

• Geography: Year 4

National Curriculum links:

- **Locational Knowledge** – 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).
- **Place Knowledge** – 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.
- **Human and Physical geography** – 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.
- **Geographical skills and fieldwork** – 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. 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.

Sequence of lessons:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Where does our food come from? (Fieldwork – school grounds)	Why are rainforests important to us? (Fieldwork – Formby – local woodland)	What are rivers and how are they used? (Fieldwork – Alt or Mersey)
How can our food choices impact the environment? To explain the impact of food choices on the environment.	Where in the world are tropical rainforests? To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	What is the water cycle? To describe how the water cycle works.
What does it mean to trade responsibly? To understand the importance of trading responsibly.	What is the Amazon rainforest like? To describe the characteristics of each layer of a tropical rainforest.	How is a river formed? To recognise the features and courses of a river.
How do we get our chocolate? To describe the journey of a coca bean.	Who lives in the rainforest? To understand the lives of indigenous peoples living in the Amazon rainforest.	Where can we find rivers? To name and locate some of the world's longest rivers.
Where does our food come from? To map and calculate the distance food has travelled.	How are rainforests changing? To describe why tropical rainforests are important and understand the threats to the Amazon.	How are rivers used? To describe how rivers are used.
<u>Fieldwork:</u> Are our school dinners locally sourced? To design and use data collection methods to find where our food comes from.	<u>Fieldwork:</u> How is our local woodland used? Data collection. To understand how local woodland is used using a variety of data collection methods.	What can we find out about our local river? To identify and locate human and physical features on a map.

Is it better to buy local or important food? To discuss the advantages and disadvantages of buying both locally and imported food.	How is our local woodland used? – finding To analyse and present findings on how local woodland is used.	<u>Fieldwork:</u> What features does our local river have? To collect data on the features of a local river.
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Key vocabulary:

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, trend.	Analyse, biome, buttress, roots, canopy, layer community, data, deforestation, drought, emergent, layer, enquiry, Equator, forest, floor, global, warming, greenhouse gas, indigenous, peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts.	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow, lake, percolation, precipitation, river, mouth, source, transpiration, tributary, valley, water, cycle, waterfall.
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