Geography Learning Sequence Document - Year 3/4 - 2 Year Rolling Programme

	2023/2024			2024/2025		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	I am a Warrior! (Romans)	Blue Abyss	Traders and Raiders	Tribal Tales - Stone Age	Rocks, Relics and Rumbles Mountains Volcanoes and Earthquakes	Misty Mountain, Winding River
Enquiry Questions:	Where did the Romans conquer? What changes did the Romans bring to Britain?	Why are the oceans important to our everyday life? What challenges are our oceans facing? How can we protect ocean environments?	Why was Britain targeted by invaders? How was Britain protected from invaders? What would our local area have been like during this time period?	How did Prehistoric settlements change over time?	How are mountains, volcanoes and earthquakes caused? What is the ring of fire and how was it formed? Can you predict where earthquakes will happen?	How are rivers formed? Why do humans settle near rivers? How do rivers impact the landscape?
Suggested Geography skills and knowledge coverage	● Describe and understand key aspects of human geography, including: types of settlement and land use, urban and rural life and economic activity including trade ● Use maps, atlases and globes to locate countries and describe features studied. ● Recognise how places are linked to other places in the world.	● Begin to locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical and human characteristics. ● Name and locate counties and cities of the United Kingdom as well as major topographical features (such as hills, mountains, coasts and rivers). ● Identify the position and significance of the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle ● Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle. ● Use a compass, four figure grid references, symbols and keys to build knowledge of the United Kingdom. ● Begin to use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans and graphs.	● Understand and explain geographical similarities and differences within the United Kingdom, Europe, and North and South America. ● Recognise how places are linked to other places in the world. ● Begin to understand how land use differs across the United Kingdom (i.e. contrast between cities and farms). ● Locate major cities in Europe and North and South America using various maps (including atlases). ● Name and locate counties and cities of the United Kingdom as well as major topographical features (such as hills, mountains, coasts and rivers). ● Understand and explain geographical similarities and differences within the United Kingdom, Europe, and North and South America. ● Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.	● Name and locate counties and cities of the United Kingdom as well as major topographical features (such as hills, mountains, coasts and rivers). ● Begin to understand how land use differs across the United Kingdom (i.e. contrast between cities and farms). ● Use a compass, four figure grid references, symbols and keys to build knowledge of the United Kingdom. ● Begin to use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans and graphs	● Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle. ● Begin to locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical and human characteristics. ● Name and locate counties and cities of the United Kingdom as well as major topographical features (such as hills, mountains, coasts and rivers). ● Identify the position and significance of the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle ● Ask geographical questions and offer their own ideas. ● Use maps, atlases and globes to locate countries and describe features studied.	● Name and locate counties and cities of the United Kingdom as well as major topographical features (such as hills, mountains, coasts and rivers). ● Understand and explain geographical similarities and differences within the United Kingdom, Europe, and North and South America. ● Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle. ● Begin to locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical and human characteristics. ● Use maps, atlases and globes to locate countries and describe features studied. ● Use a compass, four figure grid references, symbols and keys to build knowledge of the United Kingdom. ● Begin to use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans and graphs.
Sequence of learning:	● Compare maps of Roman invasion with modern day maps of Europe. Which countries did the invaders conquer on their way to Britain? ● Use digital mapping software to map and calculate the distance between Roman towns in Britain. ● Identify hillforts in Britain and investigate why made successful settlements (physical features) ● Compare and contrast Italy and Britain. How would ● Use street map of Rome to locate significant human features using grid references	● Use world maps to identify key physical features in the world's oceans (Great Barrier Reef, Mariana Trench etc) ● Investigate climate change and the important role that the oceans play. ● Examine how rising sea levels could impact coast regions. (Bangladesh, Kiribati) ● Identify how humans interact with the ocean. Coastal towns, fishing jobs. What is sustainable?	● Map route of Saxon and Viking invaders using map of UK (Digimaps for annotations) Identify country that invaders came from using map of Europe. ● Use Ordnance Survey maps of the south-west of England to locate Saxon settlements: Cadbury Castle, the Shropshire village of Wroxeter, Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge. ● Design a sketch map of Saxon settlements using grid references to identify key physical and human features.	● Visit prehistoric sites in Cornwall – quoits, standing stones etc to carry out field sketches. Use aerial photos to identify sites beforehand. Explore digimaps (or other online mapping software) to try and find further areas of interest in that area. ● Carry out "archaeological digs" to identify how land has been used and how humans have interacted with the local area. ● Map prehistoric sites in Cornwall and wider UK. What patterns are noticeable about their locations?	● Explore the layers of the Earth and how tectonic plates are pieced together. ● Examine maps of plate boundaries and identify key physical features located at each boundary. ● Map locations of earthquakes and volcanoes and explore which type of play boundary forms these. ● Locate highest points in the UK and make global comparisons. ● Explore why people settle in volcanic regions and identify the importance of agriculture in these regions. ● Describe the human impact of earthquakes with case studies in recent significant quakes and their lasting impact.	● Identify the different stages of a river and track the journey of a river. ● Describe the water cycle and the role that rivers play in it. (Water cycle in a bag activity) ● Locate major rivers around the UK and make comparisons with rivers around the globe. ● Explore how rivers can change landscapes through erosion, deposition and transportation. ● Investigate how humans interact with rivers. Identify human features along rivers. Why are many settlements built along rivers?
End Point:	Understanding of regions of the UK and links between different regions. Knowledge of Britain's links to Europe and understanding of factors that influence settlement choice.	Knowledge of world oceans and sea and key landmarks within them. Developing understanding of how changing climate is impacting the ocean ecosystems.	Understanding of regions of the UK and links between different regions. Knowledge of Britain's links to Europe and understanding of factors that influence settlement choice.	Deeper understanding of settlement and factors that have influenced where people decide to settle. Understanding of regions of the UK	Knowledge of processes that make up the Earth's climate and landscape. Understanding of similarities and differences between regions with lots of tectonic activity and those with less.	Knowledge of geographical processes. Deeper knowledge of global physical landmarks and links between ecosystems in the UK.
Vocabulary:	Europe, migration, natural resources, rural settlement, urban, aqueduct, agriculture, farming, villa,	Ocean, coast, beach, climate, coral, habitat, oceanography, organism, sea, pollution, harbour, port.	Settlement, farming, agriculture, compass, exploration, grid reference, coast, East Anglia, village	Hill fort, agriculture, nomadic, settlement, quoit, monument	Eruption, epicentre, fertile, Himalayas, lava, magma, Richter scale, tectonic plates, tsunami, volcano, soil, city, town, village, ocean,	Delta, floodplain, interlocking spurs, meander, oxbow lake, waterfall, erosion, precipitation, evaporation, condensation, sediment