

# Geography Curriculum Overview

## Year 4

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	All around the world	<p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>To identify the position and significance of latitude and longitude.</p> <p>To use maps, atlases and globes to locate countries in the context of using coordinates to find locations.</p> <p>To identify the position and significance of the Arctic and the Antarctic Circle.</p> <p>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.</p> <p>To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p>	<p>Name some of the countries on the Equator.</p> <p>Tell you more about one country.</p> <p>Compare daylight hours in the UK and polar regions.</p> <p>Identify a location on a map when the latitude and longitude are provided.</p> <p>Identify similarities between the UK and the tropics.</p> <p>Describe the climate in the tropics.</p> <p>Tell you more about one country on the Prime Meridian.</p> <p>Explain why day and night occur.</p>	<p>I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p> <p>I can identify lines of latitude and longitude.</p> <p>I can use longitude and latitude to find places on maps, atlases and globes.</p> <p>I can describe the key features of the polar regions and compare them to the UK.</p> <p>I can compare the climate of the tropics with the UK climate.</p> <p>I can explain the position and significance of the Prime Meridian.</p> <p>I can explain the position and significance of time zones.</p>	<p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Co-ordinates</p> <p>Latitude</p> <p>Longitude</p> <p>North pole</p> <p>South pole</p> <p>Polar region</p> <p>Arctic Circle</p> <p>Antarctic Circle</p> <p>Antarctica</p> <p>Tropic</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Climate</p> <p>Time zone</p> <p>Greenwich Mean Time</p> <p>International Date Line</p> <p>Prime Meridian</p>

		<u>End of unit assessment</u>			
		<u>Working towards</u>	<u>Working at</u>	<u>Working above</u>	
2	<b>Somewhere to settle</b>	<p>To describe and understand key aspects of 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.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To 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>Sort settlers' needs by importance.</p> <p>Identify reasons settlers have chosen a site.</p> <p>Identify features of a good settlement site.</p> <p>Explain that some settlements were built by invaders.</p> <p>Identify who built a settlement from clues in its name.</p> <p>Identify similarities and differences between land use in different places.</p>	<p>I can explain why settlements develop in certain locations.</p> <p>I can use maps to identify settlements built by invaders.</p> <p>I can compare land use in different settlements.</p> <p>I can use maps to identify links between settlements.</p> <p>I can create a map of a settlement.</p>	<p>Settlement</p> <p>Settler</p> <p>Shelter</p> <p>Food</p> <p>Defence</p> <p>Water</p> <p>Fuel</p> <p style="color: red;">Agriculture</p> <p>Agricultural</p> <p>Transport</p> <p>Invader</p> <p>Village</p> <p>Town</p> <p>City</p> <p>Land use</p> <p>Retail</p> <p>Leisure</p> <p>Business</p> <p>Industrial</p> <p>Housing</p>

		<u>End of unit assessment</u>			
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>		
3	<b>What is it like in Newcastle?</b>	<p>To 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.</p> <p>To 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.</p>	<p>Identify similarities and differences in locations of Newcastle and their school.</p> <p>Describe the landscape around Newcastle.</p> <p>Give some similarities and differences between the landscape near Newcastle and where they live.</p> <p>Identify the way land is used from a digital map.</p> <p>Explain the difference between human geography and physical geography.</p> <p>Find information about travel options using a given website.</p> <p>Find information about accommodation using a given website.</p> <p>Find information about tourist destinations using a given website.</p>	<p>I can identify Newcastle and its major features.</p> <p>I can compare the physical geography of Newcastle with that of my own area.</p> <p>I can identify Newcastle and its major features.</p> <p>I can compare the human geography of Newcastle with that of my own area.</p> <p>I can create a travel guide for a trip to Newcastle.</p> <p>I can compare the physical and human features of Newcastle with those of the area I live in.</p>	<p>Newcastle</p> <p>Tyne and Wear</p> <p>River Tyne</p> <p>Landscape</p> <p>City</p> <p>Town</p> <p>Cultural</p> <p>Leisure</p> <p>Itinerary</p> <p>Industrial</p> <p>Business</p> <p>Housing</p> <p>Retail</p> <p>Physical features</p> <p>Human features</p> <p>Physical geography</p> <p>Human geography</p> <p>Agricultural</p> <p>Land use</p>

			Identify similarities and differences between the physical geography of Newcastle and that of where they live.		
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Working towards

End of unit assessment

Working at

Working above