

# Year 4: Geography

## Block 1 – Spatial Sense

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit focuses on enhancing students' geographical knowledge and skills through a series of structured lessons. It begins by reinforcing prior learning about the poles, equator, hemispheres, and the lines of longitude and latitude. Pupils then learn about map scales and how to calculate distances, before advancing to the use of four-figure grid references. They apply this knowledge to identify landmarks on maps of their local area and explore how it has changed over time. The unit concludes with an assessment task where pupils write a description of these changes, supported by maps and data, allowing them to demonstrate their understanding of local geography.</p>	<ul style="list-style-type: none"> <li>To describe change over time in a specific location.</li> <li>To use geographical tools and vocabulary to locate places on a map.</li> </ul>	<p><b>Map Reading and Interpretation:</b> Pupils enhance their ability to read and interpret various types of maps, including understanding scales and grid references.</p> <p><b>Geographical Inquiry:</b> They develop skills in asking questions about geographical features and changes in their local area.</p> <p><b>Data Collection and Analysis:</b> Pupils practice collecting data from maps and using it to identify landmarks and other geographical information.</p> <p><b>Spatial Awareness:</b> They improve their understanding of spatial relationships by connecting geographical concepts like the poles, equator, and hemispheres to real-world locations.</p> <p><b>Critical Thinking:</b> Pupils analyse how and why their local area has changed over time, considering various factors that influence these changes.</p> <p><b>Communication:</b> They learn to effectively communicate their findings through written descriptions, incorporating maps, data, and graphs to support their narratives.</p>

### Sequence:

Building on children's understanding of spatial sense from Year 2 where they looked at maps of the school site and the four-point compass and in Year 3 when they learned about the eight-point compass and grid references, in this unit children will learn about lines of latitude and longitude and revisit the equator and the poles.

### Vocabulary:

Lines of latitude/longitude, equator, prime meridian, tropic of Cancer, tropic of Capricorn, scale

## Block 2– Mediterranean Europe

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to the Mediterranean region, beginning with its geography and the surrounding countries, including Cyprus and Malta. Students will explore the region's climate, learning about the influence of the Gulf Stream and comparing climate graphs to those from other areas studied. They will connect climate to</p>	<ul style="list-style-type: none"> <li>Describe and understand key physical and human features of Mediterranean Europe.</li> <li>Mediterranean Europe is located in southern Europe.</li> <li>The Mediterranean climate is warm and dry in the summer, cool and wet in the winter.</li> <li>The warm, dry climate in Mediterranean Europe allows olives to grow.</li> <li>There are several mountain ranges in Mediterranean Europe</li> </ul>	<p><b>Map Reading and Geography:</b> Identifying and locating geographical features, such as countries, coastlines, mountain ranges, and rivers in the Mediterranean region.</p> <p><b>Data Analysis:</b> Interpreting and comparing climate graphs to understand the climatic conditions of the Mediterranean compared to other regions.</p> <p><b>Connection Making:</b> Linking climate and geography to agricultural practices in the region.</p> <p><b>Comparative Analysis:</b> Comparing and contrasting the features of different cities, specifically Athens and Venice, to understand</p>

<p>agriculture, investigate the landscape by identifying mountain ranges and tracing the River Po, and study the cities of Athens and Venice, comparing their features. The unit culminates in an essay that encourages students to reflect on Mediterranean Europe in relation to their previous studies of Northern and Western Europe, focusing on human and physical characteristics as well as climate.</p>	<p>urban geography.</p> <p><b>Reflective Writing:</b> Synthesising knowledge from the unit into an extended essay that describes and analyses the Mediterranean in the context of Northern and Western Europe, focusing on both human and physical geography.</p>
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#### Sequence:

This unit builds upon previous learning from both Year 2 and Year 3 when children studied Northern and Western Europe. They will continue to develop their understanding of trade and will look at food produce that is grown in this region. Building on knowledge of settlements, children will study Athens and Venice, looking for similarities and differences. They will use their knowledge of studying cities; identifying position and location, transport, landmarks and population to compare and contrast the two cities. Background knowledge from history, from studying the Ancient Greeks and Ancient Romans, will provide contextual knowledge for this unit.

