

Geography			
Term	Autumn 1	Spring 1	Summer 1
Year 4 Topic	Earthquakes and volcanoes: How do the Earth shake, rattle, and roll?	European neighbours – Spain What is life like in Spain?	Changes in our local environment
Programme of Study	Describe and understand key aspects of human and physical geography in relation to volcanoes and earthquakes. Use maps and atlases to locate countries and describe features studied.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and Spain including key topographical features, mountains. Use maps and atlases to locate countries and describe features.	Identify geographical characteristics (human and physical) of the UK and understand how some have changed over time. Links with the plant nursery industry in Cheshunt.
Topic Content:	<ol style="list-style-type: none"> 1. To be able to use atlases and maps to name and locate the major world mountain ranges in the UK. 2. To use atlases and maps to name and locate the tallest six mountains in the Europe. 3. To use atlases and maps to locate the tallest mountains in the world. 4. To know how volcanoes are formed-To locate the volcanoes on a map. 5. To understand the impact of volcanic eruptions. 6. To understand how weather, plants, animals, humans are all interrelated. 	<ol style="list-style-type: none"> 1. To Europe, the UK and Spain on a map-locate major rivers and mountains. 2. To be able to use a map to locate the major cities, rivers and mountains and other physical features of Spain. 3. To be able to locate Catalonia and their own region on a map- what make Catalonia a unique place on a map. 4. To know how to get to Barcelona, the countries you would fly over or drive through, how far away and how long it would take to get there. To know about Barcelona climate. 5. To know how Barcelona has been influenced by art, sports and music. (To be able to plan a programme of activities for a tourist.) 	<ol style="list-style-type: none"> 1. To plan a route to record examples of technology in the local area- to describe the uses of technology in the local area. 2. To create maps and plans with agreed symbols-to compare maps to find similarities and differences in formal and informal maps. 3. To gather information about the use of technology on a visit to a local site (a business, such as a supermarket or a farm) 4. To present the information about the site visit in a given format- to draw conclusions about the use of technology in the locality. 5. To describe and understand key aspects of human geography including types

		6. To be able to identify similarities and differences between Spain and the UK	of settlements and land use, economic activity including trade links. 6. To draw conclusions and formulate opinions about the information found.
Key Stage strands			
Locational knowledge	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.		
Place knowledge	Can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal). Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics).		
Human and physical geography	<p>Physical Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.) Can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather)</p> <p>Human Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary (e.g., from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card, and using two of the cities, draw two differences and two similarities to the area in which they live).</p>		

	Can make observations about, and describe, the local area and its physical and human geography (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics).		
Geographical skills and fieldwork	<p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>		
Curriculum Links:	<p>MATHS: directions</p> <p>MATHS: measuring</p> <p>MATHS: 2D & 3D shape</p> <p>HISTORY: investigate how Cheshunt has changed – buildings, roads, jobs</p> <p>ENGLISH: write letters and diary entries to describe changes in the local area– annotated diagrams, explanation text</p>	<p>ART: devising own map symbols</p> <p>MATHS: compass directions – link to fractions</p> <p>ENGLISH (READING): Using an atlas index</p> <p>ENGLISH: explanation of human & physical features</p>	<p>ENGLISH: research Spain's weather, foods & schooling</p> <p>ENGLISH: research Spain's animals & animal migration</p> <p>ART: Spanish art</p> <p>PE / DANCE: flamenco dancing</p> <p>ENGLISH: Non-chronological report about Spain</p> <p>PSHE: compare life for a child in Spain with a child in England</p>
KEY WEBSITES & Cultural Capital	<p>http://www.primaryhomeworkhelp.co.uk/geography/</p> <p>https://www.theschoolrun.com/homework-gnome-geography</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-four</p> <p>https://www.bchs.essex.sch.uk/1134/developing-cultural-capital</p>	<p>http://www.primaryhomeworkhelp.co.uk/geography/</p> <p>https://www.theschoolrun.com/homework-gnome-geography</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-four</p> <p>https://www.bchs.essex.sch.uk/1134/developing-cultural-capital</p>	<p>https://www.theschoolrun.com/homework-gnome-geography</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-four</p> <p>https://www.bchs.essex.sch.uk/1134/developing-cultural-capital</p>