

Geography Pathway – adapted for mixed age year groups

Pathway - Geography 2022-23 and 2023-24				
Cycle	Autumn	Spring	Summer	Additional opportunities
Teams Donaldson and Dahl				<ul style="list-style-type: none"> • fieldwork • • topical opportunities • • use of maps • • key geographical vocabulary •
A 2022-3	Weather and climate (fieldwork opportunity) including seasons	Hot and cold places	United Kingdom (fieldwork opportunity)	
B 2023-4	Local area (integrates fieldwork)	Continents and oceans	Mugurameno Village, Zambia	
Teams Cowell and Walliams*				
A 2022-3	Climate zones	North America	Local area - Lower KS2 (integrates fieldwork)	
B 2023-4	Rivers (fieldwork opportunity)	Rainforests	Rio and South-East Brazil	
Team Morpurgo				
A 2022-23 Y5/6	European region (<i>medium-term plan</i>)	United Kingdom (fieldwork opportunity)	Local area and region - Upper KS2 (integrates fieldwork)	
B 2023-24 Discrete Y6	Mountains (fieldwork opportunity)	Volcanoes and earthquakes (NB: this is a longer Scheme)		

* From 2024 onwards, the curriculum overview for Team Walliams will need to be re-scheduled to ensure curriculum progression for children in this class. See below.

Key Stage 1 - Teams Donaldson and Dahl

Related topics that have an implicit progression between them have been placed together within a single year: weather and hot/cold places in Cycle 1; studies of the local area and a contrasting locality in Cycle 2. This will minimise the need to 'catch up' before starting each topic, although differentiation within the topic will be important and there is a case to be made for doing some short investigations of topics such as local weather in both cycles.

There are also opportunities for children to reinforce and apply knowledge within and between each cycle. For example, children entering Cycle 1 in Year 1 will be able to apply their understanding of hot places (as well as the local area and continents) when they investigate Mugurameno in Year 2. Conversely, children entering Cycle 2 in Year 1 will be able to not only apply their knowledge of continents and the local area to Mugurameno, but will also be able to bring their knowledge of both Africa and the local area to an understanding of hot and cold places and the UK in Year 2.

In this model, it will be particularly important that fieldwork and mapwork opportunities are taken up during Cycle 1 (for example, through carrying out fieldwork within the weather and seasons topic). With both cycles, what children will have learned and experienced in Reception (e.g. exploring the school site or local area) will feed into pupils' learning experience.

Lower Key Stage 2 – Team Cowell

The sequence of Pathway topics at LSK2 for those entering Cycle 1 in Year 3 is exactly the same as it would be for those being taught in single year groups. Within each cycle, there is a progression through a physical geography topic and a look at a broad spectrum of places (North America, rainforests) to a more focused look at a particular region or area within the Americas.

Following either 'routeway', pupils will be able to compare and contrast places and regions and to draw extensively on knowledge and vocabulary acquired across the two years. A degree of consolidation (e.g. where places are) is built in to the introductory lessons for several topics. There are some areas of implicit progression that may require additional differentiation (e.g. as pupils move into greater complexity, building on their knowledge of hot and cold areas at KS1, through climate zones, vegetation belts and biomes).

In terms of end point expectations, pupils should be starting to increasingly 'write as a geographer', especially when conveying a sense of place, by the end of Year 4. This includes vocabulary, concepts and register. However, written tasks can be differentiated by outcome in this respect: it should not be necessary to create separate tasks for Y3 and Y4 pupils.

Upper Key Stage 2 – Team Morpurgo

Pupils entering Cycle 1 in Year 5 are able to explore two contrasting regions and develop their locational knowledge of the UK, thereby substantially developing their locational and place knowledge. This will then provide really substantial contextual knowledge for their understanding of physical processes in Year 6.

Cycle 2 comprises two related physical geography topics, including the longer topic of Volcanoes and Earthquakes. For those pupils entering Cycle 2 in Year 5, this then provides them with a really substantial knowledge base that can be applied to the places investigated in Year 6. It will be important to have at least some fieldwork opportunities during Cycle 2 (e.g. linked to the 'Mountains' topic).

Challenge opportunities are built in to existing schemes, and these will be particularly useful for those pupils coming to those topics in Year 6. Key vocabulary and skills outcomes across the phases remain unchanged.

Teaching Year 4/5 in Team Walliams

Due to changing year groups that are set each year depending upon pupil numbers in each year group, special consideration needs to be given to the Y4/5 class (Team Walliams) in order to ensure that all children have the same range of quality learning experiences and that units are not skipped or repeated unnecessarily. For the 2022-23 / 2023-24 teaching cycle, units have been planned to take into account the fact that children have already covered volcanoes / earthquakes / mountains in Y3/4 and that during the 2023-24 cycle there will be a discrete Y6 class. Taking both of these into account and looking at the units that have been or will be covered already, it has been decided that Team Walliams will follow the lower KS2 cycle along with the Y3/4 class in order to ensure that children in Y4/5 in Team Walliams receive a full KS2 geography curriculum.