

Geography Curriculum Year 4

Prior learning from Y1/2

- Know that houses/places have an address and postcode
- Identify key Physical (river) and Human (roads/house/shop) geography.
- Explain the meaning of travel in relation to geography and places
- Know and use the terminologies: left and right; below and next to; relate to map work on local area
- Use simple fieldwork and observational skills to study the geography of their school and immediate surrounding area.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Upton/Chester
- Devise simple maps and use and construct basic symbols in a key of the school.
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the names of the four countries that make up the UK and name the three main seas that surround the UK
- Describe the weather in the UK during different seasons
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Know the names of and locate the five oceans of the world
- Know the names of and locate the seven continents of the world
- Know where the equator, North Pole and South Pole are on a globe.
- Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied.
- Identify certain physical features within African continent: dry savannahs; mountains; Great Rift Valley.
- Know the main differences between our town and that of a small place in Africa.
- Use maps and globes to locate continents

Prior Learning from Y3:

- Name the counties of the North West
- Name the countries and major cities of the UK
- Know the features of a coastline eg caves, cliffs, beaches, tides, waves
- Name coastal areas of England
- Effect of erosion on our coastlines
- Explain how people travel around the UK
- Locate at least 8 counties of England
- Use 8 points of a compass to describe the locations of counties and cities
- Use geographical vocabulary
- Know the names of at least 8 European countries and be able to locate these on a map
- Know the names of a number of European capitals
- Understand land use in cities and how tourists flock to famous landmarks
- Know at least five differences between living in UK and Greece
- Recognise that people in Europe live in different time zones
- Use maps to locate 8 European countries and capitals
- Ask geographical questions and use geographical vocabulary
- Know the names of European countries and cities
- Know the names of a number of European capitals
- Understand land use in cities and how tourists flock to famous landmarks
- Know at least five differences between living in UK and France
- Recognise that people in Europe live in different time zones
- Use maps to locate 8 European countries, capitals and the Mediterranean
- Ask geographical questions and use geographical vocabulary

- Use aerial photographs to identify features of a locality Use simple maps, atlases and photographs to identify human and physical features of the local area.
- Find their own house on a map
- Ask and answer questions about the local environment.
- Draw/sketch simple maps to show a route.
- Recognise roads, buildings and fields on a map and describe the local area
- Use symbols and know that they mean something on maps
- Understand why maps need a key
- Know which is N, E, S and W on a compass. Relate to map work of the local area and following directions.
- Identify human and physical features of the school's surrounding area. Find out how many bus stops and shops there are.
- What happens here? Complete a survey to show what happens at different parts of the local area.
- Know features of cold and hot places in the world – North and South Poles and around the equator.
- Know the names of and locate the five oceans of the world
- Know the names of and locate the seven continents of the world.
- Know where the equator, North Pole and South Pole are on a globe.
- Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied.
- Locate the UK in comparison to the equator and compare location to North and South Pole
- Know and recognise main weather symbols

