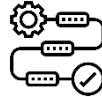


Year 4 Autumn	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location – The Victorians Enquiry: How did the Victorians impact Stourport on Severn?	name and locate counties and cities of the United Kingdom, geographical regions and 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.  Fieldwork Where can we find clues to Stourport's history around Stourport on Severn?	Geographical Enquiry - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Collect and record evidence with some aid. Style of Map - Use map sites on internet. - Identify features on aerial/oblique photographs. Drawing Maps - Make a map of a short route experienced, with features in correct order; Using Maps - Follow a route on a large scale map. Representation - Know why a key is needed.	- The local landmarks and topography of the surrounding area of the school. - Land use around the centre of Stourport and landmarks have developed over time including the canals, bridge and our school.	Subject knowledge vocabulary Railway network Industry Transport North East, South East, North West, South West Ordnance Survey Topic Vocabulary Stourport On Severn	Pre-requisite learning: Children will build on the prior knowledge that - The local area has changed over time. - That stourport has canals, a basin and rivers in the area. New learning: - What types of landmarks and features can I see on my journey? - How can I record my findings? - How has my area changed over time?

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		Begin to recognise symbols on an OS map.			
Autumn 2 Topic: Raid, Invade and Stayed! Enquiry: Where did the Vikings come from?	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 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	Using Maps - Locate places on large scale maps, (e.g. Find UK or India on globe) Style of Map - Use junior atlases. Map Knowledge - Begin to identify significant places and environments Representation - Know why a key is needed. Drawing maps - record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs	- Naming and locating homelands and settled countries. - The locations of Viking landings in the UK. - The Vikings came from Sweden, Denmark and Norway travelling across the North Sea.	Subject knowledge vocabulary Europe Norway Scandinavia coastal Cliff Beach Coast Topic Vocabulary Norwegian Norse Nordic Foreigners North Sea Settlement	Pre-requisite learning: Children will build on the prior knowledge that Sweden, Norway and Denmark are countries in Europe. The countries closest to the Poles have colder climates. New learning: - Where did the Vikings come from? - Which areas did they land in the UK? - Were there any geographical features that shaped as to where they landed?

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Year 4 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Around the World in 80 Days Enquiry: <i>What are the similarities and differences between the continents?</i>	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 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) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	Geographical Enquiry - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale. - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Scale/Distance - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Map Knowledge - Begin to identify significant places and environments Direction/Location - Use 8 compass points;	- The differences and similarities between the Amazon and the Wyre Forest. - The locations of the Tropic of Cancer and the Tropic of Capricorn. - Understanding the importance of lines of latitude and longitude on maps. - Sri Lanka is a country within Asia and it's key physical and human features. - Identify key mountain ranges in each continent.	Subject knowledge vocabulary Relief map Geographical map Equator Tropic of Cancer Tropic of Capricorn Longitude Latitude Biomes Climate Zones Europe Africa Asia South and North America Antarctica Oceania Northern Hemisphere Southern Hemisphere Topic Vocabulary Alps Pyrenees Mount Fuji Mount Kilimanjaro Andes Atlas Rockys	Pre-requisite learning: Children will build on the prior knowledge that Children have studied the continents and oceans. They will have an understanding of the position of the North/South Poles and some knowledge of the Hemispheres. New learning: - How is the Amazon different from my local area? - What is it like to live in the Amazon? - What is an ecosystem? - Where are the locations of the Tropic of Cancer and Tropic of Capricorn. Famous Geographer Farwiza Farharn - What are the names of and the locations of mountain ranges?

