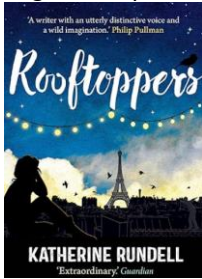




Year 4 Autumn 2: Magnificent Mediterranean. Geography: The Mediterranean (Focus on Greece and Italy).

Enquiry Question:		Would you rather live in the mediterranean or the UK?			
NC Objectives:	Locational Knowledge: <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (incl. the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Identify the significance of latitude: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle.</li> </ul> Place Knowledge: <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country.</li> </ul> Human and Physical Geography: <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: climate zones, vegetation belts, mountains and volcanoes.</li> <li>- Describe and understand key aspects of: types of settlement and land use.</li> </ul>			Learning Threads: Location, Land Use and Settlement. Water, Weather and Climate. Trade and Economy.	
Curriculum Coherence:	Prior Knowledge: EYFS: What makes our local area special? How places around the world are different. Y1: Features of our local area. Y2: Hot and cold countries in relation to the equator and the poles. Continents and oceans. Weather, Climate and Seasonal Changes for the UK, equatorial and polar regions. Farming in our local area. Y3: Physical and human features of a place. Trade and Industry in our local area. Mountains. Earthquakes and volcanoes.		Future Learning: Y4: Water cycle, rivers and coasts links. Y5: features and climate of the rainforest and South America. Biomes. Y6: Topography of the UK. Features and climate of India.		
Vocabulary: North, South, East, West, Europe, continent, Mediterranean, climate, physical features, human features, capital cities, sea, vegetation belts, economy, culture, environment, cities, Italy, Florence, Rome, Naples, Milan, Greece, Athens.	High Quality Text:  Rooftoppers by Katherine Rundell. Chosen for links to travel, exploration and time spent in France.	Misconceptions: Stereotypes and preconceived image of countries in Europe. Considering that all regions in a country are similar.	Substantive Knowledge: Locational Knowledge: The World: On a world map to locate Europe and identify the European countries and cities. The UK: Identify where other countries in Europe are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country – Cornwall, Florence and Athens. Human features: To identify key human features in the Mediterranean – cities, landmarks, towns, etc. Culture: To learn about the culture in a range of countries and compare to our own culture and values. To identify climate zones and vegetation belts in the mediterranean. Geographical skills and fieldwork: - To understand the use of contour lines on a map.	Disciplinary Knowledge: Ask and respond to questions and offer own ideas. Investigate places and themes at more than one scale. Begin to use 8 compass points. Identify global connections between people and countries – key focus on tourism and trade links. Understanding contributions of different cultures to our lives. Value what contributes to own identity. Value Diversity Recognising the benefits of listening to a range of different perspectives & viewpoints. Ask and respond to geographical questions using supporting evidence.	Cross Curricular Links: History Links: Ancient Romans and Ancient Greeks either side of this topic. Art Link: 3D relief map with layer shading. Aquatic theme across Y4: Mediterranean, rivers and coasts progressing on from landforms in Year 3.



