

Subject: Geography Year 4

What are the aims and intentions:

That all the children:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geographical enquiry and skills

Ask geographical questions [i.e. 'What is it like to live in this place?]

Observe and record [i.e. identify buildings in street and complete a chart]

Express their own views about people, places and environments [i.e. about litter in the school]

Communicate in different ways including through numerical/quantitative skills, maps and pictures.

Communicate understanding through writing at length.

Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]

Use fieldwork skills [i.e. recording info on a school plan or local area map]

Use globes, maps, plans at a range of scales [i.e. following a route on map]

Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]

Make maps and plans [i.e. a pictorial map of a place in a story].

Links to previous learning:

Term:	Topic:	Knowledge	Skills:	Key Questions
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Autumn	All Around the World	<u>Locational Knowledge</u> 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)	Use maps, atlas, globes to identify position of the locational knowledge.	What is the Equator, the Tropics of Cancer and Capricorn? What is the climate like the closer or further away from the Equator? What do we call the upper and lower parts of the globe? How do we use lines of Longitude and latitude? What is life like at the Arctic and Antarctic Circles? Why do we have Prime/Greenwich Meridian? What is the impact of different time zones?
	Key Vocabulary	Lines of latitude, Lines of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, degree, daytime, daylight, night time, hours,		
		Cultural Capital:		
Spring	Up, Up and Away	<u>Human and physical geography</u> describe and understand key aspects of: physical geography, including: the water cycle, rivers, mountains, vegetation <ul style="list-style-type: none"> • The Water Cycle • How are clouds formed? The different types of clouds. • The journey of a river from source to sea- investigating famous rivers from around the world. • Flooding and its impact 	<u>Geographical skills and fieldwork</u> four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and	Can the children explain the water cycle? Do the children know how clouds are formed and the different types? Can the children explain the journey of a river starting at its source to it joining the sea? What is the impact flooding has on the land? What is pollution? What damage can pollution do? What can we do to reduce pollution?

		<ul style="list-style-type: none"> Water pollution and preservation. 	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
	Key Vocabulary	Solid, liquid, gas, evaporation, condensation, precipitation, transpiration, ground water, runoff, closed cycle, flood, pollution, source, spring, tributary, floodplain, current, erosion, mouth, stream, ox bow, bank.		
		Cultural Capital: Visit a local river, observe clouds and note different types.		
Summer	Roaming Around Italy	<u>Locational Knowledge</u> 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 <ul style="list-style-type: none"> Italy - using maps to find where Italy is in the world. Major Cities and landmarks of Italy- where they are and their impact on the country. Physical features of Italy - the impact of Vesuvius and its eruption in 79AD, the Alps, The Apennines, the River Po and Tiber. The impact of Mount Vesuvius, Etna and Stromboli on Italy when they have erupted Human Geography of Italy - the culture of Italy. 	Use maps, atlas, globes to identify position of the locational knowledge. Use secondary sources to research Italy and its culture.	Can the children identify Italy on a map? In an atlas? On a globe? <ul style="list-style-type: none"> Can children locate and label the capital city, bordering countries, islands and seas on a map of Italy? Can children compare and contrast Italy with the UK? Do children know what physical geography is? Can children locate the two main mountain ranges and longest river of Italy on a map? Can children compare and contrast the physical attributes of the UK and Italy? Do children know what a volcano is? Can children explain how and why volcanoes erupt? Can children explain what happened in Pompeii in 79AD? Do children understand the term 'human geography'?

				<ul style="list-style-type: none"> • Can children use resources to research the human geography of Italy? • Can children describe some aspects of the human geography of Italy? • Do children understand what is meant by the term 'culture'? • Can children describe some aspects of Italian culture? • Can children compare and contrast the culture of Italy and the culture of the UK?
	Key Vocabulary	Italy, Rome, Florence, Milan, Venice, Pisa, River Tiber, River Po, Mount Vesuvius, Mount Etna, Mount Stromboli, The Alps, Apennines, eruption, flooding, bridges, rivers, Grande Canal, seas, borders, Mediterranean, Adriatic, Ionian, Tyrrhenian, Ligurian Sea, France, Switzerland, Austria, Slovenia, Europe, population, currency, culture, food.		
		Cultural Capital:		