



## Geography Curriculum: Year 4

What are the aims and intentions of this curriculum?

That children:

- Recognise and know some major human and physical features of the Europe.
- Appreciate how our locality is similar/different to other places in Europe.
- Read maps and a range of images.

Term	Topic	Knowledge	Skills	Vocabulary
Autumn	Why are rainforests important to us?	<p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know that the hottest biomes such as desert, savannah and tropical forest are found between the Tropics of Cancer and Capricorn.</p> <p>To know that a natural resource is something that people can use that comes from the natural environment.</p>	<p>Use a variety of data collection methods with support.</p> <p>Summarise how the local woodland is used and suggest changes to improve the area.</p> <p>Articulate why the Amazon rainforest is important.</p> <p>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p>	<p>biome</p> <p>Equator</p> <p>Tropic of Capricorn</p> <p>Tropic of Cancer</p> <p>lines of latitude</p> <p>buttress roots</p> <p>lianas</p> <p>vegetation</p> <p>vegetation belts</p> <p>forest floor</p> <p>understory layer</p>



Geography Curriculum: Year 4

		To know the threats to the rainforest both on a local and global scale.		canopy layer emergent layer deforestation community indigenous peoples drought greenhouse gas global warming logging mining method risk route questionnaire enquiry data analyse
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Geography Curriculum: Year 4

<p>Spring</p>	<p>Where does our food come from?</p>	<p>Identify countries on a blank world map using an atlas.</p> <p>Identify that different foods grow in different biomes and say why.</p>	<p>Locating some major cities of the countries studied.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p>	<p>air freight carbon footprint consume distribution export fertiliser food bank / food miles grant import pesticides produce qualitative / quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade</p>
<p>Summer</p>	<p>What happens when land meets the sea?</p>	<p>Know the geographical features of Europe's major coastlines.</p> <p>Know what/how physical processes shape our local coastline.</p>	<p>Categorise features</p> <p>Identify coastal features</p> <p>Explain coastal erosion</p> <p>Research the effect of physical processes on coastlines Investigate the effect of physical processes on coastlines</p> <p>Recognise and use OS map symbols</p> <p>Draw a sketch map from a high viewpoint</p>	<p>Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, sea wall, hard and soft engineering, port, harbour.</p>



Geography Curriculum: Year 4

**Fieldwork:** Visit Seaham and discover / observe different features of the coast. What happens when the land meets the sea? / draw an annotated sketch / select views to photograph. Annotated field sketches.

Key question 1:

What physical processes shape the beach?

Key question 2:

How does the environmental quality of the beach change?

Key question 3:

How effectively is erosion being managed?

<p>Mapping skills</p>	<p>To learn why map symbols are used and to recognise the OS map symbols.</p>	<p>Locational knowledge: locate a range of places and landmarks on Ordnance Survey maps of the UK.</p> <p>Place knowledge: learn about the geographical features of specific locations on maps.</p> <p>Human and physical geography: locate human and physical features on OS maps and consider the symbols for these features in the map key.</p>	<p>Understand how to use a key when constructing a map</p> <p>Use symbols which represent human features e.g. information points and physical features e.g. forest.</p> <p>Interpret a range of sources of geographical information, including maps and aerial photographs.</p> <p>Communicate geographical information in a variety of ways, including through maps.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.</p>
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