## Year 4 Geography Curriculum

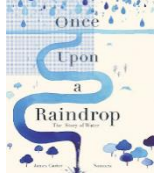
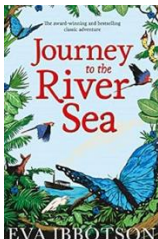
<p><b>Knowledge Sequence:</b></p> <p>Links: <a href="#">The Mediterranean - RGS</a></p> <p><a href="#">Unit: Building Locational Knowledge: Europe   KS2 Geography   Oak National Academy (thenational.academy)</a></p>	<p>Week 1:</p> <p>Lesson 1: How do we understand Europe as a continent? Recap key lines of latitude to identify the position of Europe on a map. WALT identify the continent and capital cities of Europe and important lines of latitude.</p> <p>Lesson 2: What are the features of European countries? WALT identify European countries according to their features.</p>	<ol style="list-style-type: none"> <li>1. Link back to Y2 Arctic Explorers: recap continents and oceans and key lines of latitude. Hot and cold countries and where they are in the world. Identify Europe on a world map and locate the countries, consider where some key countries are in relation to the UK. Teach 8 compass points. Use words such as North, south, in relation to (land, oceans, etc.) What are the capital cities of Europe?</li> <li>2. Pupils will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Pupils will then identify a country from given clues, complete information in a table or match countries to their flags.</li> </ol>
	<p>Week 2:</p> <p>Lesson 3: Where is the Mediterranean? WALT identify the location of the mediterranean.</p> <p>Lesson 4: What's so special about the Mediterranean? WALT consider what is special about the Mediterranean.</p>	<ol style="list-style-type: none"> <li>3. Locate the Mediterranean and the countries that surround it. Consider: Is the mediterranean a proper sea? Why does the mediterranean have a warmer climate? What are the vegetation belts in the Mediterranean?</li> <li>4. Complete Jigsaw (Expert table activity) to explore some key places in the Mediterranean: Greece, Croatia, Italy, France, Spain) for each country use research to explore: the economy, culture, environment and the influence of the Mediterranean.</li> </ol>
	<p>Week 3:</p> <p>Lesson 5: What are the key features of Italy? WALT identify the key features of Italy.</p> <p>Lesson 6: What would it be like to live in Florence? WALT explore what life is like in Florence.</p>	<ol style="list-style-type: none"> <li>5. Zoom in on Italy: What are the physical features of Italy? How is Italy divided into regions and what are the differences between the regions? Why is it a mediterranean country? What are the features of key cities: Florence, Rome, Venice, Naples and Milan?</li> <li>6. Zoom in on a region within Italy, to identify human features, land use and <b>economy (Trade Link)</b>. (Florence) – what would it be like to live there? Case study.</li> </ol>



## Year 4 Geography Curriculum

	<p>Week 4: Procedural Knowledge lesson: Lesson 7: What are contour lines and layer shading? What is layer shading? WALT use contour lines and layer shading.</p>	<p>7. Teach contour lines (potato activity) and layer shading. Art link: How can a 2D of Italy become a 3D relief map? Create a 3D map of Italy.</p>
	<p>Week 5: Lesson 8: What are the key features of Greece? WALT identify the key features of Greece.</p> <p>Lesson 9: What would it be like to live in Athens? WALT explore what life is like in Athens.</p>	<p>8. Identify the key physical features in Greece. What is the climate and vegetation like? How it is impacted by the mediterranean?</p> <p>9. Zoom in on a region within Greece, to identify human features, land use and <b>economy (Trade Link)</b>. (Athens) – what would it be like to live there? Case study.</p>
	<p>Week 6: Lesson 10: Can we compare a region in Florence, Athens and the Cornwall? WALT compare Florence, Athens and Cornwall. Lesson 10: Assessment point.</p>	<p>10. Create a comparison of the regions studied, considering the key physical and human features, climate, vegetation belts and culture. Where would you prefer to live?</p>



