang Dynasty settlement – proximity to the Yangtze river. - Identify key physical features of successful settlements - Design a sketch map of a Shang Settlement, creating symbols for key human and physical considerations.	- Use aerial photographs and digital maps to identify the physical features of Greece. - Map key regions of Ancient Greece (Sparta, Mt Olympus) Use grid references to accurately locate features. - Compare life on an island with life on the mainland.
End Point:	Knowledge of border changes within Europe and development of countries in Eastern Europe. Understanding of how trade impacts the UK.	Knowledge of interconnectedness of the UK and wider world through trade. Understanding of climate zones and biomes of the globe.	Understanding of climate zones and the relationship between the equator and climate.	Understanding of how climate change is impacting polar regions and how polar regions are linked to the wider world through causes and effects of global warming.	Deeper understanding of factors that influence settlement and use of fieldwork skills including grid references and sketch maps.	Understanding of how to interpret aerial photographs and ask geographically relevant questions.
Vocabulary:	Commonwealth, Continent, trade, country,	Land use, agriculture, subsistence farming, intensive farming, fair trade, climate, weather, trade	Chihuahuan Desert, climate, settlement, volcano, rainforest, desert, rural, urban, land use	Carbon dioxide, carbon footprint, climate zone, emissions, global warming, infrastructure, pollution, sea ice, land use	Settlement, river, Yangtze river, coast, valley, agriculture, fertile, farming,	Coastline, mountain, grid reference,