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					- Where is Sri Lanka? - What is it like in Sri Lanka?
Spring 2 Topic: Grand Designs – The Ancient Roman Empire Enquiry: <i>Why did the Romans develop settlements in certain areas?</i>	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 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 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. Fieldwork Genius Loci Enquiry How peaceful is this place? How happy is this place? Do people like to come to this place? How tidy is this place? Design a Roman God for the area based on data collected	Geographical Enquiry - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale. - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Perspective - Draw a sketch map from a high view point. Scale /Distance - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Drawing maps - Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	- Romans invaded Britain and created many settlements. Londinium was the capital. - Londinium became a large settlement due to the River Thames and provided quicker trade routes to the other areas of the empire. Britain traded its hunting dogs, wool, silver and lead. - Romans left many human features in Britain including straight roads and walls. - Rome started as a settlement in the valley of River Tiber in modern-day Italy - Villages grew on the seven hilltops around the valley because: - land in the valley was flat and fertile so people grew crops and kept animals - climate was not too hot or too cold - River Tiber provided water - river was narrow at this point and had	Subject knowledge vocabulary Europe Mediterranean Northern Hemisphere Enquiry Peaceful Genius Loci Data Observe Measure Collect Pollution Litter Topic Vocabulary Aqueducts Viaduct Rome Italy Sanitation	Pre-requisite learning: Children will build on the prior knowledge of - the area of the school and names/locations of specific features. - Settlement types. - Rivers. New learning: - Why were the settlements of Londinium and Rome built near rivers? - What trade links did the Roman empire have? - What are some of the key physical/human features in Rome/Italy? - What countries were in the Roman Empire? - How can we design a Roman God for an area of our school?

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			an island in the middle so it was easy to cross - it was 25km from the coast so close enough to reach open sea - the hilltops provided good viewpoints for spotting any attackers. • TRADE – good road network to easily transport goods, strong navy to protect loads carried by ships Import – silk came from China, spices, jewels and perfume came from India. Export - fine glassware and pottery were exported out of the empire. Trade within the empire - Rome and other cities imported lots of food, oil, wine and wool. Coins made of gold, silver, bronze or copper were used to trade goods.		
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Year 4 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: Reuse, Reduce, Recycle Enquiry: How do humans impact our environment?	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.  Fieldwork Enquiry – What is our impact on our environment? Rubbish/sound pollution?	Geographical Enquiry - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale. - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Direction/Location Use letter/no. co-ordinates to locate features on a map confidently.	- Understand the impact of human influence on the environment. - That the decisions we make have an impact on our immediate surroundings. - Pollution including litter and waste is an increasing environmental problem. - The impact of littering /pollution on our oceans and rivers.	Subject knowledge vocabulary Environmental Sustainability Urban Rural Topic Vocabulary Single use plastic	Prerequisite learning: Children will build on the prior knowledge that The children have knowledge of the local area through previous Geography fieldwork trips New learning: - What different ways can we record and present our findings? - Where in our immediate environment are humans having an impact? - Where is the location with the most litter? - Where is the noisiest place in school? - What is the impact of littering on our oceans/rivers?

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Summer 2 Topic: Changes – All About Me!	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Using maps • Locate places on large scale maps, (e.g. Find UK or India on globe) Map knowledge • Begin to identify significant places and environments Style of map • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• What causes rain to fall and the role of mountains in causing rain • What are the stages of the water cycle? Evaporation – energy from the sun heats up the Earth, causing the temperature of the water in the sea, rivers, lakes etc to rise up. Some of this water evaporates into the air and turns into vapour. • Condensation – As water vapour rises into the sky, it cools and turns back into a liquid, forming clouds. • Precipitation – When too much water and condensed, the water droplets in the clouds become heavy. They fall back to the Earth as rain, sleet, hail or snow. • Collection – The fallen precipitation is collected in large bodies of water and will eventually evaporate again, continuing the cycle	absorb atmosphere condensation evaporation precipitation runoff water vapour ground water surface water reservoir river sea	Prerequisite learning: -Children have learnt about mountain ranges in Year 3. New learning: • What are the 4 stages of the water cycle? • What happens at each stage of the cycle? • What causes rain to fall and what impact do mountain ranges have in causing this?
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