#### Vocabulary:

Mediterranean Europe, equator, latitude, ecosystem, the Gulf Stream, the Colosseum, peninsula, inhabit

### Block 3– Eastern Europe

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to Eastern Europe, building on their prior knowledge in a structured manner. Pupils identify countries, borders, and language differences in the region, including the significance of the Cyrillic alphabet. Then they will focus on the climate, introducing the concept of continental climate and comparing it to the maritime climate of the UK. The third lesson explores physical features, including mountains, seas, and the steppe biome. In lesson four, children compare the UK with a selected Eastern European country, analysing various geographic and socio-economic factors. Finally the unit addresses the sensitive topic of the Russia-Ukraine conflict, discussing its geographical implications and the resulting refugee crisis. The unit concludes with assessments, including map labelling and an essay on Eastern Europe, allowing pupils to demonstrate their understanding of the region.</p>	<ul style="list-style-type: none"> <li>• Eastern Europe covers a wide area, with many countries, peoples, cities and rivers.</li> <li>• Some Eastern European countries are grouped into Balkan or Baltic Countries.</li> <li>• Eastern European countries have different languages.</li> <li>• Eastern Europe has a continental climate.</li> <li>• There are some very long rivers in Eastern Europe, including the Volga and the Daube</li> <li>• In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.</li> </ul>	<p><b>Map Skills:</b> Identifying and interpreting maps to locate countries, borders, and physical features in Eastern Europe.</p> <p><b>Data Analysis:</b> Comparing climate data and socio-economic factors between the UK and an Eastern European country using atlases and statistical information.</p> <p><b>Critical Thinking:</b> Analysing the impact of geographical features and climate on human activities, including agriculture and settlement patterns.</p> <p><b>Comparative Analysis:</b> Evaluating similarities and differences between the UK and selected Eastern European countries.</p> <p><b>Cultural Awareness:</b> Understanding language differences and cultural contexts, particularly regarding the Cyrillic alphabet and regional history.</p> <p><b>Sensitivity and Impartiality:</b> Discussing complex topics like the Russia-Ukraine conflict with care and neutrality, recognizing their implications on people and places.</p> <p><b>Written Communication:</b> Demonstrating understanding through structured writing tasks, including essays and map labelling, effectively conveying geographical knowledge.</p>

**Sequence:** This unit builds on children’s understanding of Europe and looks closely at Eastern Europe. In previous units children have studied Mediterranean Europe (Year 4), Western Europe (Year 3) and Northern Europe (Year 2). They have been introduced to concepts such as migration and trade and have explored impact of climate on food and farming. In this unit, children will build on their knowledge of Europe and explore Eastern Europe in more depth. Conceptual understanding of conflict will be built upon in forthcoming units in History when children learn about imperialism, militarism and nationalism in Year 5 and Year 6. Children will learn more about the United Nations in Year 6 when they study globalisation

**Vocabulary:** Balkan countries, Baltic countries, Cyrillic, human geography, physical geography, steppe

### Block 4 – UK Geography-Northern Ireland

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit introduce Northern Ireland, starting with identifying Belfast as its capital and Lough Neagh as the largest lake in the British Isles. Children will explore tourism, noting key locations like the Titanic's birthplace and the linen trade in Lisburn, as well as popular sites like Bushmills and the Giant’s Causeway. They will also learn about the partition of Northern Ireland and the differing views of Unionists and Nationalists regarding governance. Subsequent lessons will delve into geological features, focusing on the Giant’s Causeway and the Marble Arch Caves, including their formations and historical exploration.	<ul style="list-style-type: none"> <li>Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland.</li> <li>Belfast is the capital city of Northern Ireland.</li> <li>The Republic of Ireland was partitioned from Northern Ireland in 1922.</li> <li>Giant’s Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption.</li> <li>Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.</li> </ul>	<p><b>Geographical Skills:</b> Identifying key locations on a map, understanding physical and human geographical features, and recognising how places can change over time.</p> <p><b>Historical Skills:</b> Learning about significant historical events such as the partition of Northern Ireland and understanding different perspectives on governance.</p> <p><b>Research and Inquiry Skills:</b> Conducting independent research on specific topics like tourism and trade in Northern Ireland.</p> <p><b>Critical Thinking:</b> Comparing different viewpoints (Unionists vs. Nationalists) and understanding the complexity of historical and political issues.</p> <p><b>Scientific Understanding:</b> Exploring geological formations, understanding processes like the formation of stalactites and stalagmites, and learning about the scientific exploration of natural features.</p>

**Sequence:** Building on children’s understanding of the United Kingdom, this unit will explore Northern Ireland. Children will use maps of Ireland and Northern Ireland to locate key features and locations. In Year 1 and 2 children learned to name and locate the countries of the United Kingdom. In Year 5 children will learn more about Ireland in the context of the British Empire.

