

Pudsey Bolton Royd Primary School Geography Long-Term Plan

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Would you rather live in Leeds or Rome?	How does the water cycle work?	
Outcomes		
Create a guidebook all about Rome	To understand and draw the water cycle.	
Linked Texts		
Diary of a Roman Slave		
Linked Experiences		
N/A	Now press play – water cycle	
Overview		
During this unit the children will look at the continent of Europe and identify and locate different countries and their capital cities within the continent. Children will then start to focus on studying Italy, with a particular focus on Rome. They will look at what the weather is like in Rome and Leeds and compare average temperatures, amount of rainfall and average hours of sunshine. Physical and Human geographical features of Italy and England will then be studied and compared.	During the unit the children will look at the water cycle also known as the hydrologic cycle. The children will look at the different stages of the cycle and the continuous movement of water on, above and below the surface of Earth. The children will discuss where the water comes from such as reservoirs, rivers and oceans. They will discuss the importance of the water cycle and how essential it is for the maintenance of most life and ecosystems on the planet.	
Knowledge and/or Skills Covered		
Graphicacy skills <u>Read maps-</u> Use the contents and index of an atlas. Use maps, globes, and digital mapping to locate England and Italy. Academic skills <u>Ask questions-</u> Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference). <u>Discern relevance-</u> Note connections, contrasts and trends and use these to order by relevance Map Skills: Use maps, atlases, globes and digital/computer mapping to locate Italy, Rome.	Academic skills <u>Ask questions -</u> Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference). <u>Present information -</u> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.	
National Curriculum Attainment Targets		
<u>Locational Knowledge</u> Locate the world's counties, using maps to focus on Europe <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	<u>Human and physical geography</u> Physical geography -Describe and understand key aspects of the water cycle. Human geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	

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Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.		
Important Vocabulary		
Human, physical, compare, location, continent, Europe, country, capital city.	Renewable, minerals, rivers, natural resources, water cycle, evaporation, condensation, overland flow, source, precipitation.	

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
	How has our local area changed over time?	Where are the world's rainforests?
Outcomes		
	Write a paragraph about how the physical and human features have changed over time.	Double page spread about the rainforests
Linked Texts		
Linked Experiences		
		Now press play - Rainforests
Overview		
	During this unit the children will use fieldwork to explore the immediate local area of Pudsey, including processes of change. Children will locate the local area on aerial maps, describe and explore its distinctive features, use maps and field observations to capture key data from different points of view, and use that data to reflect and make presentations on historical changes. They will look at physical and human features and look at the changes over time.	During this unit children will learn what rainforests are and where they are in the world, describing the pattern based on their location. Children will look at the different layers of the rainforest with definitions, images and descriptions of the animals that live there. Learning about the features that make up a rainforest biome, children will investigate how important they are for food and medicine around the world. Children will look at the temperature and precipitation levels of each climate zone and complete their own data, looking in particular at the Amazon rainforest. They will define deforestation and explain how and why it is occurring and explain the impact of deforestation on rainforests. Children will also look in detail at the Amazon rainforest and explain its importance. They will also look at similarities and difference to life in rainforest to what is like in the UK. Furthermore, they will look at positive and negative effects of human action on bio diversity.
Knowledge and/or Skills Covered		
	<u>Graphicacy skills</u> <u>Keys and Symbols:</u> Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. <u>Draw maps / plans:</u> Draw a map or plan from a description. Create a scale-bar. <u>Use images</u> Compare the context & purpose (reliability) of different photographs.	<u>Graphicacy skills</u> <u>Keys and Symbols</u> Understand contour lines. <u>Read maps</u> Use the contents and index of an atlas Use oblique and aerial views. Start to use 6 figure grid references Use a scale to reasonably estimate distances (eg along roads/ waterways)

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	<p>Use digital technologies to alter photos/images.</p> <p><u>Fieldwork and practical skills</u></p> <p><u>Use a compass</u> Confidently use the eight points of a compass.</p> <p><u>Observe/measure</u> Evaluate own observations and compare them with others'.</p> <p><u>Record:</u> Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations while in the field.</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u> Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p><u>Discern relevance</u> Note connections, contrasts and trends and use these to order by relevance Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p><u>Present information:</u> Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</p>	<p>Start to explain ideas using a thematic map for reference</p> <p><u>Digital maps</u> Accurately measure distance, including non-linear distances. Annotate digital maps with markers, text, photographs, hyperlinks, etc.</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u> Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p><u>Discern relevance</u> Note connections, contrasts and trends and use these to order by relevance Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p><u>Present information:</u> Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</p>
National Curriculum Attainment Targets		
	<p><u>Locational knowledge</u></p> <p>Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land use-patterns; and understand how some of the aspects have changed over time.</p>	<p><u>Locational knowledge</u></p> <p>- Locate South America on a map and study it's environmental regions, key physical and human characteristics, countries, and major cities. -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)</p>

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	<p>Place knowledge-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>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 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</p>	<p>Place knowledge Compare a region in UK with a region within South America (Amazon rainforest) with significant similarities and differences.</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Important Vocabulary		
	Pudsey, local area, features, future, change, settlement, fieldwork, migration	Climate, weather, latitude, longitude, Equator, hemisphere, axis, sphere, season, temperature, temperate, tropical, precipitation, Mediterranean, arid, biomes, vegetation belt, rainforest