Aspect of Geography	Key Vocabulary	Sticky Facts	Essential Knowledge and Skills
<p>Place Known ge/ Human/ Physical</p> <p>The Polar regions and the effects of climate change</p> <p>Threads; Weather and climate</p>	<p>Hemisphere Biome Polar Arctic Tundra Ice Cap Climate change Wildlife Human impact Temperature Melting Settlement</p>	<ul style="list-style-type: none"> • The Arctic and Antarctica are polar deserts. • The Arctic is in the northern hemisphere; Antarctica is in the southern hemisphere. • The Arctic Tundra biome is the northern most biome; it is the coldest of all biomes. • An Ice cap is a thick layer of snow and ice; a huge mass of solid ice is called a glacier • Human activity is causing temperatures to rise so the Earth is warming up. • Ice caps across the world are melting causing harm to animals. • Animals that live in the arctic include polar bears, fox, seals, Arctic hare. • Polar bears are affected because they can't find enough seals which rest on the ice forcing them to enter settlements – some starve or are killed. • The melting ice means that seal pups are forced into the water before they are independent and can feed on their own. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the impact that humans are having on the environment • Discuss what changes are needed to improve life for endangered animals • Know what is meant by a biome and describe the Arctic Tundra • Describe the wildlife/vegetation in the Arctic Tundra <p>Skills</p> <ul style="list-style-type: none"> • Ask geographical questions • Use geographical vocabulary • Use a map to locate the polar regions <p>Revisit prior learning</p> <ul style="list-style-type: none"> • Continents and oceans of the world • Wildlife in the Arctic (from 2)
<p>Location 1/ Place Knowledge</p> <p>Extreme Earth Volcanoes and</p>	<p>Mediterranean Rome Eruption Magma Lava Dormant Vesuvius Climate Temperature Volcano Tourist attraction</p>	<ul style="list-style-type: none"> • Italy is a boot-shaped peninsula that juts out of southern Europe into the Adriatic Sea and Mediterranean Sea. • The capital of Italy is Rome. • Climate: predominantly Mediterranean; Alpine in far north; hot, dry in south • Volcano eruptions are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up in the mountain, and it eventually explodes. • Europe's three active volcanoes, Etna, Stromboli, and Vesuvius are all located in Italy. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know at least five differences between living in the UK and Italy. • Know how the climate of Italy and the UK compare. • Know what causes a volcanic eruption. • Have simple understanding of the imaginary lines that create time zones and to know that Italy is ahead in time. • Make links to the water cycle (Science lessons) • Label the different parts of a volcano •

<p>earthquake in Italy</p> <p>Threads; Climate and travel</p>		<ul style="list-style-type: none"> • A tourist attraction is a place of interest where people visit • For Italy, these mountains are a tourist attraction. • Tourists go on tours to visit these volcanoes. • Italy is one hour ahead of the UK 	<p>Skills</p> <ul style="list-style-type: none"> • Ask geographical questions • Use geographical vocabulary • Use a map to locate places <p>Revisit prior learning</p> <ul style="list-style-type: none"> • Countries and cities in Europe
<p>Locational / Place Knowledge and Physical/ Human Geography</p> <p>The Amazon Rainforest and South America</p> <p>Threads; Climate</p>	<p>Climate Equator Southern Hemisphere Canopy Emergent Layer Understory Temperate Temperature Rainfall Tropic of cancer/ Capricorn</p>	<ul style="list-style-type: none"> • There are 12 countries in South America. • Brazil is the largest country and covers almost half the continent. Its capital is Brasilia. • SA's largest river is the Amazon (2nd largest in the world) • The Amazon is a tropical rainforest located in the tropic of Cancer and Capricorn. • The equator runs through the Amazon so the climate tends to be tropical: hot, humid and damp. • Climate is the temperature, humidity and rainfall, conditions in a specific area. • The Amazon rainforest is made up of four layers: the canopy, the emergent, the understory and the forest floor. • Jaguars are an endangered species in the Amazon because of habitat destruction/deforestation. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the names of, and locate, a number of South American countries and cities. • Know what is meant by biomes and what are the features of a specific biome; locate the different ones within South America and their climates. • Label and describe the layers of the rainforest • Know main human and physical differences between developed and developing countries • Understand the human impact on the Amazon Rainforest – deforestation • Explain world temperature in relation to the equator and make links to the water cycle. • Describe where in the world natural resources come from <p>Skills</p> <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Use Google Earth to locate a country or place of interest. • Use graphs to record temperature or rainfall across the world's continents and climates (weather).
<p>Geography National Curriculum Skills</p>			
<p>Locational Knowledge</p>	<p>Place Knowledge</p>	<p>Human/Physical Geography</p>	<p>Skills/Fieldwork</p>

<ul style="list-style-type: none"> • 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 • Name and locate 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 • 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) 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, 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 physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Ask Geographical questions • Use Geographical Vocabulary
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