

Geography Long Term Plan

Year 4	Key Skills	Content/Unit or Topic	Curriculum Links	Key Facts	Key Vocabulary
<p><b>Locational Knowledge</b></p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p><u>Topic: All Around the World</u>            To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.            To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.            To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.            To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK            To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.            To identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line            To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p>	<p>Link with math: co-ordinates</p> <p>Link with statistics in maths</p>	<p>Understand where the Northern and Southern Hemispheres are and where The Equator is.            To find the Arctic Circle and Antarctica on a globe or map.            Understand a map has lines of latitude and longitude.            Understand different areas of the world have different hours of daylight at different times of year.            Recognise the climate of the Equator and The Tropics (Cancer and Capricorn) in comparison to the UK.            Understand the significance of the Prime Meridian.            Understand how day and night occur.</p>	<p>the Equator,            Northern Hemisphere,            Southern Hemisphere            latitude            longitude            Co-ordinates            maps.            atlases            globes            countries            the Arctic            the Antarctic Circle            polar regions            the Tropics of Cancer and Capricorn            Climate.            the Prime /Greenwich Meridian Line            time zones</p>

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	To locate and name main counties of Europe to cover the end of Roman rule to 1066 and including Iceland		This is taught through our History topic (Anglo Saxons/Vikings)		
<b>Place Knowledge</b>	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, Link with History	<p><b>Topic: All Around the World</b> Compare similarities and differences between the UK and the tropics. Compare similarities and differences between the UK and the Arctic and Antarctic.</p> <p><b>Through History topic:</b> Compare similarities and differences between the UK, UK in Anglo-Saxon times and Scandinavian countries.</p>	History	<p>To compare daylight hours in the UK and polar regions. Identify similarities between the UK and the tropics. To know the differences between the UK and the tropics.</p> <p>To know where the Vikings came from and why they came to the UK.</p>	Scandinavian.
<b>Human &amp; Physical Geography</b>	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (Link to work on cold places)	<p><b>Topic: Water, Water Everywhere!</b> To describe and understand key aspects of the water cycle in the context of learning about the <b>changing states of matter</b>. To describe and understand key aspects of the water cycle in the context of explaining <b>the water cycle</b>. To describe and understand key aspects of the water cycle in the context of learning about <b>clouds and rain</b> To describe and understand key aspects of the water cycle in</p>	Overlap with science topic on States of Matter.	<p>To be able to describe water in its solid, liquid and gaseous state. To recall the main events in the water cycle. To understand that changes in temperature cause evaporation and condensation. To explain that water has to be cleaned for drinking. To list different types of flooding. To describe how flooding affects communities. To recall the temperatures at</p>	<p>Changing states of matter: Solid, liquid, gas The water cycle. clouds Water treating process. Flooding. Water pollution. Evaporation Condensation Freezing Temperature Precipitation</p>

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	<p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>the context of learning about the <b>water treating process</b>.          To describe and understand key aspects of the water cycle in the context of learning about <b>flooding</b>.          To describe and understand key aspects of the water cycle in the context of learning about <b>water pollution</b>.</p> <p><u>Topic: Early Settlers</u></p> <ul style="list-style-type: none"> <li>• Explain why settlements develop in certain locations.</li> </ul>	<p>Links with History – Where the Anglo-</p>	<p>which water freezes and boils.          To explain why the water cycle is a closed cycle.          To name some different types of clouds.          To explain that dirty water contains bacteria.          To describe ways to limit flood damage.          To explain how to change a solid into a liquid.          To describe how to turn a liquid into a gas.          To explain where the processes of evaporation and condensation are involved in the water cycle.          To use the words condensation and precipitation to explain why it rains.          To use the words evaporation and condensation to explain why clouds form.          To explain some of the steps involved in cleaning water.          To suggest ways to remove dirt from water.          To explain what causes flooding.</p> <p>To understand why early settlers came to Britain.</p>	
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<p><b>Geographical Skills &amp; Field work</b></p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Through All Around the World topic using maps, atlases, globes, Google Earth to locate countries, regions and features identified in this topic.</p> <p>Learn about 8 point compass through maths topic – Direction</p> <p>Look at a map of our local area Heaton Park and Heaton Park Primary School, identify symbols and plan a route.</p>	<p>Maths</p> <p>Links to forest schools – trip to Heaton Park to identify a good location for an early settlement.</p> <p>Links to Holligworth Lake visit</p>		<p>Compass ( 4 and 8 point)</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>North West</p> <p>North East</p> <p>South East</p> <p>South West</p>