**Vocabulary:**

Londonderry, Belfast, republic, partition, Lough Neagh, Giant’s Causeway, Unionists and Nationalists

### Block 5– UK Geography-London and the South East

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit focuses on the South East of England, beginning with understanding the term 'region' and exploring its geography, including coastlines, cities, and towns. Children will study	<ul style="list-style-type: none"> <li>The South East is an area of England.</li> <li>London is located in the South East of England.</li> <li>The Romans built London as a useful port for trading.</li> <li>Canterbury is a historical place with a rich history.</li> </ul>	<p><b>Geographical Skills:</b> Using and annotating maps to identify key features like coastlines, rivers, cities, and transport links. Understanding the concept of regions and physical and human geographical features.</p> <p><b>Historical Skills:</b> Learning about significant</p>

the historical importance of the River Thames in London's development and trade. They will learn about Canterbury's rich history, its status as a UNESCO World Heritage Site, and its significance in literature. The unit then covers Brighton, highlighting its Victorian piers, Brighton Pavilion, and transport links. Finally, children will explore Dover, its role as a port, and the iconic white cliffs, connecting these features to trade and geography.	<ul style="list-style-type: none"> <li>Brighton is a seaside town, popular with tourists.</li> <li>Dover is a town and major ferry port</li> </ul>	<p>historical events and places, such as the founding of London, Canterbury's history, and Victorian seaside culture in Brighton.</p> <p><b>Cultural and Literary Understanding:</b> Exploring the cultural significance of places like Canterbury and their connections to literature, such as <i>The Canterbury Tales</i>.</p> <p><b>Analytical Skills:</b> Connecting past knowledge of trade, settlement, and geography to new content, and understanding the role of natural and human-made structures in regional development.</p> <p><b>Drawing and Diagramming:</b> Creating annotated maps and diagrams, such as those of the River Thames, Brighton, and the white cliffs of Dover, to visually represent geographical and historical knowledge.</p>
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**Sequence:** This unit builds on previous knowledge of regions of the UK from Year 2 (British Isles) and Year 3 (The South West) and introduces London and the South East of England. Children will build on this knowledge in Year 5 when they study East Anglia, the Midlands, Yorkshire and Humberside. Children will build knowledge of the counties and cities of the UK, their geographical regions, human and physical characteristics and topographical features.

**Vocabulary:** London, coastline, cliffs, skyline, transportation, pier, tourist, Dover

## Block 6- Asia-Japan

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This unit introduces children to Japan, building on prior knowledge from Year 3 and KS1 to enhance their geographical vocabulary and understanding. It begins with an introduction to Japan's location, islands, and landmarks like Mount Fuji. Children then explore Japan's climate, linking it to air masses and seasonal changes. They are introduced to the concept of tectonic plates to explain Japan's physical geography, including mountains and natural disasters. The unit also contrasts the modern and traditional aspects of Japanese cities, such as Tokyo and Kyoto, and explores Japan's feudal past, connecting it to previous studies of hierarchical systems. The unit concludes with assessment activities to reinforce learning.	<ul style="list-style-type: none"> <li>To know Japan has diverse human and physical geography</li> <li>Japan is located in the Northern Hemisphere in the continent of Asia.</li> <li>Japan is made up of four main islands and many smaller islands.</li> <li>Japan has a varied climate, influenced by air masses from the continent and from the ocean.</li> <li>Japan has many cities, including Tokyo and Kyoto.</li> <li>In the past, Japan had a feudal system.</li> </ul>	<p><b>Geographical Skills:</b> Using maps and atlases to identify Japan's location, islands, and physical features; understanding climate patterns and their connection to geography.</p> <p><b>Conceptual Understanding:</b> Introducing complex concepts like tectonic plates and air masses to build foundational knowledge for future learning about natural disasters and landforms.</p> <p><b>Comparative Analysis:</b> Comparing the modern and traditional features of Japanese cities, as well as Japan's historical feudal system with other studied societies.</p> <p><b>Historical Analysis:</b> Exploring Japan's feudal system and its hierarchical structure, drawing parallels with similar systems studied in other cultures.</p> <p><b>Synthesis and Application:</b> Reinforcing learning through tasks such as quizzes, map labelling, and descriptive writing to summarise human and physical geographical knowledge of Japan.</p>

**Sequence:** This unit builds upon children's study of Asia: China and India in Year 3. Children will continue to develop their map reading skills, identifying locations, climate regions and biomes. They will continue to develop their conceptual understanding of how physical and human geography interact by looking at the population distribution and settlement

location in China

**Vocabulary:** Land of the Rising Sun, Tokyo, Kyoto, climate, weather, tsunami, monsoon, samurai, kimono, origami