Enquiry Question: How does a river change along its journey?						
<p>NC Objectives:</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of rivers.</li> </ul> <p>Geographical skills and fieldwork: Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Links: <a href="#">Rivers - RGS</a>      <a href="#">Unit: Rivers   KS2 Geography   Oak National Academy (thenational.academy)</a></p>		<p>Learning Threads:</p> <p>Physical Processes. Water, weather, and Climate. Location, Land Use and Settlement. Local Area.</p>				
<p>Curriculum Coherence:</p>		<p>Prior Knowledge: EYFS: What is water? Where does water come from? Where does it go? Identifying different bodies of water. Year 1 &amp; 2: Weather and seasonal changes. Water for crops. Year 3: The water cycle in science.</p>		<p>Future Learning: Year 4: Coasts, Year 5: The effects of climate change. Begin to explore the amazon to progress to rainforests in Y5. Year 6: UK Topography.</p>		
<p>Vocabulary:</p> <p>The upper course, The middle course, The lower course, Erosion, Transportation, Deposition, Oxbow lakes, Meander, Confluence, Delta, Estuary, Source, Mouth, Channel, Flow, Riverbank, Riverbed, 4-figure grid references.</p>		<p>High Quality Text:</p> <p>Once upon a raindrop James Carter</p>   <p>Chosen because of its links to the amazon river and surrounding environment with excellent descriptions.</p>	<p>Misconceptions:</p> <p>Confusion about which way the water flows – towards the sea, not from it. Erosion happens quickly. Erosion is always bad.</p>	<p>Substantive Knowledge:</p> <p>Place Knowledge: <a href="#">Sense of own place:</a> <a href="#">Exploring our local river.</a></p> <p>Scale: <a href="#">Using Scale:</a> Describe and compare issues at a range of scales. <a href="#">Physical features:</a> <a href="#">Physical geography, rivers and the water cycle.</a></p> <p>- Physical geography: What are the features and key aspects of a river? - how to create field sketches. - how to measure the speed of the flow. - The location of the world's rivers. - What happens when a river floods. - how are rivers useful to people.</p>	<p>Disciplinary Knowledge:</p> <p>- How can rivers change a landscape? Use 4-figure grid references to locate features on a map. <a href="#">Follow a route on a large scale map.</a> Locate places on large scale maps and globes. <a href="#">Make a map of a route experience with features in the correct order.</a> <a href="#">Make a simple scale drawing.</a> Create a key. <a href="#">To explore a local river to use as a case study for how the features fit with the characteristics of a river system as it flows downstream from source to mouth.</a> Ask and respond to geographical questions using supporting evidence. <a href="#">Analyse and communicate geographical information.</a> <a href="#">Evaluate and present their findings.</a></p>	<p>Cross Curricular Links:</p> <p>Aquatic theme across Y4: Mediterranean, rivers and coasts. Links with exploration of physical features of Italy and Greece. Science link: States of matter. Art: Vincent Van Gogh (Starry night over the Rhone).</p>



## Year 4 Geography Curriculum

<b>Knowledge Sequence:</b>	<p>Week 1: Lesson 1: What is a river? How are rivers linked to the water cycle? WALT explore what a river is and how it is linked to the water cycle.</p> <p>Lesson 2: What is the journey of a river? WALT understand what happens on the journey of a river and identify key features of a river.</p>	<ol style="list-style-type: none"><li>1. Link back to Y2 Storm Maker: What is our weather and daily seasons like? What is the climate of the UK? And Y3: The Rockies: Do other places have different climates? Identify what a river is and explore the location and features of some of the famous world rivers – Nile, Amazon and Volga. Use a map to explore where we might find our local rivers. What is the water cycle? How do rivers fit into the water cycle?</li><li>2. The Journey of a river: To understand how rivers are formed, the features of a river and the surrounding landscape changes from source to mouth.</li></ol>
	<p>Week 2: <b>Fieldwork</b> Lesson 3: What do we want to find out and how will we do it? WALT prepare for our fieldwork.</p> <p>Lesson 4: Procedural Knowledge: Teach 4-figure grid references. WALT use 4-figure grid references.</p>	<ol style="list-style-type: none"><li>3. <b>Fieldwork Enquiry: Ask:</b> Develop the Big enquiry question that you will solve in the field to give the pupils a need to know e.g. how do rivers change along their journey? How does our local river compare with the characteristics of a river system?</li><li>4. <b>Collaborate and Select:</b> Decide on which river you will visit (Gannel? Or Pinky suggested river at boating lake? Or you could travel further afield) Use four-figure grid references to identify local rivers on a map and what you will do their to collect geographical information, for Y4 use: follow a route on a map and use grid references to locate specific aspects. field sketches of different courses or aspects of a river, measure how fast the river is travelling in different places, take samples of rocks from river to compare sizes for erosion, measure the width of the river in different places.</li></ol>
	<p>Week 3: <b>Fieldwork Activity: Do</b> <b>Lesson 5: What can we find out about a river?</b></p>	<p><b>Do:</b> Go out and complete fieldwork ensuring that all pupils are collecting geographical data.</p>
	<p>Week 4: <b>Fieldwork Analysis.</b> Lesson 6: What have I found out about rivers? WALT analyse our fieldwork data.</p> <p>Lesson 7: How can I present my data? WALT present our fieldwork findings.</p>	<ol style="list-style-type: none"><li>6. Analyse the geographical data using graphs and charts for quantitative data, draw a map with a simple scale, showing the different parts of the river and labelling with key information from the data.</li></ol>

