**Subject Area – Geography  Year Group - 4**

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| Unit of work | **Tourism** | **Settlements and cities** | **Climate Zones** |
| Link to Programme of study | Key stage 2 - 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. | | |
| Composite Knowledge | **How does global travel help and hurt our world's greatest treasures?** | **How are settlements similar and different in the United Kingdom?** | **How does climate affect a place and the way people live?** |
| Component knowledge | **Locational knowledge:**<br>-Where Are the Seven Wonders of the World?<br>-Which Wonder Needs the Most Protection?<br><br>**Place knowledge**:<br>-Which Wonders Attract the Most Tourists?<br>-How Has Tourism Impacted the Seven Wonders?<br><br>**Human and physical geography:**<br>-What is tourism?<br>-What Human Features Draw Tourists to a Wonder?<br>-What Physical Features Draw Tourists to a Wonder?<br>-How Do Human and Physical Features Work Together to Attract Visitors?<br>-What Are the Advantages of Tourism?<br>-What Are the Disadvantages of Tourism?<br>-How Can Tourism Be More Sustainable?<br>-How Can We Promote Sustainable Tourism?<br><br>**Skills and fieldwork**:<br>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Locational knowledge:**<br>-What are the key topographical features of the UK?<br>-What are some of the key geographical regions of the UK.<br>-What are the different types of settlements in the UK?<br>-What are the major cities of the UK?<br>-What are the geographical regions of the UK?<br>-What are the key topographical features of the UK?<br>-How does topography impact settlements in the UK?<br>-What is land use in the UK and how it has changed?<br>-How are settlements different and similar in the UK?<br><br>**Human and physical geography:**<br>-How does human and physical features affect land use?<br>- Name some human features of the UK<br>- Name some physical features of the UK<br><br>**Skills and fieldwork**:<br>- 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 | **Locational knowledge:**<br>-What are the earth's climate zones?<br>-Where are the earth's climate zones?<br>-How does climate impact the human and physical geography of a place<br>-How does the location of a geographical zone impact its climate?<br><br>**Human and physical geography:**<br>-What impacts the Earth's climate, biomes and vegetation belts?<br>-How have people adapted to the geographical zones on earth?<br><br>**Skills and fieldwork:**<br>-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. |
| National Curriculum KS2 | Pupils should:<br>**<u>Locational knowledge</u>**<br>♣ 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 | | |

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<tr><td></td><td colspan="3">♣ 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<br>♣ 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)<br><u>Place knowledge</u><br>♣ 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<br><u>Human and physical geography</u><br>describe and understand key aspects of:<br>♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>♣ 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<br><u>Geographical skills and fieldwork</u><br>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>♣ 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<br>♣ 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.</td></tr>
<tr><td>Vocabulary</td><td>Land-use<br>Topographical features<br>Environmental regions<br>Natural resources<br>Eight compass points<br>Tourist<br>Tourism<br>Economy<br>Sustainable</td><td>Human and physical features/geography<br>Topographical features<br>Environmental regions<br>Topography<br>Settlements</td><td>Climate<br>Climate Zones<br>Koppen Climate Classification<br>Polar<br>Tropical<br>Continental<br>Temperate</td></tr>
<tr><td>Links to prior knowledge<br><br>(refer to year group planning)</td><td>Year Three – Mountains, rivers<br>Year Three – Latitude and Longitude</td><td>Year Two – Town and Country<br>Year Two – United Kingdom<br>Year Three – Mountains, rivers</td><td>Year Two - United Kingdom<br>Year Three -Latitude and Longitude</td></tr>
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