

Whitefield Primary School - Long Term Curriculum Overview - Year 4

Geography

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Year 4		<p align="center"><u>Can a city be pretty?</u></p> <ol style="list-style-type: none"> 1. What is a city? Identify key features. Physical and human geography. Look at/draw simple maps, key symbols. 2. Why are people attracted to cities? 3. Can we use a map/digital tools to locate cities around the world? 4. Can we use a map/digital tools to locate major cities in the UK. Use grid reference. 5. How does Liverpool compare to other UK cities eg Sheffield. Explore physical and human geography. 6. How and why do cities change over time? Look at redevelopment of Ogdens. Compare land use using old photographs. 7. What problems can we identify about living in a city? eg. overcrowding, litter, pollution. 8. Can we create a survey to determine how well people recycle in our area? Fieldwork, surveys, questionnaires. 9. How is paper recycled? Visit to recycling centre. Write an explanation. Create posters/leaflets. 10. Philosophy linked to environment e.g. 	<p align="center"><u>Why is the River Mersey important to Liverpool?</u></p> <p><i>NC - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 	<p align="center">Who were the Anglo-Saxons? (summer 1)</p> <p align="center">Were the Vikings vicious? (summer 2)</p>	

		<p>global warming, litter, freedom of travel.</p> <p>Know why people are attracted to live in cities and how the area has changed over time. Can they compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time? Investigate why the land-use has changed</p> <p>Identify an environmental issue - recycling and relate it to our local area. How does it affect us?</p> <p>How can the environment be improved? (Link to fieldwork, views of others collected)</p> <p>Changing and managing the environment</p> <p>Different views about an environmental issue (philosophy)</p> <p>Explore how the environment can be changed/improved</p> <p><u>Fieldwork</u></p> <p>Conduct fieldwork to help analyse problem of plastic in our local area.</p> <p>Can they design questions and studies to conduct in their local area related to their chosen topic? Can they identify local features on a map and begin to experiment with four figure grid references? Can they use these to locate and describe local features? Can they undertake surveys? Can they undertake surveys? Can they use</p>	<ol style="list-style-type: none"> 1. What is a river? Human and physical geography. 2. How do we use them? Why are they important? Why would people choose to live by a River? Settlements, trade 3. WOW - Visit to Cuerden Valley park. River study - field work measuring depth, wildlife, speed, flow, key vocab e.g. erosion and deposition. 4. Map work - Rivers of the world 5. Rivers in the UK - mapwork. Link to cities work. 6. Follow the journey of a river - mapwork, River Mersey 7. Features/parts of a river - make a model 8. Erosion, transportation and deposition. 9. Write an explanation of the journey of a river. 10. Does everyone have as much water as we do? (global learning) - water shortage, pollution 11. Philosophy linked to water, pollution, choice, responsibility, endangered animals. <p><u>Locational and Place knowledge</u></p> <p>Can they use maps to locate features of the UK? Use large and medium scale OS maps/</p>	<p><u>Locational and Place Knowledge</u></p> <p>Using maps, can they locate the Equator, the tropics of cancer and Capricorn? Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs - do they think these were taken close to the Equator or further away. Can they identify the different hemispheres on a map? Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Can they locate and label different countries/continents in the Northern/Southern hemisphere?</p> <p><u>Human and Physical Geography</u></p> <p>Why did the Anglo Saxons and the Vikings choose to settle where they did? What were there settlements like? How did they trade? How is that different today? Look at pictures and labelled diagrams of different historical settlements over time. Can they produce</p>
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		<p>recognised symbols to mark out local areas of interest on their own maps? Can they choose an effective way of recording and presenting their methods? E.g. tables to show collected data. Can they present data in appropriate ways to make data clear? Can they draw conclusions from the data? Can they find at least six cities in the UK on a map? Can they name and locate the main islands that surround the United Kingdom?</p>	<p>junior atlases/ map sites on internet/ features on aerial/oblique photographs. Rivers, mountains and large cities? Can they explain which features are physical and human? Can they label counties, cities, mountains and rivers? Can they study photographs and maps of 3 different locations in the UK? Can they ask geographical questions about these places? E.g. how was the land used in the past? How has it changed? What made it change?</p> <p><u>Human and Physical Knowledge</u></p> <p>Can they explain why the world's rivers are situated by rivers?</p> <p>Can they use the language of rivers? e.g. erosion, deposition, transportation. Can they explain and present the process of rivers? Can they compare how river use has changed over time and research the impact on trade? Can they research and discuss how water affects the environment, settlement, environmental change and sustainability?</p> <p><u>Mapskills</u></p> <p>Can they make a map of a short route experienced (Trip on river Mersey) with features in the correct order.</p> <p>Can they make a simple scale drawing? Do they know why a key is needed? Can they follow a route on a large scale map? (river Mersey)</p> <p><u>Fieldwork</u></p> <p>Can they look for evidence of past river use by visiting the location? Can they make field notes/observational notes about land</p>	<p>their own pictures and labelled diagrams? Can they ask and answer questions through own knowledge and self-constructed research? (what resources were used? Why were they used? Why were their settlements so different? Etc) Can they study maps of Anglo Saxons and Roman settlements? Can they draw conclusions about the location of the settlements based on their prior knowledge? Can they compare with current maps and make suggestions about change? Can they identify the main economies in the immediate area and compare with trade in the past?</p>
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			<p>features.</p> <p>Can they take photographs to support findings? (e.g showing different transport in the area today which would not have been there historically?)</p> <p>Ca they study pictures of the river in historic times and compare and contrast? Can they select a method to present their differences? Can they record measurement of the river width/depth?</p>	
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