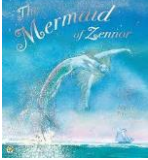



## Year 4 Geography Curriculum

		7. Present geographical fieldwork (maybe make a display or 3D model to teach others about rivers) and pupils to evaluate what they have learnt.
	Week 5: Lesson 8: What happens if a river floods? WALT explore what happens when a river floods.  Lesson 9: Why are rivers important to people? WALT consider how rivers are important to people.	8. Explore why a river might flood, the positive and negative impacts that can have and what people do to try and prevent flooding. Introduce pupils to the term 'scale' when considering the impact of a river flooding. 9. Identify why people live near rivers (in the past and present day), Explore why the Amazon river is important for people.



Year 4 Spring 2: Cornish Coastal Adventure. Geography: Coasts.

Enquiry Question:	How are our coastlines changing?				
NC Objectives:	<p>Physical Geography:</p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of coasts.</li> </ul> <p>Geographical skills and fieldwork: Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Links: <a href="#">Coasts - RGS</a></p>			<p>Learning Threads:</p> <p>Physical Processes. Water, Weather and Climate. Local Area.</p>	
Curriculum Coherence:	<p>Prior Knowledge: EYFS: What is water? Where does water come from? Where does it go? Identifying different bodies of water. Year 1 &amp; 2: Weather and seasonal changes. Water for crops. Year 3: The water cycle in science. Y4: Water cycle and Rivers. Anglo-Saxons and Scots invasion of the UK.</p>			<p>Future Learning: Y5 History: Vikings arriving at our coastlines. Y6: UK Topography.</p>	
<p>Vocabulary:</p> <p>Bay, cape, cove, cliff, arch, cave, stack, stump, spit, headland, beach, dune, weathering, erosion, coast, defence, protection, sea wall, groynes.</p>	<p>High Quality Text:</p>  <p>Chosen because it has strong links with the Cornish Coast.</p>  <p>Good coastal description set in Scotland, adventure on the ocean.</p>	<p>Misconceptions:</p> <p>Pupils may not understand the difference between waves and tides – waves appear to roll in and out constantly on a beach; whereas the whole sea moves in and out twice a day at a much greater amount.</p> <p>Pupils may assume coastal processes happen over a shorter timescale.</p>	<p>Substantive Knowledge:</p> <p>Place Knowledge: <a href="#">Sense of own place:</a> <a href="#">Exploring our local coasts.</a></p> <p>Scale: <a href="#">Using Scale: Describe and compare issues at a range of scales.</a></p> <p>Physical features: <a href="#">Physical geography, coasts.</a></p> <p>- Physical geography: What are the features and key aspects of a coast?</p> <ul style="list-style-type: none"> <li>- Mapping UK coasts and exploring their uses.</li> <li>- identifying the advantages and disadvantages of living near a coast.</li> <li>- Understanding weathering and erosion.</li> <li>- Exploring the effects of weathering in the local area.</li> <li>- Understanding what longshore drift is and how to measure it.</li> <li>- Identifying strategies used to protect our coasts.</li> </ul>	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> <li>- Identifying how coasts can change over time and why.</li> <li>- Applying procedural knowledge in fieldwork by collecting geographical data.</li> </ul> <p><a href="#">Begin to identify significant places and environments.</a></p> <p><a href="#">Make a map of a small area with features in the correct places.</a></p> <p><a href="#">To explore a local coastline and identify the effects of erosion.</a></p> <p><a href="#">Ask and respond to geographical questions using supporting evidence.</a></p> <p><a href="#">Analyse and communicate geographical information.</a></p> <p><a href="#">Express their own views about the people, places and environments studied, giving reasons. Compare views with others.</a></p> <p><a href="#">Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</a></p>	<p>Cross Curricular Links:</p> <p>Aquatic theme across Y4: Mediterranean, rivers and coasts.</p> <p>Links to previous history – Tintagel &amp; Cornish Folk Tales.</p> <p>Links to Y6 history Anglo-Saxons and Vikings navigating the UK coasts.</p>
	<p>Week 1: Lesson 1: How were our coastlines formed?</p>			<p>1. Link back to Y1, discussing that the coasts is a defining feature, that makes our local area special.</p>	



