



Year 4

Geography Curriculum Overview

The Big Picture

For as long as we have lived on Earth, we have been explorers. Ancient civilisations explored the world and brought back riches from other lands. During the 15th and 16th centuries exploration became a race between the European nations who went in search of gold, spices and colonies. Great adventures always wanted to be 'the first' to explore new places and discover new lands. As well as land, scientists have been inspired by the unknown, exploring the deep sea and beyond that, space.

In the early years, it was important to explore to build our view of the world and be able to navigate our globe and create maps for people to follow.

In this unit, children will learn about famous explorers and where they came from. They will identify the places that were explored and their importance to us today. Children will learn about the races between explorers and why their discoveries are of significant importance.

What do we already know?

Knowledge Retrieval:

Children understand the five oceans and seven continents. They can draw on their understanding of The Equator and Northern and Southern hemispheres to understand climate within continents across the world.

Children will know the countries within The UK, as well as cities that contain airports.

Children will understand human and physical features and will use these to describe known locations.

Children will be able to locate Spain on a map of Europe, along with other islands. They will be able to use eight compass points and four figure grid references.

Year 4 Geography – Explorers and Adventurers

NC objectives – 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.**

Pupils should be taught to:

Locational knowledge

- **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
- **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)

Place knowledge

- 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

Human and physical geography

describe and understand key aspects of:

- **physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**
- **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**

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Key unit objectives

To use a range of maps to identify known locations.

To use symbols and keys to build knowledge of The UK and wider world.

To locate the Arctic and Antarctic circles in relation to explorers.

To locate the birthplace of famous explorers from Europe and the name the country and capital city of that birthplace.

To identify different explorers journeys and the plot their discoveries on maps.

To use eight compass points to 'explore' known and unknown locations.

To identify human and physical features of particular locations.

To know the difference between a sea and an ocean and locate these on maps.

To locate continents and oceans using maps with different orientations and representations.

Key vocabulary and understanding for concept connectors

Explorers helped to build our understanding of the world by creating maps to help people **navigate**.

Sir Francis Drake was the first to **circumnavigate** the Earth in 1577 - 1580.

The **Arctic and Antarctic circles** are imaginary lines that surround the **north and south poles** of our planet.

Key Texts

You wouldn't want to explore with Sir Francis Drake!: A pirate you'd rather not know – David Stewart

Alastair Humphreys' Great Adventures – Alastair Humphreys

Race to the Frozen North: The Matthew Henson Story – Catherine Johnson

Key Questions

Where are the Arctic and Antarctic circles located?

How has our understanding of the world's locations changed over time?

Can you locate the world seven continents on maps with different orientations?



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Geography Curriculum Overview

The Big Picture

Understanding that we are just a small part of a very big world is important for children to orientate themselves into a bigger picture. Many of our children live their lives in a very small locality and so it is important to build their understanding of life around them. Different countries and different people have different ways of life, culture, music, food and architecture. All these aspects combined can lead to different routines and practices that would be unusual to our children. However, this does not make us entirely different.

In this unit, children will study different locations and learn about lives in these places. Children will learn that although people may live in different places surrounded by different things, we are all still people who live on our precious planet – The Earth.

What do we already know?

Knowledge Retrieval:

Children understand the five oceans and seven continents and be able to recognise these on maps with different orientations. They can draw on their understanding of The Equator, Northern and Southern hemispheres and Arctic and Antarctic circles to understand climate zones and begin to name biomes within continents across the world.

Children will know the countries within The UK, as well as cities that contain airports.

Children will understand human and physical features and will use these to describe known locations.

Children will be able to locate Spain on a map of Europe, along with other islands. They will be able to use eight compass points and four figure grid references.

Year 4 Geography – Different places, similar lives

NC objectives – 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.

Pupils should be taught to:

Locational knowledge

- 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
- 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)

Place knowledge

- 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

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Key unit objectives

To use previous knowledge to explain what is within our 'local area'.

To use six figure grid references to describe locations of key features on maps.

To know the difference between a physical map, climate map and political map and when each of these should be used.

To name and locate countries within South America.

To compare our location with an area within Europe and South America – identifying specific similarities and differences in human and physical features.

To identify difference in climate zones and biomes within comparisons.

To use thermometers, rain gauges, weathervanes and anemometers to describe weather patterns and compare these to different localities.

To understand how the water cycle may affect different areas – link with Science build in knowledge once taught within Science.

To know how natural disasters can affect different localities.

Key Questions

Can children use six figure grid referencing?

Can children identify and distinguish between political, physical and climate maps?

Can children articulate differences in climate across locations?

Key vocabulary and understanding for concept connectors

A **physical map** shows physical features – **mountains, rivers, lakes and forests**.

A **climate map** shows annual **temperature** and rainfall.

A **political map** shows **governmental boundaries** as well as main cities and towns.

An **Anemometer** measures wind speed and direction.

A **natural disaster** is a naturally occurring physical phenomena.

Key Texts

Introducing South America – Capstone Global Library

One day, So Many Ways – Laura Hall & Loris Lora