



Year 4: Geography



Autumn Term – Changes in the local environment Enquiry - *How and why is my local area changing?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Year 4 this half-term, children will be exploring the local environment and finding out about changes that have happened over time. The children will be taught mapping skills. The children will have the opportunity to conduct field work experiments to explore the impact of cars and litter on the environment. At the end of the unit, the children will create their own map of the local environment including changes they would make.</p>	<ul style="list-style-type: none"> • The difference between physical and human processes and events that affect environments. • How the environment of my school and grounds has changed over time. • Why locations in the local area of the school have changed. • That there are often different views about whether environmental change is a positive thing. • How the quality of the environment varies in the local area surrounding my school. • How and why environments are changing at different locations around the world. • How environmental change on a global scale affects our lives locally. • How humans behave locally can contribute to global changes such as climate change. 	<p>Describing: giving an account of how your local area has changed in climate</p> <p>Selecting: choosing the information most suitable and relevant to observe, record and explain changes that have happened in the past to the school and its grounds and immediate environment.</p> <p>Reasoning/ speculating: thinking and forming ideas about how NASA satellite images can inform us on environmental global changes.</p> <p>Synthesising: bringing together a range of ideas and facts from satellite images from NASA to develop an explanation as to why there are global changes.</p> <p>Explaining: showing understanding of how or what aspect of the local area has changed over a long period of time.</p> <p>Empathising: placing yourself in another's position to better understand their actions</p>

Sequence:

Children will have learnt about the geography of where they live in year 1 and will now be expanding their knowledge on this in year 4. They will have learnt about the environments of megacities, comparing and contrasting different climates and comparing it to their own. In year 4 they will now be expanding on this and discussing how humans affect the climate.

Vocabulary: Pattern, Pollution, Flash flood, Deforestation, Natural disaster, Residential, Commercial, Recreation, Leisure, Public service, Hypothesis, Accessibility, Correlation, Redevelopment, Environment, Processes, Distribution, Location, Land use, Transport, Change, Interaction, Settlement, Economic activity, Scale.

Spring Term – Human and physical geography comparison – India and the UK
Enquiry- *How is India saving the tiger?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>The children will identify, recognise and describe the main characteristics of tigers and explain how scientists classify these features. The children will study the present-day distribution of tigers in the world and discuss reasons for their declining numbers.</p>	<ul style="list-style-type: none"> • How do scientists classify and describe the characteristics of tigers? • How are tigers distributed around the world? • In what kind of habitat do Bengal tigers live? • Why does jungle grow in India? • How do geographers show the climate of a place graphically? • Why is June 1st a day of celebration in India? • Why does Sarita love and fear the rain? • How many Bengal tigers are there in India? 	<ul style="list-style-type: none"> • Identify, recognise and describe the main characteristics of tigers and explain how scientists classify these features. • Suggest reasons why the range of tiger distribution has declined so dramatically. • Explain why natural tropical forest vegetation grows so widely in India with reference to the characteristics of the three main climatic regions of the world. • Compare and contrast through the construction and analysis of climate graphs the pattern of weather where they live with Kandla in India and reach conclusions and make judgements about the climatic challenges faced by people living in India. • Compare, contrast and make judgements about the benefits and challenges of living in different climates. • Empathise with of some of the ways in which the arrival of the bursting monsoon is physically and culturally so important. • Describe and critique the methods used by mathematicians to count the number of tigers in India.
<p>Sequence: In Year 3, children will have learnt about climate graphs and what they look like. They will have previously compared their location with another location and worked on empathising with others on some of the challenges and advantages of living in certain climate regions. Children will have also learnt about different climates (tropical, temperate etc). They will have previously looked at their habitat and local area and will have an understanding of other regions of the world and their climate.</p>		
<p>Vocabulary: Distribution; Habitat; Jungle; Forest; Species, Diet; Food Chain; Weather; Climate; Tropical; Endangered; Extinction; Government; Population; Climate Graph; Precipitation; Temperature; Rainfall; Monsoon; Deforestation; Agriculture;</p>		

Summer Term – Europe study
Enquiry - *How is France similar / different to where I live?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this unit children will have the opportunity to explore Europe. Firstly, they will learn about the countries and capital cities of Europe. They will then look in more detail at some of the contrasting areas of Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of Europe (France) and create information booklets to share what they have found out.</p>	<ul style="list-style-type: none"> • To learn about countries in Europe and their capital cities. • To identify human and physical geographical features in Europe. • Conduct research about a European country using a range of non-fiction and atlases. • Understand geographical similarities and differences of the UK and France. 	<ul style="list-style-type: none"> • Locate and identify 10 different European countries and their capital cities. • Compare and contrast the human and physical geography of the area being studied. • Synthesising: bringing together a range of ideas and facts from research. • Explaining: showing understanding of how the UK and France are different/similar.

Sequence:

In previous year groups, children will have been taught the names of the continents and some non-European countries. In year 4 children will focus on Europe (France) and use their research skills to find more information about the human and geographical features which they will have previously looked at in year groups before.

Vocabulary:

Geographical features:

Human features:

Location:

Region:

Europe

Country

Continent

Economic activity:

Biodiversity

Habitat