## Year 4 Geography Curriculum

<b>Knowledge Sequence:</b>	<p>WALT explore how our coastlines are formed.</p> <p>Lesson 2: Are all coasts the same? WALT identify similarities and differences between our coastlines.</p>	<p>Exploring how the UK coasts were formed and the key features of a coast (incl. sea arch, sea caves, sea stack and sea stump). Locate coastal areas they have been to on a map and investigate different coastal areas around the country.</p> <p>2. Explore different coasts and their uses. What are the advantages and disadvantages of living by the coast?</p>
	<p>Week 2: Lesson 3: What is coastal erosion? WALT understand coastal erosion and its effects.</p> <p>Lesson 4: How has erosion affected Whipsiderry beach? WALT explore the effects of coastal erosion in our local area.</p>	<p>3. understanding weathering and erosion, know the difference and identify how this can affect our coasts.</p> <p>4. Explore news articles on the cliff falls of Whipsiderry beach as an enquiry into how badly erosion might effect a coasts and cliffs. Look at buildings that could be under threat due to coastal erosion – how does it effect people? Use the term ‘scale’ when discussing the issues faced by coastal erosion.</p>
	<p>Week 3: Lesson 5: What is longshore drift? WALT understand longshore drift.</p> <p>Lesson 6: How can we protect our coastline? WALT identify strategies used to protect coastlines in the UK.</p>	<p>5. Explain that the waves carry sediment onto the beach at an angle and then wash it back again and this motion means that the material is transported along the coastline – pupils could show this on a labelled drawing.</p> <p>6. Explore engineering strategies that people have put in place to protect the coast from erosion – sea walls, groynes, etc. Consider how our coastlines might change in the future.</p>
	<p>Week 4: <b>Fieldwork</b> Lesson 7: What do we want to find out and how will we do it? WALT prepare for our fieldwork. <b>Choose a Newquay beach other than Porth to expand our local area fieldwork.</b></p>	<p><b>Fieldwork Enquiry: Ask:</b> Develop the Big enquiry question that you will solve in the field to give the pupils a need to know e.g. What features of coasts can we see at our local beach? Can we identify signs of coastal erosion?</p> <p><b>Collaborate and Select:</b> Decide on where you will visit and what you will do their to collect geographical information.</p> <p>Fir Y4 use: Sketch coastal features and look for signs of erosions, observe longshore drift, identify any defences or landforms. Pupils can start to have some choice in how they collect this data, after discussions with the teacher.</p>





## Year 4 Geography Curriculum

	<p>Week 5: <b>Fieldwork Activity: Do</b> <b>What can we find out about our coasts?</b></p>	<p><b>Do:</b> Go out and complete fieldwork ensuring that all pupils are collecting geographical data.</p>
	<p>Week 6: <b>Fieldwork</b> Lesson 9: What have I found out about coasts? WALT analyse our fieldwork findings.</p> <p>Lesson 10: How can I present my data? WALT present our fieldwork data.</p>	<p>9. Analyse the geographical data with methods that suit the data collection e.g. graphs and charts for quantitative data, comparing and analysing sketches or photos or using to make a detailed model.</p> <p>10. Present geographical fieldwork data in a way that the pupils choose.</p>