YEAR FOUR

Main topics: The water cycle, settlements, mapping, Earth structure, food and farming.

YEAR FOUR - AUTUMN TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- I can understand how the water cycle works - I can identify where countries are in the world (linked with vikings history unit) - I can name and locate some of the cities and counties in the UK and compare topographical features (link with Anglo-Saxon history unit)	*LO: to understand the Water Cycle.* *(part of Science lessons)* *LO: to identify features of rivers.* Locate Scandinavian countries (link to Vikings) Vikings- where they came from? *LO: to locate countries on maps.* *LO: to understand what settlements are.* -Settlements and homelands -Viking invasion map colouring task Anglo-saxon -Mapping where they ruled -Comparing uk today and in the past	• north, north-east, east, south-east, south, south-west, west and north-west

YEAR FOUR - SPRING TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ Describe and understand 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	- I can use key geographical vocabulary. - I can use world maps, digital maps, atlases and globes securely to locate more countries of Europe and significant human and physical landmarks. - I can observe, measure and record human and physical features using sketches, plans, graphs and digital technology, focusing on changes over time. - I can name and locate some of the cities and counties in the UK and compare topographical features. - I can identify the position and significance of longitude and latitude. - I can compare physical and human geographical features in my local area to a small region in Europe.	Earth knowledge *LO: To know the position of the equator, northern and southern hemispheres and locate continents, countries in each.* *LO: to understand the structure of Earth including longitude and latitude.* *LO: to explore the Tropics and the Northern and Southern poles.*	• polar, temperate, arid, tropical, Mediterranean, and mountain • crust, mantle and core, tectonic plates, earthquake • peak, mountain range, altitude, • Uk Mountains- Pennines, Snowdonia, Cairngorms, Mourne Mountains, • active, extinct, dormant, lava, ash, magma, vent, crater, eruption, • water cycle, evaporation, transpiration, condensation, precipitation, solid, liquid, gas, and runoff • north, north-east, east, south-east, south, south-west, west and north-west • Renewable, non-renewable, fossil, wind, solar, water Very modern when the topic is anglo saxon britain! This might fit better in Summer term unless we do the contrast thing? • Land use, energy, distribution

	- I can describe some aspects of human and physical geography using key vocabulary including climate zones, mountains, volcanoes, earthquakes and the water cycle.		

YEAR FOUR - SUMMER TERM			
NC Objectives being covered:	**I can statements**	**Hooks inspiring curiosity and fascination - Lessons:**	**Key vocabulary used:**
describe and understand 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	- I can understand human geography related to the distribution of natural resources. - I can use the 8 points of a compass and four-figure grid referencing to build my knowledge of the UK and the wider world and describe routes on a map.	**Food and Farming unit** *LO: to identify food sourced from UK.* *LO: to understand why we eat locally.* *LO: to understand land use.* Food miles *LO: to compare local produce vs global.* *LO: to explore carbon footprint.* *LO: to identify and explore food travelling routes.* **Europe study focusing on human geography.**	Food production, crops, agriculture, food distribution map, food consumption, water distribution. Maps here are great, could you do a graph to compare data?